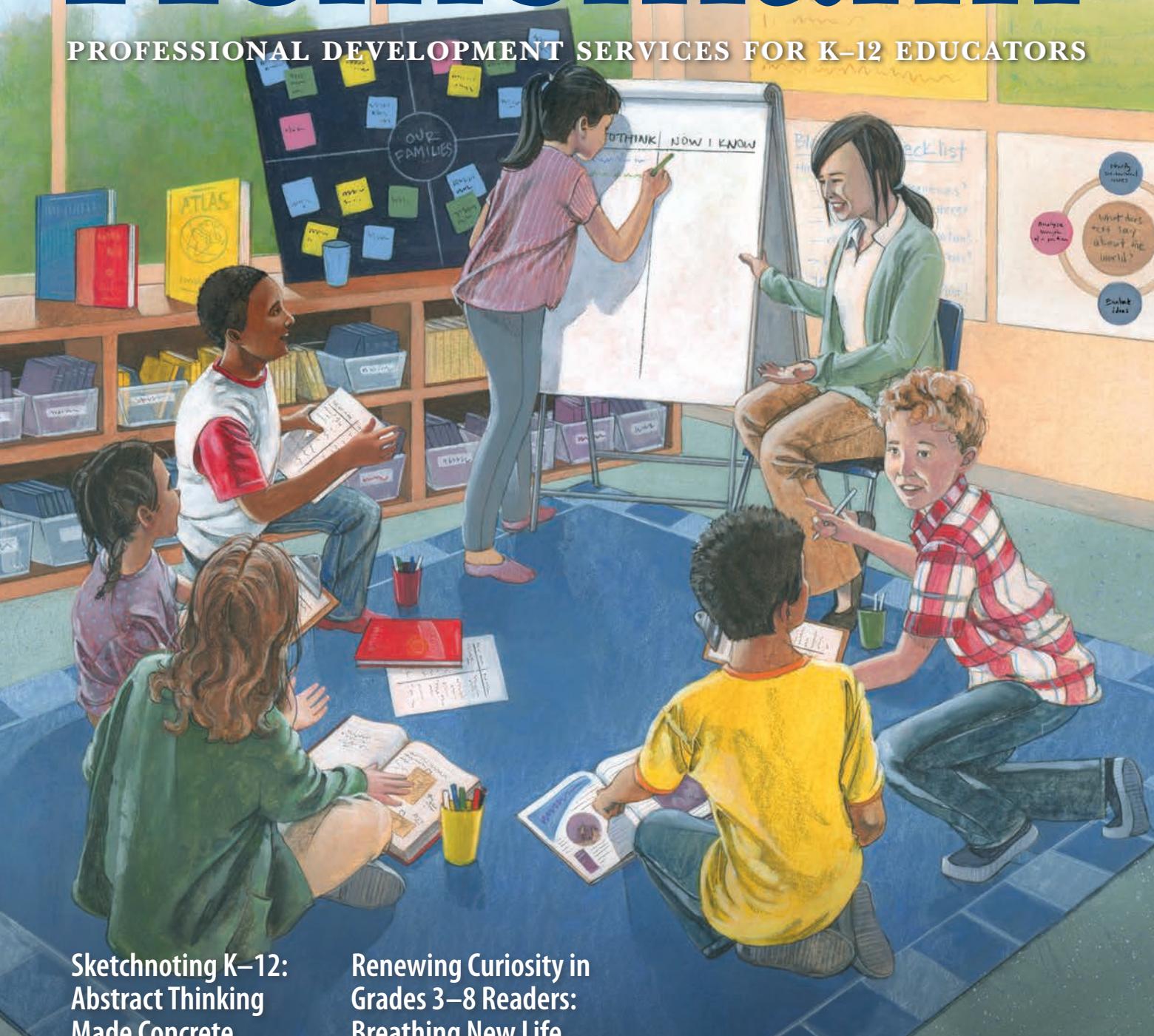


2019–2020 Catalog-Journal

Edited by Ellin Oliver Keene

Heinemann

PROFESSIONAL DEVELOPMENT SERVICES FOR K–12 EDUCATORS



Sketchnoting K–12:
Abstract Thinking
Made Concrete
Tanny McGregor

Inclusion Cannot
Be Optional:
Using LGBTQ Books
in All Classrooms
Jessica Lifshitz

Renewing Curiosity in
Grades 3–8 Readers:
Breathing New Life
into Book Clubs
*Sonja Cherry-Paul and
Dana Johansen*

Identity Work and
Educational Justice
Minjung Pai

Conferring Across the Day:
Insight from Students in
Writing and Math
*A Conversation with
Carl Anderson and
Jen Munson*

Heinemann
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Cornelius Minor, PD consultant and author of the book *We Got This.*, is a powerful listener and a transformative teacher.

Your practice is our everything.

You know your students, your school, and the challenges you face. That is why our authors lean in and listen, and then respond with professional learning and research-based strategies designed to meet your teaching and team needs.

Heinemann's authors are experienced and accomplished educators, who focus all of their research and consulting services on supporting you—their fellow teacher. Our PD authors work year-round in a wide variety of diverse schools, classrooms, and learning communities around the country. And, as they travel, they listen and learn about what is most pressing today; adding to their foundational expertise helps them tailor the best strategies to immediately strengthen your teaching practice. Our PD offerings include workshops, webinars, seminars, and on-demand experiences, and are designed to ensure every teacher and school has access to options to advance their student-centered instructional skills.

Our journey starts with an understanding that no great good can be done for a people if we do not listen to them first. Powerful teaching is rooted in powerful listening.

—Cornelius Minor

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Now more than ever, collaboration is key. The world changes every day, and this is reflected in your classroom and your school. How can you make the best choices for your students and your teaching career when things are constantly evolving? Heinemann's author-experts and their specially trained consultants can help by delivering timely and timeless teaching insights through on-site, online, and off-site professional learning options. Let's work together to move us all forward toward an even stronger tomorrow.



Meeting educators where they are:

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- Speakers & Consulting Authors

Online PD

- On-Demand Courses
- Webinar Series

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- Multi-Day Institutes
- One-Day Workshops

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CONTENTS

2019–2020
Catalog-Journal

Sections

10 Online PD

- 11 On-Demand Courses
- 19 Webinar Series

30 On-Site PD

- 31 School-Based Seminars
- 51 Fountas & Pinnell Seminars
- 63 Speakers and Consulting Authors

74 Off-Site PD

- 75 Multi-Day Institutes
- 83 One-Day Workshops

Features

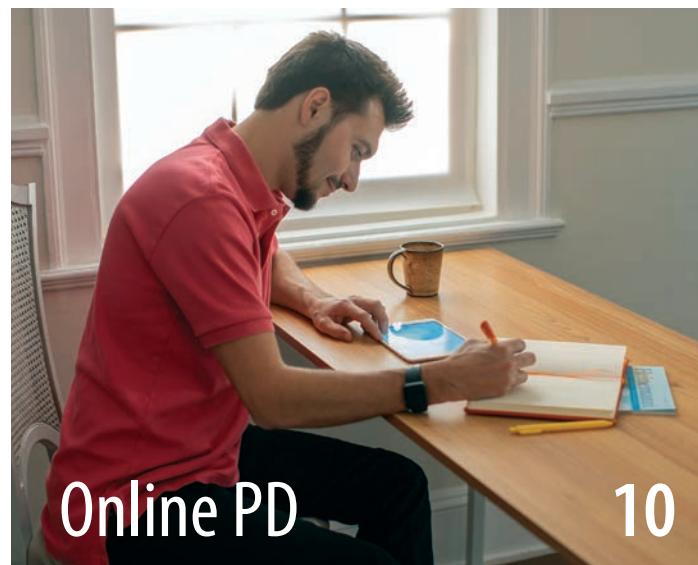
6 Sketchnoting K–12:
Abstract Thinking Made Concrete
Tanny McGregor

26 Inclusion Cannot Be Optional:
Using LGBTQ Books in All Classrooms
Jessica Lifshitz

**47 Renewing Curiosity in
Grades 3–8 Readers:**
Breathing New Life into Book Clubs
Sonja Cherry-Paul and Dana Johansen

**72 Identity Work and
Educational Justice**
Minjung Pai

79 Conferring Across the Day:
Insight from Students in Writing and Math
*A Conversation with Carl Anderson
and Jen Munson*



Online PD

10



On-Site PD

30



Off-Site PD

74



6



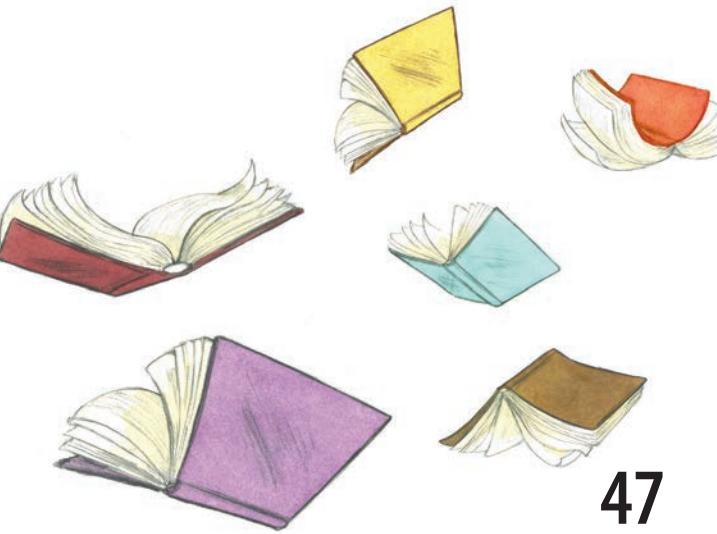
72



26



79



47

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About the Covers: (Front) This scene is a view into a fifth grade class working on an inquiry project. Students have shared aspects of their own family stories, and then read a variety of literature and media sources to gain a wider range of stories and perspectives. In this lesson, the teacher is leading an “I Used to Think, Now I Know” exercise to help her students visualize and discuss their new learning. **(Back)** During her summer break, our teacher becomes the learner as she participates in a multi-day institute with colleagues from across the country, where she joins in a different group lesson about identity influences. These scenes are hand-painted by illustrator Joshua Brunet.



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Reflecting on Origin Stories



Mim Easton

We look forward to learning alongside you and supporting you as you inspire others.

The recent proliferation of superhero movies with deep dives into characters' backstories has me thinking about origin stories in general, and, in particular, the origin stories of teachers. How did you become the educator you are today?

For me, a pivotal moment was reading Nancie Atwell's *In the Middle* (1987, Portsmouth, NH: Heinemann) in 1992 as I prepared to be a high school English teacher. Reading a book that gave words to my beliefs and presented concrete ways to put those beliefs into action was profound. Many educators have told me stories very like my own: stories about how a particular Heinemann book was a lighthouse—or, sometimes, a life raft—when they needed it most.

It's also exciting to hear about ways in which educators are writing themselves into other educators' origin stories. Recently, I was talking with three experienced teachers about the joys and the challenges of teaching today. While many of the details of their days were different, all of them said that they seek out new teachers, invite them into their classrooms, lend or give them books, and act as mentors to them. I have no doubt that each of these experienced professionals has been the spark in a new teacher's origin story.

No matter how this journal found its way into your hands—whether it is something you look forward to each year or it was handed to you by a colleague—welcome! We look forward to learning alongside you and supporting you as you inspire others—both your students and the colleagues who will someday remember you as part of their origin story.

At Heinemann, we know that your work is both challenging and important. Because of this, we are committed to meeting you where you are, literally. Our on-site offerings bring our student-centered approach to your school. Our off-site events bring you and teachers from other schools, districts, states, or even countries together with experts in the field. Our online professional development gives you the opportunity for meaningful PD anywhere you have an internet connection.

Teaching is hard. Teaching well is even harder: the statistics around teacher retention clearly illustrate the toll the work can take. Sharing our sparks—our origin stories—and our foundational beliefs about teaching and children not only keeps our sights on the lighthouses that guide us, it also helps other educators to remember their own lighthouses, even in stormy weather. I hope that this school year will be full of opportunities for you to share and to hear the inspiring origin stories of our field.

—Mim Easton

Bringing Fresh Perspectives into Our Classrooms

I love a great professional discussion, especially if there are surprises embedded in it. I love ideas that stop me in my tracks, invoke a perspective I hadn't considered, and challenge my thinking. I want fresh ideas I can use in my classroom work and I want to have my perspective bent.

This is the twelfth issue of the Heinemann *Professional Development Catalog-Journal* (PDCJ). If you're a first-time reader of the PDCJ, welcome to one of the most diverse, thought-provoking, and practical reading and discussion experiences you and your colleagues can have during your school year. It is my joy to work with Heinemann authors and Fellows to collect fresh, original thinking for you to ponder.

In this issue, Tanny McGregor invites students to reveal their thinking through the joyful practice of sketchnoting. You'll find hundreds of ways students can synthesize abstract concepts in this article and in her new publication, *Ink & Ideas*.

If you're interested in immediately-useful-in-the-classroom reading, flip to Carl Anderson and Jen Munson's article to explore how conferring with students can be deployed in both literacy and math. They make the fundamentals of conferring clear and manageable, no matter your classroom structure or time limits. Both have new publications: *A Teacher's Guide to Writing Conferences* (Anderson) and *In the Moment* (Munson).

Speaking of practical ideas, have you read Sonja Cherry-Paul and Dana Johansen's new book, *Breathing New Life into Book Clubs*? This sneak peek from the book will allay your fears about launching and maintaining book clubs, and reveal the inevitable student engagement that results.

Heinemann Fellows Jessica Lifshitz and Minjung Pai bring much-needed insight about diversity, inclusivity, and identity. Jess shows us what happens when children enter into honest conversations about the diverse world around them using superb books as the foundation. Her students' insights will inspire you and you'll realize that there is no reason your students can't (and shouldn't) have the same probing discussions.

Min takes an unflinching look at the personal identity work necessary to begin the process of engaging students in revelatory conversations about theirs. She says, "I can start with me. I can start by dismantling the oppression that lives inside of me and liberating my students from that oppression." If there are more powerful words to launch discussions with colleagues about diversity and inclusion, I simply can't imagine what they would be.

Give yourself the gift of time to enter into honest, revealing, probing, joyful, practical, and perspective-bending discourse. It will breathe new life into the wonderfully challenging work of teaching and, as always, learning.

—Ellin Oliver Keene



Ellin Oliver Keene

Give yourself the
gift of time to
enter into honest,
revealing, probing,
joyful, practical,
and perspective-
bending discourse.

SKETCHNOTING K-12: Abstract Thinking Made Concrete

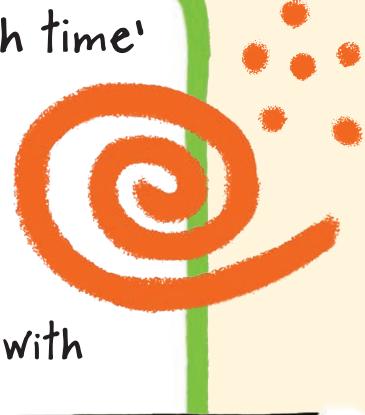
BY TANNY MCGREGOR

"WHY do we only get to draw ... 'IF there's enough time'
or ... WHEN the 'important work' is finished?"

"WHY do I have to write? Can't I just DRAW?"

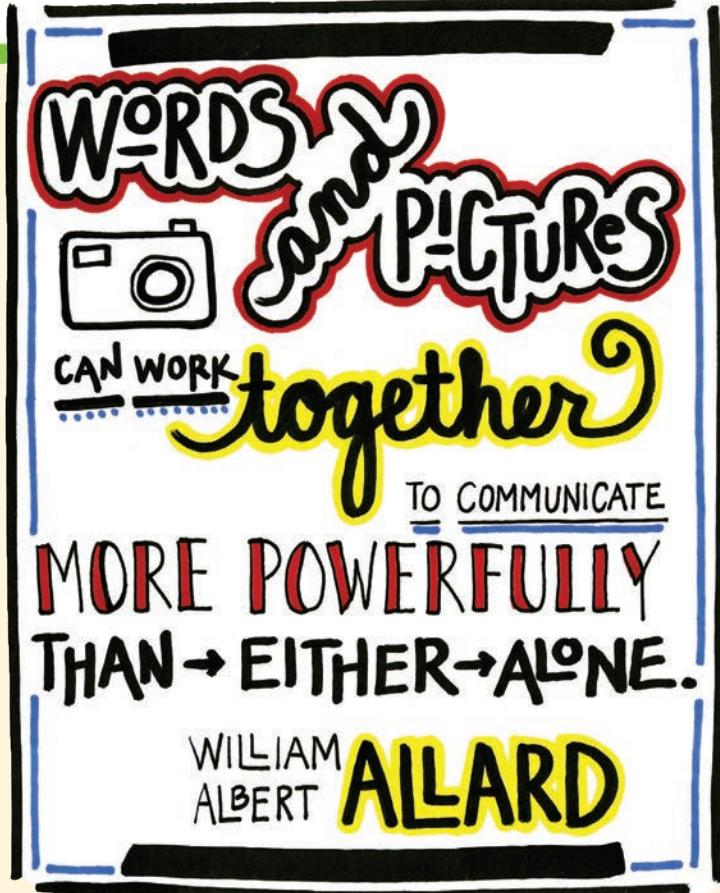
"WHY does my thinking sometimes feel incomplete
without color, LINES, and SHAPES?"

"WHY do I seem to focus better and remember more with
a PEN or STYLUS in my hand?"



QUESTIONS from our students that cling to our thinking are sometimes a call to action. So, when students' questions led me to wonder why brilliant minds throughout the ages have used words and pictures together to show their thinking, I started to wonder why we don't afford students the same opportunity. I read. I researched. I wrote. I talked to many whose expertise exceeded my own. I learned that there is no good reason why we, or our students, should think less of a sketch than a sentence. Thinking represented with lines, shapes, and colors holds just as much meaning (maybe more?!?) than conventional writing.

Enter the sketchnote:
a chance to merge WORDS
and PICTURES on the page,
birthing our invisible thoughts
out into the world.



Across decades and disciplines, many great thinkers have something in common: visible thinking, in notebooks, journals, and diaries, and on postcards and paper scraps. Words. Pictures. Symbols. Color. Font. Intentional design decisions. From da Vinci to Kahlo to Goodall, original thoughts entered the world on simple pieces of paper. Einstein developed his theories through sketches, notes, and diagrams. Miss Piggy and Kermit the Frog started out as Jim Henson's sketches. Jane Goodall's observation notes include color-coded charts of her own design. But what about now? Look around.

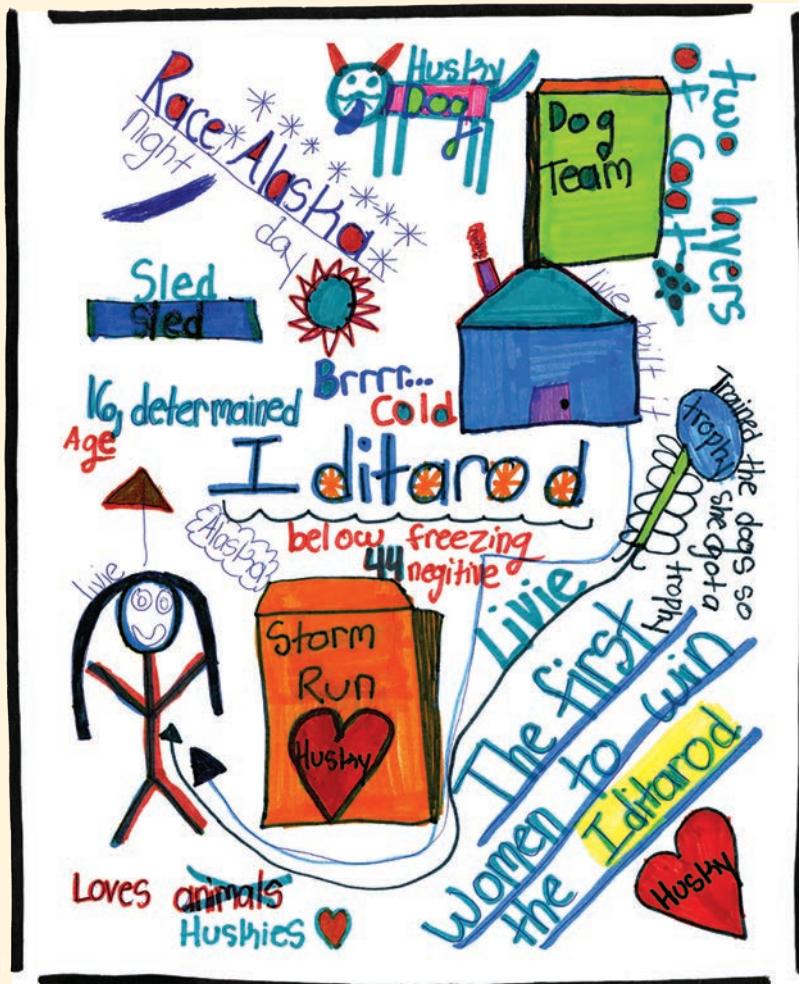


Examples of sketchnotes are everywhere: in print media and on film, on social media and in data visualizations.

When we learn about the visual note-taking habits of great thinkers, it's difficult to believe that sketching is not taught and valued in every classroom.

When we sketchnote, our in-the-moment thinking has a permanence it might not otherwise have. When we sketchnote, we discover brilliance that might have remained hidden.

A different kind of thinking happens with pen (or stylus) in hand.



Sketchnoting is an important reader response option for students across grade levels and content areas. When we embrace sketchnoting as a viable mode of cognition and expression, let's be sure to delve deeper into the "why" and not just the "how." Sketchnoting is way more than just a pretty page.

Sketchnotes are
thinking
made visible.

Visible note-taking unleashes thinking in words and images: students' thoughts gush forth to flood the page. No margin is safe when a sketchnoter finds a pen and gets to work. Thinking appears, much like invisible ink under an ultraviolet light. Sketchnoting says to us, "Someone spent time thinking here."

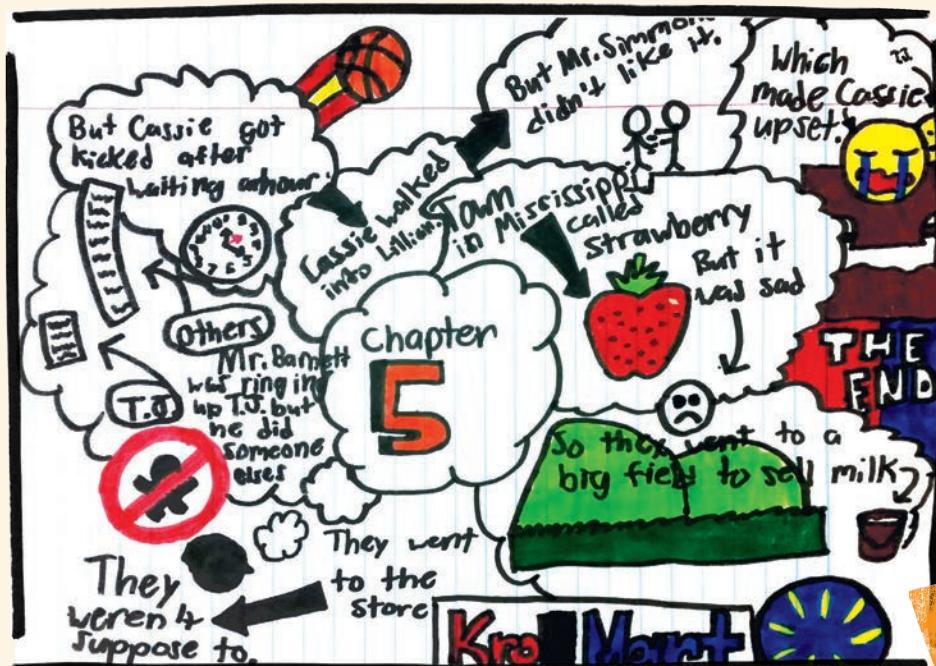
TAYLOR, A THIRD-GRADE SKETCHNOTER,
READ AN INFORMATIONAL ARTICLE AND
FILLED A PAGE WITH HER NEW LEARNING.

Sketchnotes welcome linguistic and nonlinguistic representation.

The dual coding theory (Paivio 1971) explains how powerful adding images to our thinking can be. We store information in our brains in two ways: the verbal code (language) and the nonverbal code (images and realia). Using them together maximizes the chances for recall. Sketchnoting takes the dual coding theory into the margins of our text and into our notebooks. Many students naturally express their thinking in this way when given the opportunity to do so. One student even said that sketchnoting is “like a dream come true.” He craved sketching out his thinking yet this kind of visual representation wasn’t always welcomed in many of his classes.

Sketchnotes allow for student choice.

With sketchnoting, the one who holds the pen holds the power; only the thinker decides what appears on the page, and personalized note-taking maximizes that expression. Just as choice leads to discovery, our sketchnotes reveal our thinking to ourselves. When I’m encouraging students to give sketchnotes a try, I offer choice in as many ways as possible (McGregor 2019). Kids decide. Paper or screen? Color or just pencil? More words, more pictures, or a balance of the two?



Sketchnotes help strengthen memory.

Sketchnotes aren’t about copying from the text or typing from a prepared slide. The sketchnoter takes new ideas and information and runs them through the brain, mixing and stirring with existing background knowledge to generate new thinking.

VISUAL note-taking pulls teachers and students into what the speaker or author has to say, engaging us in a unique way that is rich with meaning. We are more PRESENT. We are ACTIVE THINKERS.

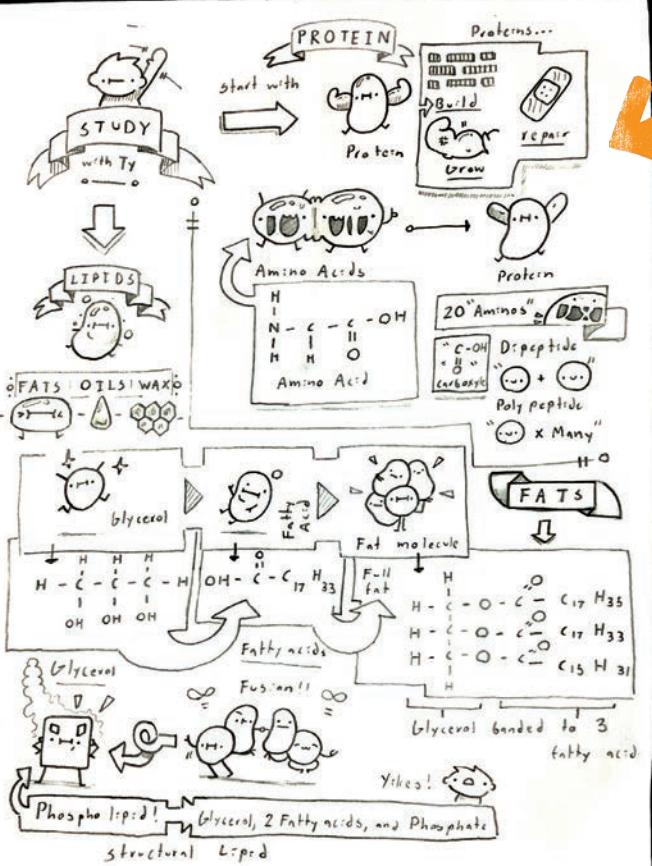
Sketchnotes help us paraphrase, determine importance, summarize, and synthesize. In turn, we remember more, and we remember longer. This is called “The Drawing Effect” (Wammes, Meade, and Fernandes 2016). This holds true for me, and my students, too. We can’t read and remember everything, but when we sketchnote new thinking, it adheres to what we already know.

Sketchnotes make annotation thinking-intensive.

Harvard librarian Susan Gilroy advises incoming undergraduates to “make your reading thinking-intensive from start to finish.” She likens reading and note-taking to having a dialogue with the author. Reading or listening with pen in hand allows thinking to

merge with the text in a concrete, sharable way... in a sort of text/thinking cocktail. Visual note-taking pulls teachers and students into what the speaker or author has to say, engaging us in a unique way that is rich with meaning. We are more present. We are active thinkers.

DURING A READ-ALOUD, ANDREW, A SEVENTH GRADER, REPRESENTED HIS THINKING WITH WORDS AND PICTURES, LEAVING NO DOUBT ABOUT HIS THINKING.



TY, A HIGH SCHOOL FRESHMAN, LIMITS HIMSELF TO ONE PAGE AS HE SYNTHESIZES LECTURES AND CLASS NOTES.

Sketchnoting for Everyone!

Let's give our K-12 students options to show their thinking with both pictures and words. Let's take what research suggests about sketching and the brain to heart and recognize how sketchnoted information leads to long-term retention and reapplication of learning across the content areas. Let's give our students choice in how to take notes. Let's welcome creative expression. Let's model our own sketchnotes and encourage our students to abandon perfectionism and celebrate thinking. A brilliant world of words and pictures awaits.

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Tanny McGregor is the author of three Heinemann books, including her newest release, *Ink & Ideas: Sketchnotes for Engagement, Comprehension, and Thinking*, which informs this article. Tanny's other foundational books are *Genre Connections* and *Comprehension Connections*.

As an internationally known teacher and conference speaker, Tanny has thirty years of professional experience in education. Originally an elementary school teacher, Tanny has served as a literacy coach, gifted intervention specialist, and PreK–12 staff developer; her workshops are known for their creativity and her friendly, engaging style. Currently, Tanny serves as a teacher on special assignment for West Clermont Schools in Cincinnati, Ohio.

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

Sketchnotes enhance focus and reduce stress.

When we create visual art, the stress-related hormone cortisol is reduced (Kaimal, Ray, and Muniz 2016). If we can reduce stress in our classrooms, let's do it! We all deserve a relaxed, creative environment in which to flourish. Regardless of grade level, our students know about anxiety and stress and need tools for deceleration to focus. Kids frequently tell me, sometimes even in the middle of sketchnoting, how the process helps them to relax and have fun with their own learning.

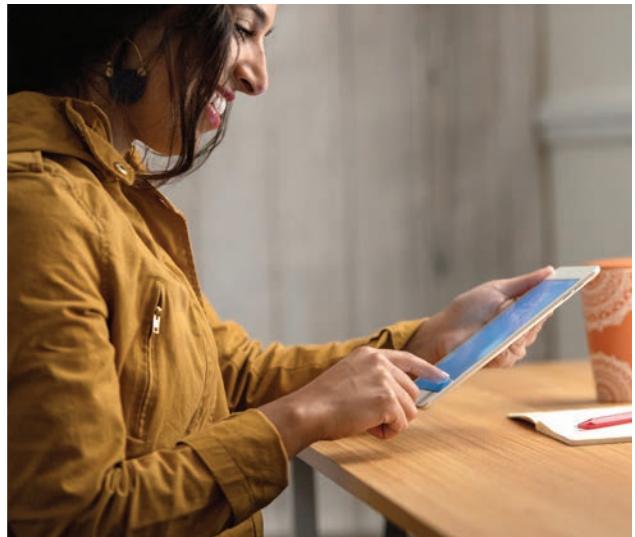
Sketchnotes embrace design.

Design decisions that include color, lettering, and style matter because they can help to make thinking more meaningful and memorable. Design adds fun, energy, and surprise to our thinking and is accessible to anyone to create or view. We connect deeply with content when design is part of the thinking equation. I get to know my students in a more nuanced way through their sketchnotes because of the design elements they choose. Design choices bring me even closer to understanding what is really going on inside their heads.

It's also true that sketchnoting can be the quickest way to make an abstract idea concrete and some note-taking modes don't rely on the elements of design—and that's OK. At times, we just need to quickly capture content or messily scribble down our thoughts before we lose them.

Online PD

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(pages 11–18)

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(pages 19–25)

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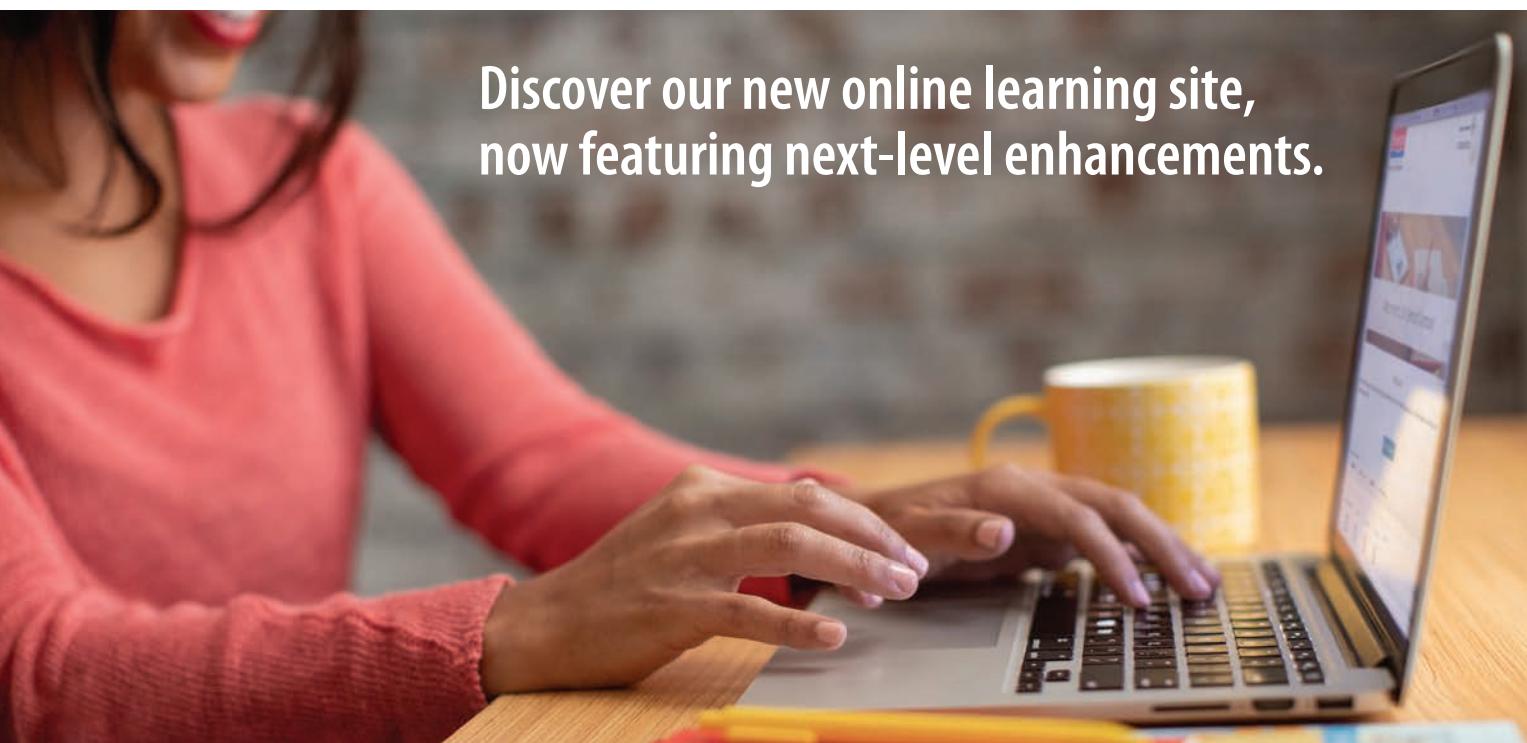
How Our On-Demand Courses Work

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Enjoy an Updated User Experience

- Our new learning site is now mobile responsive, automatically adjusting for best display
- New features were added for notetaking, bookmarking, and capturing thinking
- New expandable text and hyperlinked “hotspots” join with robust video content



Benefit From New Group-Study Tools

- Dynamic reporting dashboards reflect up-to-the minute user engagement data
- Strategic, online PD paths can be visualized and rolled out across groups of learners
- Secure cohort groups form local facilitated learning communities



ONLINE PD
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ONLINE PD
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GRADES K-8

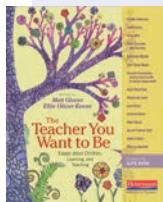


Action Research for Educators

Presented by Ellin Oliver Keene

Self-Study / \$199.00 per participant

NEW!
COMING
SOON



Uncover New and Completely Original Ideas

Stop those questions about your students and your practice that wake you in the middle of the night. In this full-length course, you will become an action researcher, giving you fresh perspectives and leading you to new approaches. Using video clips from Heinemann Fellows' research projects, and a clear, manageable process, you can dip your toe in to the research shared in this introductory course or you can dive into a full-blown action research project in your own setting. The course is ideal for teachers, instructional coaches, and principals.

COURSE OBJECTIVES

Explore what makes a good researcher:

- Find the right questions for your study
- Discover beliefs, biases, and blind spots
- Develop an action research plan
- Learn to collect and analyze data
- Reflect on action research as a process.

GRADES K-8



Strategies in Action: Reading and Writing Methods and Content

Presented by Jennifer Serravallo

Self-Study / Choice of Full-Length Course or Eight Single-Session Courses

Self-Study / DCOCNRWS00 / \$199.00 per participant



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

Single-Session Course Options

Self-Study / \$29.00 per participant

The following eight single-session courses are from Jennifer Serravallo's full-length course, *Strategies in Action: Reading and Writing Methods and Content* (above), and draw from Jen's best-selling resources, *The Reading Strategies Book* and *The Writing Strategies Book*.

Finding the Right Goals for Readers and Writers / DCOCNRWS01

In this single-session course, you'll learn about a hierarchy of possible goals for both reading and writing that are organized to support teacher decision-making.

COURSE OBJECTIVES

- Learn to determine just-right reading and writing goals for each student
- Understand how to craft effective strategies and offer students valuable feedback
- Learn how to support reading and writing students using pictures and photos
- Support students' use of print work strategies as they read, and spelling strategies as they write
- Understand skills and strategies for reading and writing both informational and narrative texts
- Become familiar with whole-class balanced literacy structures
- Become familiar with structures for individual and small group conferring in reading and writing

Course options continued on the following page.



Single-session course options (continued).

Strategies and Feedback / DCOCNRWS02

In this single-session course, you'll see strategies and feedback in action while you view videos of two versatile teaching structures—coaching conferences and strategy lessons.

Using Pictures to Read and Write / DCOCNRWS03

Throughout this single-session course, you'll explore how students can use pictures to make meaning in both reading and writing even before they are reading and writing conventionally.

Engaging Readers and Writers / DCOCNRWS04

In this single-session course, you will see examples of strategies that support engagement in reading and writing. Jen will share how engagement is about students owning their reading and writing, and their hearts' and minds' involvement in those tasks.

Focusing on Print and Spelling / DCOCNRWS05

In this single-session course, you will explore a variety of ways to support primary and intermediate elementary students to read and spell with increased accuracy through strategy instruction.

Reading and Writing Nonfiction / DCOCNRWS06

In this single-session course, you will explore ways to support comprehension of nonfiction, and writing. You'll learn how to bring strategies to life with conferences, strategy lessons, and interactive read aloud, and have the opportunity to view videos highlighting these types.

Reading and Writing Narrative / DCOCNRWS07

Study a variety of ways to support comprehension of narrative, and writing of narrative texts. In this single-session course, you'll learn how to bring strategies to life with shared reading, conferences, minilessons, and book clubs, and see videos of Jen teaching using each lesson type.

Conversation and Collaboration: Supporting Partners and Clubs / DCOCNRWS08

In this single-session course, you'll learn about routines, strategies, and structures for setting up and supporting partnerships and clubs in both reading and writing.

GRADES K-1



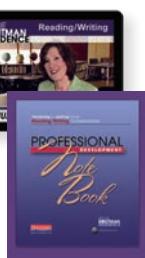
On-Demand Single-Session Course

Transforming Our Teaching Through Reading-Writing Connections

Presented by Regie Routman

Self-Study / DCSCNRRRWC / \$29.00 per participant

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



GRADES K-6

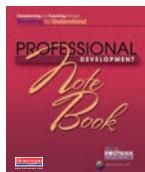
On-Demand Mini-Course

Transforming Our Teaching Through Reading to Understand

Presented by Regie Routman

Self-Study / DCOCN0019 / \$49.95 per participant

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





Everyday Habits That Grow Successful Readers Presented by Samantha Bennett and Debbie Miller

Self-Study / DCOCN0008 / \$199.00 per participant

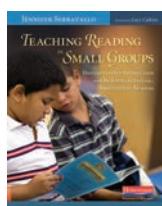
GRADES K–5

Nurture Persistent, Resilient Readers

What are the habits of readers with grit—with persistence and resilience? Can we model them and even teach with grit? Sam Bennett and Debbie Miller share practices and structures that help students meet reading standards by looking beyond one school year and toward a lifetime of strong reading habits and academic success.

COURSE OBJECTIVES

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



Teaching Reading in Small Groups: Matching Methods to Purposes Presented by Jennifer Serravallo

Self-Study / DCOCN0007 / \$199.00 per participant

GRADES K–8

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. In this six-session, full-length on-demand course, Jen Serravallo helps teachers learn to analyze student data in order to form small groups and discover a new repertoire for helping readers find increased skill and independence.

COURSE OBJECTIVES

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

TRY IT OUT!

Strategy Lessons in Reading: Conferring with Small Groups

A single-session course, drawn from the full-length course and centered around conferring with small groups, is available for self-study! Self-Study / DCSCNJSSL / \$29.00 per participant



Adolescent Reading Rx: What to Try When Teen Readers Can't or Won't Presented by Samantha Bennett and Cris Tovani

Self-Study / DCOCN0005 / \$199.00 per participant

GRADES 6–12

Reel in Reluctant Readers

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

COURSE OBJECTIVES

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



Strategies for Teaching Nonfiction Writing: Meeting Standards Through Writing Across the Curriculum Presented by Linda Hoyt and Tony Stead

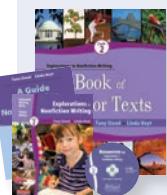
GRADES K–2 | 3–5

GRADES K–2 Self-Study / DCOCN0010 / \$199.00 per participant

GRADES 3–5 Self-Study / DCOCN0011 / \$199.00 per participant

Real Strategies for Teaching Real-Life Writing

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



COURSE OBJECTIVES

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



Introduction to Writing Workshop Presented by Stephanie Parsons

GRADES 3–5

Self-Study / DCOCN0004 / \$199.00 per participant

Teaching Writing More Effectively Isn't Magic

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



COURSE OBJECTIVES

- Learn the guiding principles of writing workshop
- Experience the writing process firsthand by writing your own narrative
- Build a writing curriculum
- Learn and experiment with the structures of writing workshop, including creating the optimal social and physical environment for writing
- Practice assessing writers and their writing



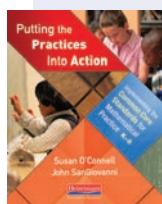
Putting the Practices into Action: Implementing the Standards for Mathematical Practice Presented by Sue O'Connell

GRADES K–8

Self-Study / DCOCN0013 / \$199.00 per participant

Unpack the Power of the Math Standards

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



COURSE OBJECTIVES

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

GRADES K-12



Making Math Far More Accessible to Our Students

Presented by Steven Leinwand

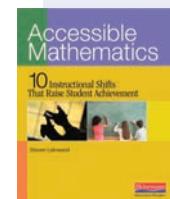
Self-Study / DCOCN0009 / \$199.00 per participant

Math Instruction Demystified

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

COURSE OBJECTIVES

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



Smarter Charts: Bringing Charting to Life

GRADES K-5

Presented by Marjorie Martinelli and Kristine Mraz

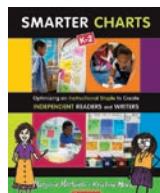
Self-Study / DCOCN0012 / \$199.00 per participant

Deepen Engagement with Thoughtful Charts

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

COURSE OBJECTIVES

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



On-Demand Mini-Course

GRADES K-5

Classroom Redesign with Children in Mind

Presented by Samantha Bennett, Marjorie Martinelli, Debbie Miller, Kristine Mraz, and Stephanie Parsons

Self-Study / DCOCN0017 / \$49.95 per participant

Create Inviting, Engaging Classroom Spaces

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



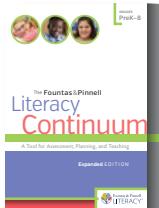


On-Demand Mini-Courses

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

GRADES K–8

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



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

Self-Study / DCOCN0015 / \$49.95 per participant

Learn to analyze texts to support literacy development

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

Introducing Texts Effectively in Guided Reading Lessons

Self-Study / DCOCN0016 / \$49.95 per participant

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

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

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

Self-Study / DCOCN0018 / \$49.95 per participant

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

When readers engage with texts, they read, think about, and discuss them in order to deepen their understanding. In this mini-course, you will examine two instructional contexts in which students have the opportunity to share their thinking with their classmates. During interactive read aloud and literature discussion, students learn to express their thinking in ways that lead to increased understanding and the creation of a community of readers in your classroom.

**NEW!
COMING
SOON**

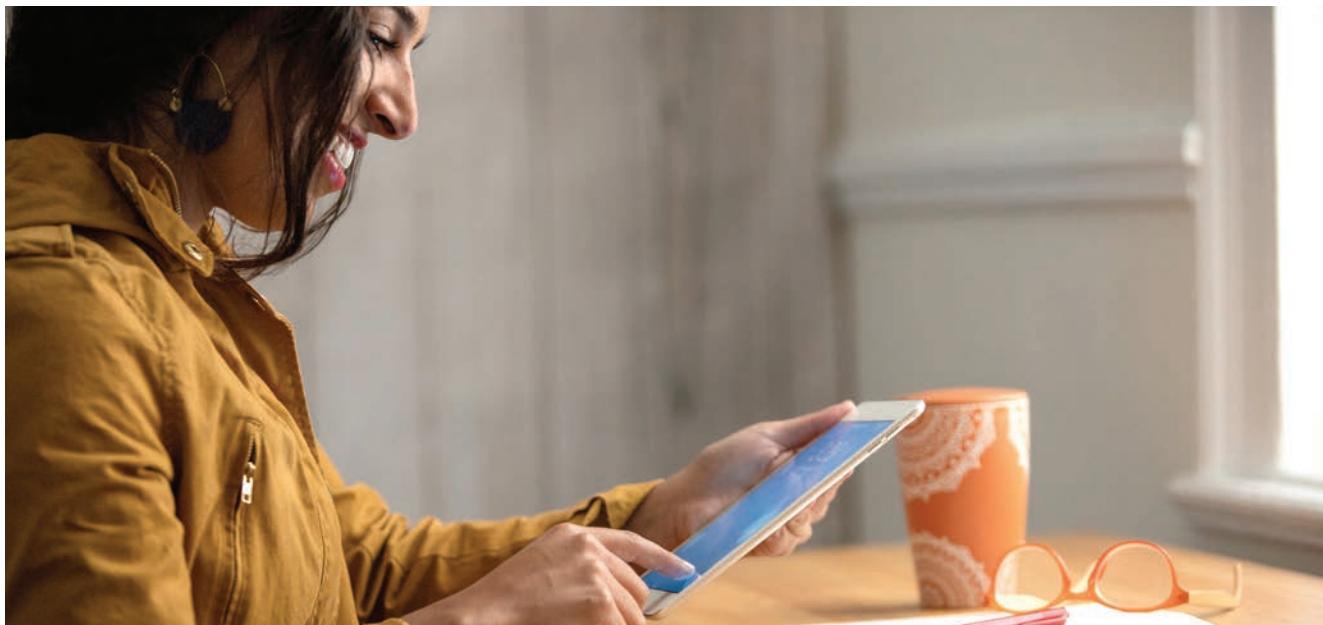
Reflecting on Texts Through Drawing and Writing

Self-Study / \$49.95 per participant

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

Our understanding is enhanced when we communicate with others about our thinking. In this mini-course, you will examine instructional contexts that provide different levels of support for responding to reading: modeled, shared, interactive, and independent writing. You will learn that when students move from talk to drawing and writing, they not only take more time to read closely and reflect deeply, but they explore different genres and forms in which to express their thinking.

For complete details, go to heinemann.com/pd/ondemand, or call 800.541.2086 ext. 1100



Webinar Series

Convenient, Interactive, Collaborative

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



How Our Webinar Series Work

- A webinar series consists of three to five clock hours of streaming webcast, including live discussion with the presenter, video demonstrations, presentation materials, and access to archived recordings. CEU credit is awarded upon completion.
- Individual tuition for our author-led and consultant-led webinar series is \$169.00 (three-session courses) or \$199.00 (four-session courses) per person. If you register a group of three or more at the same time, there is a discounted rate. Please call to discuss group pricing and custom options.

For complete details, go to heinemann.com/pd/webinarseries, or call 800.541.2086 ext. 1100

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

Carl Anderson

Individualize Writing Instruction by Conferring with Your Student Writers

This webinar will help you understand key conferring concepts, as well as acquire the strategies you'll need to confer effectively with your students, and is based on Carl's books, *A Teacher's Guide to Writing Conferences*; and *How's It Going?: A Practical Guide to Conferring with Student Writers*.

Participants will learn about the reasons why conferring with students is the most effective teaching we can do with students in the writing classroom. Carl will then discuss conferring principles, the three parts of a writing conference, and strategies for navigating each of the three parts. During each 75-minute session, Carl will supplement this material by showing video examples, and leading a lively interactive discussion with participants.

GRADES K–8

Sonja Cherry-Paul and Dana Johansen

Breathing New Life into Book Clubs: Creating and Managing a Powerful Culture of Reading

In *Breathing New Life into Book Clubs: A Practical Guide for Teachers*, Sonja Cherry-Paul and Dana Johansen share their research and experienced vision about the power of book clubs. They reveal exactly why book clubs should become an essential part of your school year and how to make that happen. In this three-part webinar series, Sonja and Dana will show you how to create a culture of reading through book clubs, how to organize and set up a book club, and how to launch and manage a book club. Whether you are looking to breathe new life into book clubs or begin implementing them in your classroom, this webinar series will give you the insights and practical guidance needed for success.

GRADES 3–8

Lisa Eickholdt and Patty Vitale-Reilly

Writing Workshop Essentials: Environment, Structures, and Lessons

This webinar series is focused on the essentials of writing workshop. We will practice creating an engaging environment, while examining the routines and protocols to get the workshop up and running. Throughout the three sessions, participants will be introduced to practical instructional ideas and tools that explore the foundations of workshop.

Lisa and Patty will share lessons that can launch a year of writing workshop teaching, including lessons in habits, process, and craft. Whether a seasoned workshop teacher or new to workshop, this webinar will enable you to start your year in a way that will allow your writers to thrive!

GRADES K–6

Christine Hertz and Kristine Mraz

Creating Communities of Belonging: How to Build a Classroom Free of Rewards and Punishments

In *Kids First from Day One*, Christine and Kristi invite teachers to shed traditional classroom management techniques (clip charts, stickers, marble jars) in favor of teaching social skills in strategic ways.

This webinar will delve deeper into this content with each 75-minute session tackling big questions of practice. Christine and Kristi will help you think about social skill development as another form of classroom instruction, teach you rituals and routines to help keep your class running smoothly, and help you develop a philosophy of community building that will allow you to continue this work independently and with like-minded colleagues.

GRADES K–8



Ellin Oliver Keene

GRADES K-8

Engaging Children: Tactics for Tomorrow

In *Engaging Children*, Ellin Oliver Keene explores the question: What can we do to help students develop internal motivation or, better yet, engagement? Differentiating between compliance, participation, motivation, and engagement, she shows how to model and recognize true engagement in your classroom and help students take more responsibility for their learning.

In this webinar series, participants will learn to create the conditions that lead to engaged learning and will explore each of four pillars of engagement. Participants will use an observation tool designed to analyze engagement in their own classrooms and will discuss their findings during the second and third webinars.



Clare Landrigan

GRADES K-6

It's All About the Books: Designing Classroom Libraries to Support Student Choice and Instructional Goals

In the life of a reader, the right book at the right time makes all the difference. So, how do we ensure that every teacher and student has access to the volume and quality of books they need? In this webinar series, Clare shares practical strategies and tips to design classroom libraries, bookrooms, and book spaces that support students' reading identities, meet instructional goals, and foster a love of reading. It is based on her book, *It's All About the Books: How to Create Bookrooms and Classroom Libraries That Inspire Readers*, coauthored with Tammy Mulligan. Clare will share videos and photographic examples of classroom libraries and bookrooms, and explore how to use observation tools to support curriculum planning, collect formative assessment, and confer with students.



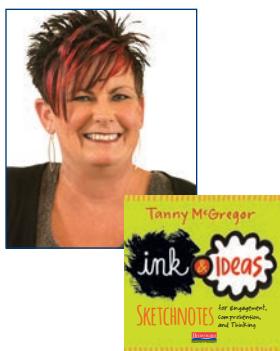
Allison Marchetti and Rebekah O'Dell

GRADES 6-12

Getting Ready to Go Beyond Literary Analysis

Allison and Rebekah are ready to take you to a place in students' writing beyond five-paragraph analyses of themes and formulas that dictate their every sentence; to a place past our fear and their dread; to a place of passion and discovery in analytical writing.

This webinar series will give you the background, the foundation, the language, and the practice you need to feel ready to jump into this new kind of writing work with your students!



Tanny McGregor

GRADES K-12

Ink & Ideas: Sketchnote to Make Notetaking More Meaningful and Memorable

Sketchnoting, also known as visual notetaking, helps make thinking visible, visual, and meaningful. During this webinar series, you'll learn how to introduce sketchnoting in your classroom, and how to provide opportunities for students to engage with and explore their thinking more fully. Drawing from her popular book, *Ink & Ideas: Sketchnotes for Engagement, Comprehension, and Thinking*, Tanny will share her tried and true toolkit to get you and your students started with sketchnoting, including templates, tools, suggested reading, ideas, inspiration, and more. She'll outline the how and why behind visual notetaking, including research and benefits.



GRADES K–6

Lindsey Moses

Supporting English Learners in the Reading Workshop

This series provides a broad introduction to English learners, language proficiency levels, and general ideas for modifications and instructional supports for purposeful literacy instruction. The webinar addresses the structure of the reading workshop and common questions about differentiation and classroom routines. The four sessions include the practical instructional ideas for planning and supporting English learners through each component of the reading workshop: planning units of study, whole class and small-group instruction, guided learning experiences, and reflection and sharing.



GRADES K–5

Sue O'Connell

Mastering the Math Facts: Moving Beyond Memorization

In this webinar, you will learn to navigate new strategies and activities focusing on both understanding and fluency to master math facts. You will explore investigations, fluency games, and assessment options to replace flash cards and timed tests. You will reflect on a teaching sequence, explore connections that lead to mathematical insights, and examine mental strategies that support fluency. You will gather a game plan for transforming your teaching of math facts to extend beyond memorization and discover ways to bring confidence and mastery to your students.



GRADES 1–8

Jennifer Serravallo

Strategies for Comprehension Webinar

Drawing from Jen's recent books, *Understanding Texts & Readers*, and *A Teacher's Guide to Reading Conferences*, you'll learn about ways to use text levels as a teacher's tool, and how to use skill progressions to move readers along within their goals. You will learn more about what to expect of reader response over a range of texts so that you can target specific goals and skills, first articulated in her bestselling title, *The Reading Strategies Book*. During each 60-minute session, Jen will share practical and proven classroom strategies, provide video examples, and lead engaging live discussion.



GRADES K–8

Jennifer Serravallo

The Writing Strategies Webinar

Whether you use Writing Workshop, 6+1 Traits, Daily 5's "Work on Writing," a scripted writing program, the writing exercises in your basal, or any other approach, you'll discover a treasure chest of ways to work with whole classes, small groups, or individual writers in Jen's *The Writing Strategies Book*.

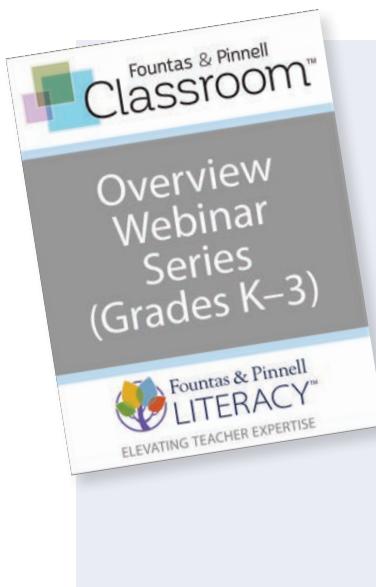
In this webinar series, participants will learn to match methods to purpose throughout the school year. Jen will guide you through assessing individual students' strengths and needs, leading goal setting conversations, and following up on goals with conferring and small groups. During each hour-long session, Jen will share practical and proven classroom strategies, provide video examples, and lead engaging live discussion.

Fountas & Pinnell Classroom™ Recorded Webinar Series



Developed by Irene C. Fountas and Gay Su Pinnell Based on their PD resource, *Fountas & Pinnell Classroom™ Systems*

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



The *Fountas & Pinnell Classroom™* Overview / Webinar Series

GRADES K-3

Fountas & Pinnell Classroom™ is a first-of-its-kind, cohesive system for high-quality classroom-based literacy instruction. This new system, developed by master educators and best-selling authors Irene C. Fountas and Gay Su Pinnell, is designed to change the landscape of reading instruction and to ensure the right of every student to lead a literate life. In this four-part webinar series, Fountas and Pinnell-trained consultant Chrisie Moritz presents a vision for lifting students' literacy learning through authentic experiences in reading, thinking, talking, and writing. Throughout the interactive sessions, participants will learn how the instructional contexts of Interactive Read-Aloud, Reading Minilessons, Shared Reading, Phonics/Spelling/Word Study, Guided Reading, Book Clubs, Independent Reading and Conferring work together to develop coherence in the literacy learning of every student across the grades.

GRADES PREK-3



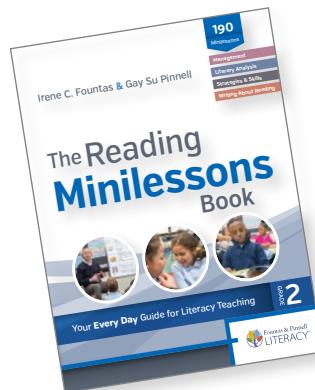
Interactive Read-Aloud: A Fountas & Pinnell Classroom™ Webinar Series

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

GRADES K-3

Reading Minilessons: A Fountas & Pinnell Classroom™ Webinar Series

Reading minilessons are short, concise, purposeful lessons with a practical application in a specific area of literacy. There are four types of minilessons: Management, Literary Analysis, Strategies & Skills, and Writing About Reading. Throughout this interactive series, Fountas and Pinnell-trained consultant Chrisie Moritz will explore each type of minilesson, how they connect to *The Fountas & Pinnell Literacy Continuum*, and how the minilessons use texts from interactive read-aloud as mentor texts.



GRADES PREK-3

Shared Reading: A Fountas & Pinnell Classroom™ Webinar Series

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



GRADES K-2

Phonics, Spelling, and Word Study: A Fountas & Pinnell Classroom™ Webinar Series

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



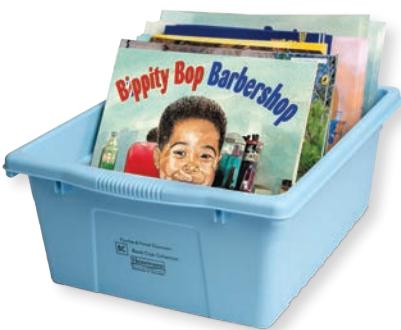
GRADES K-2



Guided Reading: A Fountas & Pinnell Classroom™ Webinar Series

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

GRADES K-3



Book Clubs: A Fountas & Pinnell Classroom™ Webinar Series

Book clubs bring a small group of students together to talk about a book they have each chosen to read. These enjoyable community experiences deepen readers' appreciation for a common text, extend their thinking as they process and interpret the perspectives and opinions of their peers, expand their ability to express their ideas orally, and provide an authentic context for applying the norms for listening and speaking and for using academic language. Throughout this four-part series, participants will explore how to organize and implement book clubs and how to facilitate authentic discussion about a common text.



GRADES K-3

Independent Reading and Conferring: A Fountas & Pinnell Classroom™ Webinar Series

Independent reading offers students the chance to read, write about, talk about, and enjoy self-selected texts. It is nested within an instructional framework of minilessons, conferring, and sharing. Throughout this interactive series, Fountas and Pinnell-trained consultant Chrisie Moritz will help participants explore how to support student choice during independent reading as well as explore how to have authentic and meaningful conversations with students that will move them forward in their reading competencies.

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



Inclusion Cannot Be Optional: Using LGBTQ Books in All Classrooms

By Jessica Lifshitz

It was April 28, 2016, and before me was a scene that plays out in hundreds of classrooms on hundreds of days.

I sat on my rocking chair, holding a picture book in my lap, my fifth-grade students gathered in front of me on the carpet. But that day, something was different; I was nervous. That day, I was joining educators across the country in reading the picture book *I Am Jazz* (Herthel and Jennings 2014), about the transgender activist Jazz Jennings, as part of an event organized by the Human Rights Campaign to show support for transgender students. It was the first time I would be reading this picture book out loud to one of my classes.

I was ready. I knew that it was important to read this book, in this space, to these students. But I was also nervous because my students are ten and I didn't know how they or their families would respond. Before I began reading, I shared with my students that this book had been banned from many schools. I told them that some adults did not believe this book was appropriate for young children. And then I started reading. By the time I reached the end of the book, I was at ease.

Until I looked up and I saw many of my students' hands up in the air. And then I felt my breath catch in my chest. What would they ask? Would I know how to answer their questions? Would their questions be respectful? Part of me wanted to avoid all eye contact and move us on to our next lesson. Instead I called on the first student. And then the next. And then a third. And in all three cases, they simply wanted to know why on earth any adult would have a problem with this book. One boy brilliantly proclaimed, "A lot of times kids are the ones who are just fine with hearing stories like this one. It seems that the adults are the ones who come and mess everything up."

Another student said, "Now I understand what it means to be transgender. Now I understand that it means you were born into a body that does not feel right to you."

And yet another student shared, "I think that most of the hate that people feel really comes from people not understanding what it is like to be a person who is transgender."

In the course of that conversation, I realized the wide gulf that often exists between what I fear will happen and what actually happens. How quickly we can let fear stop us before we witness the beauty of what happens when we trust our students to learn about the lives of the people with whom we share this world.

The Necessity of LGBTQ Books in Classrooms

As Dr. Rudine Sims Bishop has written, our children need to see themselves reflected in the books they read. These books serve as mirrors. She explains, "Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books" (Bishop 1990).

**One boy brilliantly proclaimed,
"A lot of times kids are the
ones who are just fine with
hearing stories like this one.
It seems that the adults are
the ones who come and mess
everything up."**

For LGBTQ students and those with LGBTQ family members, bringing books with LGBTQ characters into the classroom allows students to be seen and to feel valued.

For other students who do not identify as LGBTQ, these books serve an important purpose as well. Bishop also speaks of the need for all children to have opportunities to use books as windows, where they can see, through books, into the lives of others. She writes, "Children from dominant social groups have always found their mirrors in books, but they, too, have suffered from the lack of availability of books about others. They need the books as windows onto reality, not just on imaginary worlds" (Bishop 1990). These books help students build empathy for



those whose experiences might not match their own. Hearing these stories can be a way to better understand others, to have their questions answered, to be prepared for the people they will encounter in this world.

For many LGBTQ students, schools continue to feel unsafe. According to recent GLSEN research in their 2017 National School Climate Survey, “59.5% of LGBTQ students felt unsafe at school because of their sexual orientation, 44.6% because of their gender expression, and 35.0% because of their gender” (Kosciw et al. 2018, 14).

Spaces that feel unsafe for LGBTQ students need to visibly and audibly send the message that all students are welcome and loved. But too often, that is not done. According to the GLSEN 2017 National School Climate Survey, “Only 19.8% of LGBTQ students were taught positive representations about LGBTQ people, history, or events in their schools; 18.4% had been taught negative content about LGBTQ topics” (Kosciw et al. 2018, 56).

This silence, this lack of inclusion, speaks volumes. It sends a message to *all* students that there is something that is not “school appropriate” about who LGBTQ students are; that their very identity and existence is something that should be left outside of our classroom walls. We need to fight against that dangerous message to make our schools feel safe for everyone. One simple way that we can do that is with books.

Using Books to Create Safe Spaces

There are many ways that, even in the earliest grades, we can bring in books that honor and make space for people within the LGBTQ community. There are plenty of resources to turn to for recommendations of books for all ages that include LGBTQ characters. One of the best places to look is within the Human Rights Campaign’s Welcoming Schools curriculum. They have several booklists for all ages

(www.welcomingschools.org/resources/books). In addition, Common Sense Media also has a well-curated list for all ages (www.commonsemmedia.org/lists/lgbtq-books).

We can start by bringing these books into our classrooms. However, we must make space for these books not just on our shelves, but in our instruction. Make sure that you are reading and discussing books with LGBTQ characters aloud with your students. Do not leave it to chance that students will find and read books in your classroom that include LGBTQ characters. Offer them as options for your chapter book read-alouds, give book talks about them, use them as mentor texts for writing lessons, use them as you model reading comprehension strategies, and include them as a part of your history, science, and math lessons.

Recently, in my fifth-grade classroom, it was time to choose our next read-aloud. In my stack of book options was *The Pants Project*, a middle-grade novel written by Cat Clarke (2017) that tells the story of a transgender student who fights the school’s discriminatory dress code policy. After giving the kids a summary of the book and sharing the first chapter with them, I noticed how much more willing they were to ask questions and discuss people who are transgender in conversations. My students didn’t end up selecting that book for our next read-aloud, but it led many of my students to notice the other books in our classroom that included transgender characters. Books that had been sitting on the shelf, untouched for months, were now flying between my students’ hands.

When reading these books in your classroom, start from where you are most comfortable. For young kids, simply reading books that acknowledge the diversity that exists in our world can be an easy place to begin. Diversity is simply the presence of difference; to acknowledge that there are many ways to be a boy, many ways to be a girl, many ways to be a human, and many ways to be a family, are concepts that all kids can understand. Start with gender diversity, with a picture book like *Sparkle Boy* by Leslea



Newman (2017), or discuss family diversity, with a picture book like *A Family Is a Family Is a Family* by Sara O’Leary (2016). Once you and your students have built a culture of comfort, continue to push the conversations based on where your students are.

Although reading and talking about picture books and chapter books is one way to honor and make space for the experiences of LGBTQ people, we can also look to the world around us and notice the issues that currently affect LGBTQ people. Students frequently bring questions into our classrooms.

For young kids, simply reading books that acknowledge the diversity that exists in our world can be an easy place to begin.

Digging into current social issues as readers and writers is one way to bring the lived experiences of LGBTQ people into the classroom. We can push beyond acknowledging diversity to critically examining the unjust beliefs, laws, and systems that continue to affect members of the LGBTQ community. These issues might include discussions around transgender bathroom laws, antidiscrimination laws, laws requiring inclusive school curriculum, and unjust school dress codes.

It is important that we approach these topics through an inquiry stance and not through a lens of debate. We do not ever want to allow our students to debate another person’s humanity or right to exist with equal rights and freedoms. This can have a damaging effect on all of our students. Instead, we can help our students learn more about an issue and about a variety of perspectives. We are not teaching our students what to think; we are teaching them a process through which they can learn how to think for themselves and base their beliefs on research and valid information.

This is not only work our students can handle, it is work that has the potential to engage them and help them become more understanding and empathetic. I know that we can be hesitant about this work, and some questions nag us, such as: “What if I upset parents?” “What if I make someone uncomfortable?” “What if I am questioned by my administration?” I think we might be focusing on the wrong questions. Instead, we need to ask ourselves, “How can I continue to exclude entire groups of people knowing that it is causing damage and harm to the children I teach, nurture, and love?” Perhaps when we start with this question, we will realize the necessity of leaning into our fears and moving forward because it is what is best for our children and best for this world.



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Jessica Lifshitz was a member of the first cohort of Heinemann Fellows, 2014–2016, and is a fifth-grade teacher in Skokie, IL. Jessica is a steady contributor to both the Heinemann blog, and on her own blog, *Crawling Out of the Classroom*, where she regularly comments on her students’ inquiry projects and learning results, as well as her own

teaching discoveries. A proponent of inclusivity, she and her students immerse themselves in complex and compelling topics about the world beyond the walls of their classroom, and strive to find ways to use literacy to make the world both inside and outside of classrooms a better place for everyone.

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

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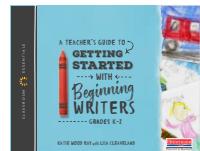
Lisa specializes in methods and moves to teach our youngest students to be confident writers and book makers.

Lisa has been a teacher for more than 25 years and was the 2002 recipient of the prestigious NCTE/Donald H. Graves Award for Excellence in the Teaching of Writing. Lisa's classroom was the research basis for *About the Authors*, which she coauthored with Katie Wood Ray. Lisa also recently authored *More About the Authors*. Today, teachers from all over the United States visit Lisa's writing workshop in North Carolina to watch a master practitioner at work. Lisa consults and speaks nationally regarding writing workshop and good writing practice for preschool and primary grades.



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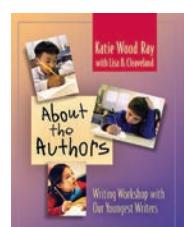
A Teacher's Guide to Getting Started with Beginning Writers: The Classroom Essentials Series

Grades K–2



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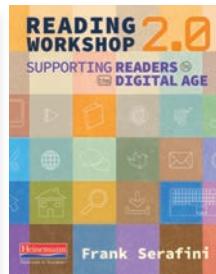
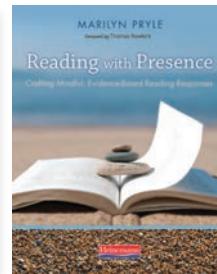
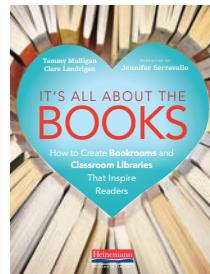
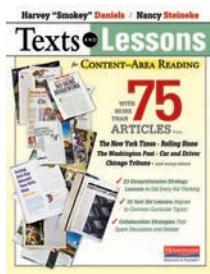
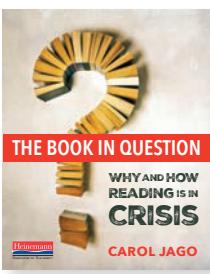
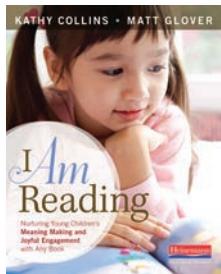
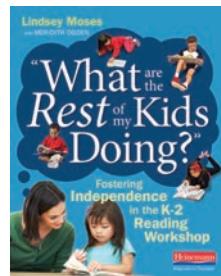
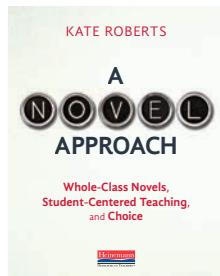
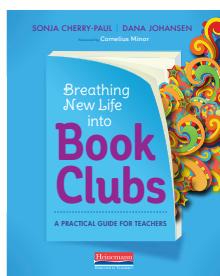
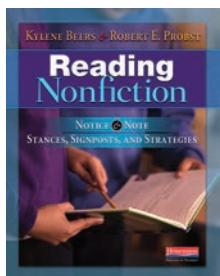
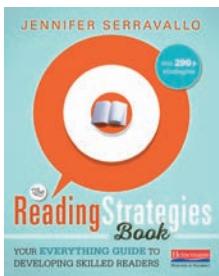


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- discover effective strategies that support students in deciphering difficult texts

A sampling of reading seminars texts:



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Sonja Cherry-Paul
and Dana Johansen



Kathy Collins



Sunday Cummins



Carol Jago



FEATURED AUTHOR

GRADES K–6

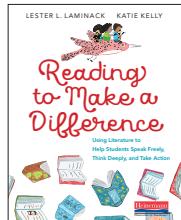
Lester Laminack

Lester is an expert in reading instruction and instructional frameworks that leverage the impact of diverse literature.

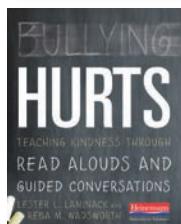
Lester Laminack is author of numerous PD books and articles, and is an in-demand educational consultant. His latest book (coauthored with Katie Kelly), *Reading to Make a Difference*, shows how to use literature as bridges to enable readers to speak freely, think deeply, and take action. Lester is Professor Emeritus in the department of Birth-Kindergarten, Elementary, and Middle Grades Education at Western Carolina University where he received the Botner Superior Teaching Award and the Chancellor's Distinguished Teaching Award. He is an active member of the National Council of Teachers of English and served for 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*.

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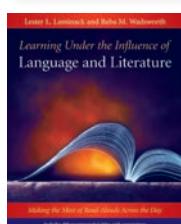
- Selecting and sharing text sets in a variety of reading experiences including read-aloud, small group, book clubs, and independent reading
- Creating a scaffold for students to share their connections with a character, situation, issue, or topic
- Supporting the development of children's insight and compassion
- Building a community of kindness through read-aloud and guided conversations



Reading to Make a Difference: Using Literature to Help Students Speak Freely, Think Deeply, and Take Action
Grades K–6



Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations
Grades K–5



Learning Under the Influence of Language and Literature: Making the Most of Read-Alouds Across the Day
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Clare Landigan



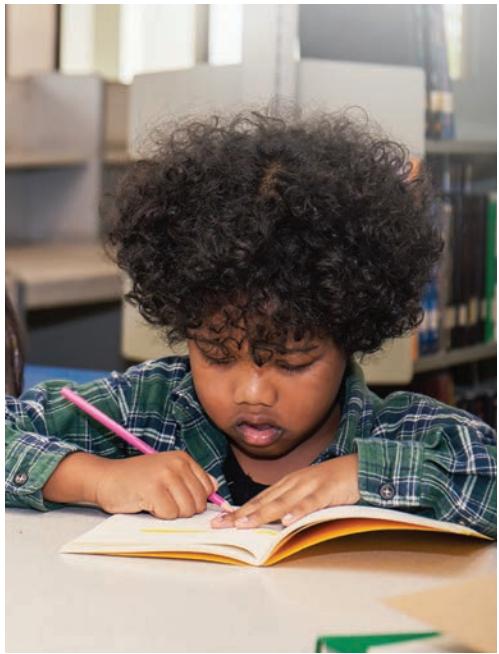
Marilyn Pryle



Kate Roberts



Frank Serafini

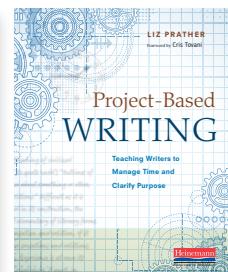
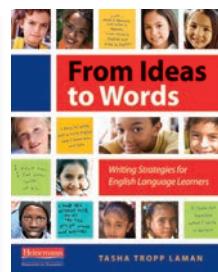
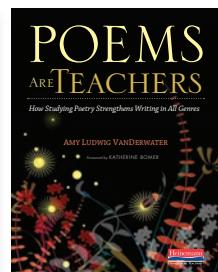
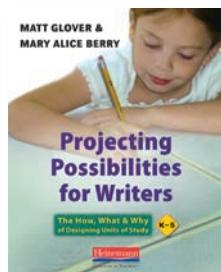
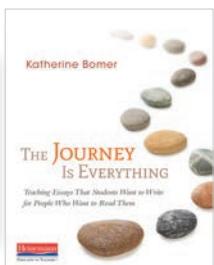
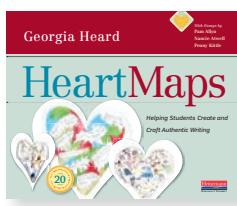
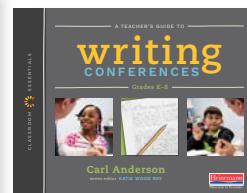
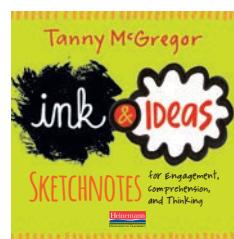
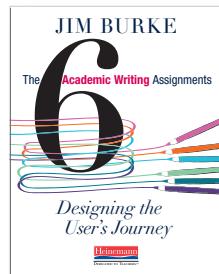
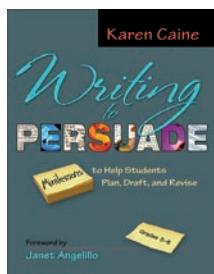
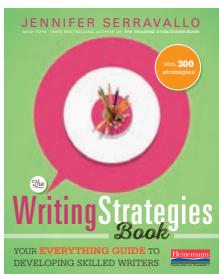


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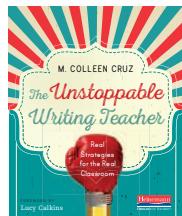
M. Colleen Cruz

Colleen specializes in helping teachers develop a confident mindset for teaching writing through practical, research-based approaches.

M. Colleen Cruz is the author of *The Unstoppable Writing Teacher* as well as *Independent Writing* and *A Quick Guide to Helping Struggling Writers*. Colleen is also the author of the young adult novel *Border Crossing*, a Tomás Rivera Mexican American Children's Book Award Finalist. Colleen was a classroom teacher in general education and inclusive settings, and is now the Director of Innovation at the Teachers College Reading and Writing Project. As a literacy consultant, Colleen supports schools, teachers, and their students nationally and internationally. In her work, Cruz often takes on the common concerns, struggles, and roadblocks that we face in writing instruction and provides tried-and-true strategies to address and overcome these obstacles.

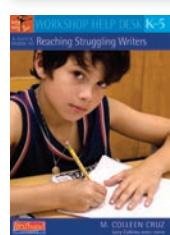
Seminar topics presented by Colleen are customized and can include components of the following:

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- Honoring student choice while including standards and curriculum
- Addressing a wide range of student needs in the writing classroom
- Using our own personal writing work to improve our writing instruction



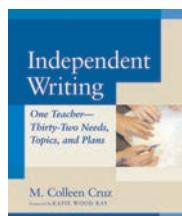
The Unstoppable Writing Teacher: Real Strategies for the Real Classroom

Grades 3–8



A Quick Guide to Reaching Struggling Writers

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Independent Writing: One Teacher—Thirty-Two Needs, Topics, and Plans

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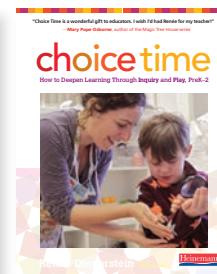
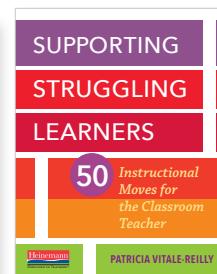
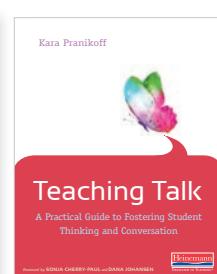
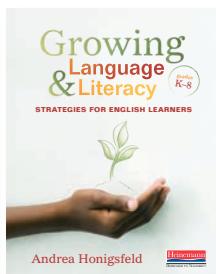
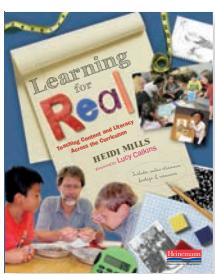
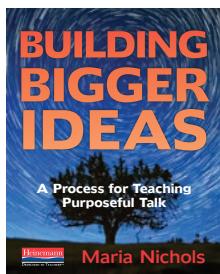
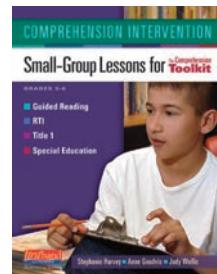
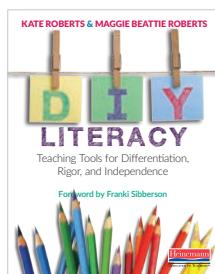
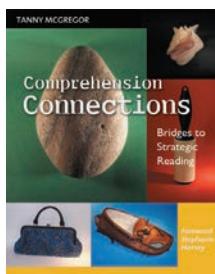
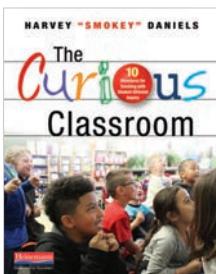


Comprehension Seminars

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- explore classroom management strategies for teaching comprehension
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Heinemann authors are master PD educators. Here's a sampling of comprehension seminars contributors:



Andrea Honigsfeld



Tanny McGregor



Heidi Mills



Lindsey Moses

Ellin Oliver Keene

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

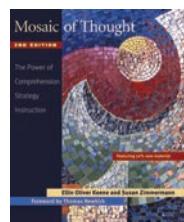
Ellin Oliver Keene's best-selling foundational book, *Mosaic of Thought* (coauthored with Susan Zimmermann), is in its second edition. It translates current comprehension research into powerful teaching tactics for any classroom.

Ellin's book, *To Understand*, takes this conversation beyond strategy instruction. It challenges educators to consider what it truly means to understand. In Ellin's latest book, *Engaging Children*, she shows how to develop and recognize true student engagement in your classroom and help students take more responsibility for their learning.

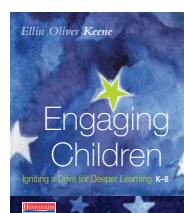
Through her on-site consulting and residency work, Ellin brings the totality of her research and experience to focus on the needs of each school or district.

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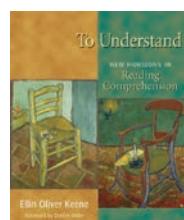
- Teaching reading comprehension
- Assessing thinking and teaching comprehension effectively across multiple genres
- Applying comprehension strategies as learning strategies across the curriculum
- Conducting action research



*Mosaic of Thought, Second Edition:
The Power of Comprehension Strategy Instruction*
Grades K–8



Engaging Children: Igniting a Drive for Deeper Learning
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To Understand: New Horizons in Reading Comprehension
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Kara Pranikoff



Maggie Beattie Roberts
and Kate Roberts



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Patty Vitale-Reilly

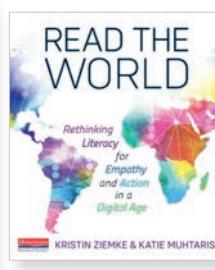
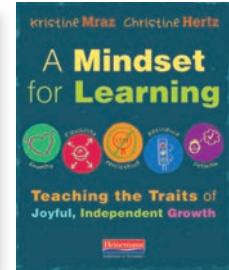
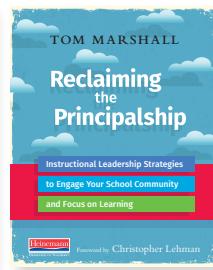
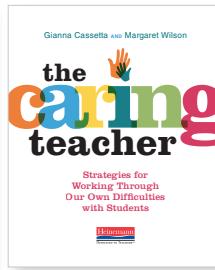
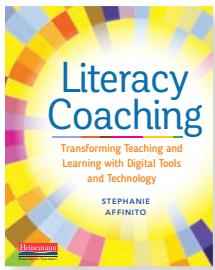
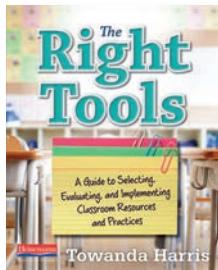
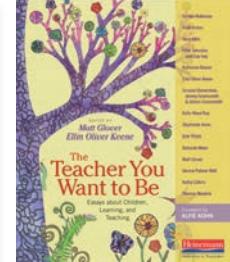
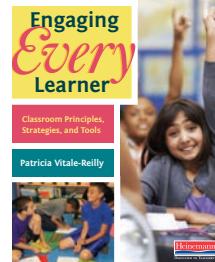
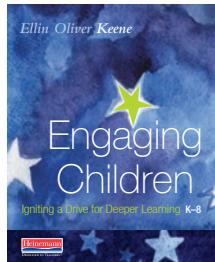
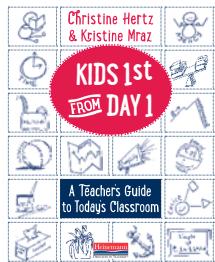
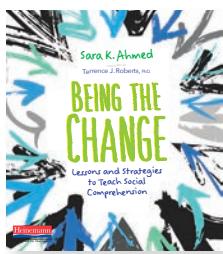


Classroom Practice Seminars

Customized classroom practice seminars will help you:

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

A sampling of classroom practice seminars texts:



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



Stephanie Affinito



Sara Ahmed



Towanda Harris



Christine Hertz
and Kristi Mraz

Cornelius Minor

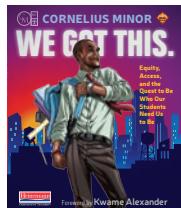
Cornelius Minor is a Brooklyn-based educator who has worked with thousands of students and hundreds of teachers on five continents.

Cornelius works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. Author of the popular new book, *We Got This. Equity, Access, and the Quest to Be Who Our Students Need Us to Be*, Cornelius is an in-demand speaker and consultant. Whether working with educators and kids in Los Angeles, Seattle, or New York City, Cornelius uses his love for technology, hip-hop, and social media to bring communities together. As a staff developer with the Teachers College Reading and Writing Project, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people.

Cornelius helps teachers advance their classroom practice skills in ways that will build long-lasting trust and mutual respect between students and teachers. Throughout his consulting and writing work, he promotes the power of deep listening as a key to this transformation as he identifies tools, attributes, and strategies that can augment our listening skills.

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

- Using culturally-sustaining pedagogies to build community and trust, and teach through challenges
- Building critical thinking skills through authentic engagement
- Creating accessible curriculum for all students, closing opportunity gaps
- Writing and reading workshop that fosters independence through practice, small groups, and conferences



*We Got This. Equity, Access, and the Quest to Be
Who Our Students Need Us to Be*
Grades K–12

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Ellin Oliver Keene



Tom Marshall



Patty Vitale-Reilly



Kristin Ziemke
and Katie Muhtaris

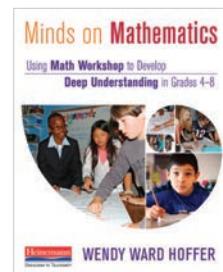
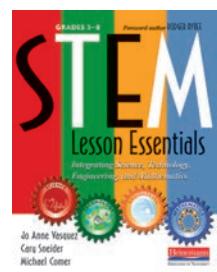
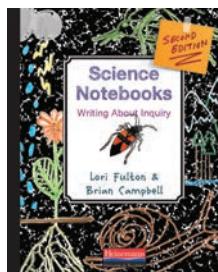
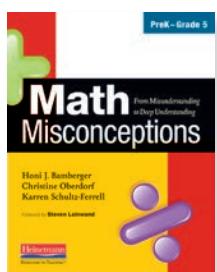
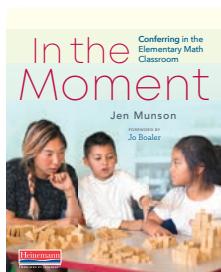
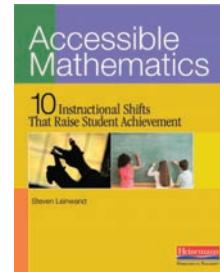
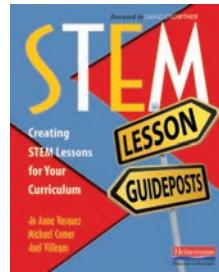
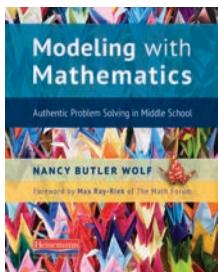
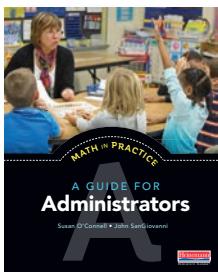
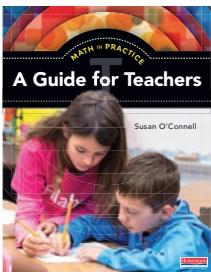


Math and Science Seminars

Customized math and science seminars will help you:

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

A sampling of math and science seminars texts:



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



Brian Campbell



Michael Comer



Lori Fulton



Steven Leinwand



Valerie Bang-Jensen and Mark Lubkowitz

Valerie and Mark help teachers learn how to “talk science” and to easily infuse all curriculum with scientific thinking.

Valerie Bang-Jensen and Mark Lubkowitz are coauthors of *Sharing Books, Talking Science*, a user-friendly guide that provides practical, real world understandings of complex scientific concepts using children’s literature. Valerie and Mark empower teachers to apply read aloud skills using just about any book in their classroom to help deepen students’ understanding of the scientific world.

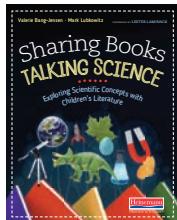
Valerie has taught in K–6 classrooms and library programs in the U.S. and Paris, and was the district elementary writing coordinator in Ithaca, New York. She serves as a consultant for museums, libraries, schools, and gardens for children. Mark was a post-doctoral fellow in plant developmental genetics at the University of California, Berkeley. As a scientist, Mark studies the molecular

mechanisms of transporters and the various roles they play in plants.

In addition to being authors and consultants, Valerie is a Professor of Education and Mark is a Professor of Biology at Saint Michael’s College, where he recently earned the Joanne Rathgeb Teaching Award. Together, they help teachers and students develop the mindset necessary to think, talk, and read like scientists.

Engage Valerie and Mark for a customized day of PD on these topics and more:

- Using the teaching context of read aloud to address scientific concepts in any classroom
- Developing the mindset necessary to think like a scientist, and then helping students to think, talk, and read like scientists
- Using questions and strategies to spotlight scientific concepts, prompting students to talk about what they observe
- Exploring scientific concepts with children’s literature

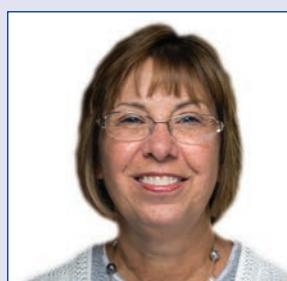


Sharing Books, Talking Science: Exploring Scientific Concepts with Children’s Literature

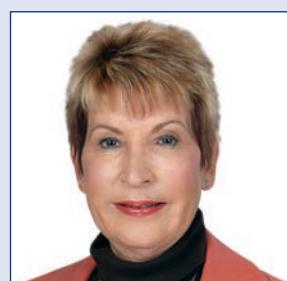
Grades K–5



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New! School-Based Seminars Developed by Jennifer Serravallo

**Invite Jen or one of her colleagues to your school
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Bestselling resources *The Reading Strategies Book* and *The Writing Strategies Book* guide educators through practical steps to understand how to use formative assessment information to find appropriate goals for each student. In these books, author Jennifer Serravallo also describes how to craft explicit, clear strategies, how best to coach and prompt readers and writers, and how to provide feedback as students practice strategies. Jen's most recent releases include *Understanding Texts & Readers* and *Complete Comprehension*, an assessment and teaching resource that supports whole-text comprehension and engagement. Now you can invite Jen or one of her colleagues to your school or district to present professional learning days planned by Jen, informed by the breadth of her work, and tailored to your goals.

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Strategies for Comprehension

Grades 1–8

Developed by Jennifer Serravallo

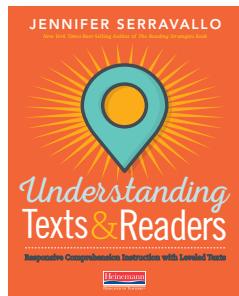
Drawing from Jen's book, *Understanding Texts & Readers*, this seminar will teach participants how to use text levels as a teacher's tool. Participants will learn more about what to expect of reader response over a range of texts so that you can target specific goals and skills, first articulated in Jen's bestselling title, *The Reading Strategies Book*. Following this on-site PD, teachers will find text complexity more simplified, comprehension clarified, and all will feel more confident matching kids to books and strategies.

Also, drawing from *A Teacher's Guide to Reading Conferences*, participants will explore how to use these same skill progressions to move readers along within their goals, and they will study how to prompt and coach readers in one-on-one conferences and in small groups as you support them with goals.

COURSE GOALS:

- To understand a hierarchy of comprehension goals and skills
- To create our own formative assessment with goal-aligned question stems
- To coach and prompt readers and provide feedback as students practice strategies

RELATED RESOURCES:



Strategies and Structures

for Teaching Reading

Grades K–8

Developed by Jennifer Serravallo

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

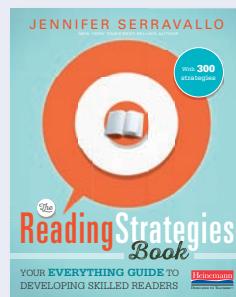
The day will begin with exploring the hierarchy of reading goals, and quick and practical ways to use a variety of formative assessments to discover which goal is right for each reader in the classroom. With that understanding, participants will then learn how to craft strategies and effective feedback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

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

COURSE GOALS:

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

RELATED RESOURCE:



Strategies and Structures for Teaching Writing

Grades K–8

Developed by Jennifer Serravallo

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

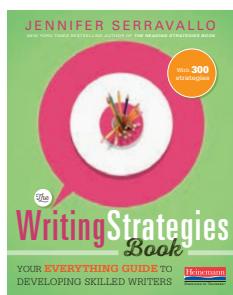
Participants will learn how to go beyond writing checklists and tips that tell writers what to do, and instead craft explicit, clear strategies that will help children learn how to do it on their own. We will also explore effective feedback and prompts to coach writers as they practice strategies for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

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

COURSE GOALS:

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

RELATED RESOURCE:



A Crash Course in Reading and Writing Strategies

Grades K–8

Developed by Jennifer Serravallo

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

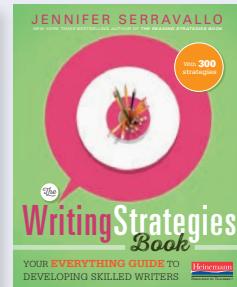
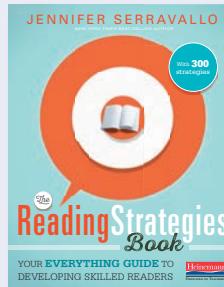
In the morning, participants will dive into reading: how to know what to expect of readers' print work, fluency, comprehension, writing about reading, and talk. Participants will practice determining goals based on a thirteen-goal hierarchy and matching strategies to individual goals by studying student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

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

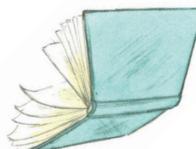
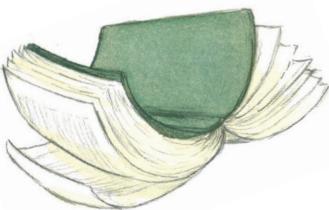
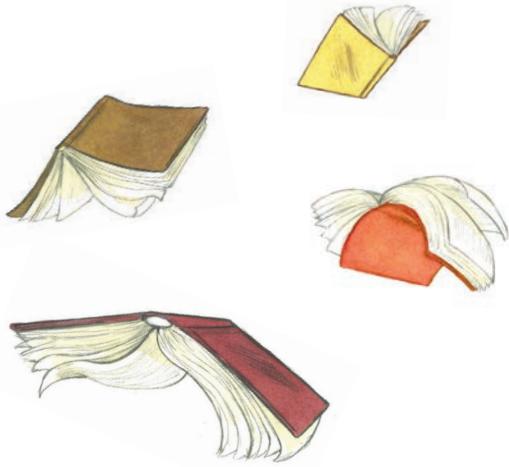
COURSE GOALS:

- To understand how to use formative assessment information to find appropriate goals for each child in reading and writing
- To craft explicit, clear strategies and provide feedback as students practice
- To explore ways that strategies can come to life in the classroom through video examples of conferences and small-group instruction

RELATED RESOURCES:



Renewing Curiosity in Grades 3–8 Readers: Breathing New Life into Book Clubs



By Sonja Cherry-Paul
and Dana Johansen

At the start of each new school year, we arrive rested, energized, and ready to apply our renewed inspiration and vision to launch a successful year ahead. And this year, as we plan to enhance student engagement and enthusiasm across our upper-grade classrooms, how can we intentionally create more student interest and—dare we say—authentic joy for reading?

We know that adolescence is an especially critical time for reading. Nancie Atwell writes, “Reading necessarily takes a back seat as teenagers’ worlds become impossibly full . . . When reading doesn’t happen at school, it’s unlikely to happen away from school, which means it’s unlikely to happen at all” (1987, 156). Students may also disengage from reading due to the chasm that can exist between what they are learning and their lived realities. We believe that book clubs have the potential to mitigate such dissonance and safeguard time for reading. Rather than journeying through texts as busy commuters, students become explorers of their own lives and of the world around them.

Book clubs provide opportunities for readers to pause, notice, and respond to texts in authentic ways with peers. We have seen, firsthand, that book clubs are where students fall in love with reading, and it is within these spaces we witness humanity at its best. Through powerful, self-generated discussions, students come to understand texts, as well as each other, deeply. Students discover more about who they are as readers, and they feel the joy of curiosity that binds them together as a club. Dr. Mary Howard (2017) tweeted, “We don’t *teach* reading; we *inspire* readers by making room for opportunities that BECKON kids to live readerly lives in AND out of school.” This is our goal: for our students to live authentic, readerly lives.

We value book clubs because of their indelible influence on students as they develop into critical thinkers, lifelong readers, and change makers in the world. In book clubs, students develop critical literacy skills. Engagement in reading increases as discussions about and beyond the text lead students along a path of self-discovery. By shining a light on some of our classroom experiences, we invite you to envision the possibilities of making book clubs the heart of your reading curriculum.

Critical Literacy

Book clubs are spaces where students can deconstruct and critique norms and social constructs, as they learn from various perspectives and develop empathy for others.

"Let's make a list of all of the things that Sunny can do. Then we can make a list of how this differs for Raymond." Four of Sonja's sixth-grade students from *The Civil Rights Book Club* were meeting to discuss *Revolution* by Deborah Wiles (2014). She observed this club while they created their lists. For Sunny, the white character, the students included actions such as swimming in the town pool, going to the movies, and feeling safe when walking through the neighborhood. In contrast, the group noticed that Raymond, the African American character, could not swim in the town pool, could not go to the local movie theatre, and always worried about being harassed by the police when walking in town. Sonja suggested that club members make a list about themselves. They determined that they were a lot like Sunny; they could easily list actions that they didn't realize before were privileges, and they felt safe in their town. Sonja asked this club of all white students if they felt that their peers from various racial backgrounds felt similarly. One club member responded, "We don't have racism here. Everyone is treated the same." Two others agreed. Then Leo, a quiet and pensive student, asked, "How do we really know?"



Paulo Freire said, "Reading is not walking on the words; it's grasping the soul of them" (2013, 410). As students journey through texts together, they develop critical literacy skills that enable them to unveil what may have previously been hidden. Through consciousness-raising experiences, like *The Civil Rights Book Club* meeting described, students become aware of injustices that affect people's lives. In book clubs, students develop critical literacy skills that lead to the disruption of normative thinking as they interrogate the world around them. In this way, students do not allow the words of a text to simply wash over them. They grab hold of the words and use them to examine not only the lives of characters, but their own lives as well.

Engagement

Book clubs improve students' attitudes toward reading, especially when students have choice and autonomy.

One February morning, Dana noticed Tina, one of her fifth graders and a regular book-abandoner, thumbing through the pages of her book club text. Tina and Dana had spent large chunks of time together searching for a book that Tina wanted to read from beginning to end. As the year progressed, Dana felt increased pressure to help Tina find a book match—a text that would magnetically pull her into the pages and never let go. They rooted through the class collection of high-interest texts—graphic novels, mysteries, humorous books—to find a book that would ignite the fire of the reader inside Tina.

But now, as Dana looked over at Tina with her book club copy of *Fuzzy Mud* by Louis Sachar (2015), she smiled. Tina wasn't a "book abandoner"; Tina had been disengaged. She was like so many students—a social reader. She needed peers to talk to about the text. In her book club, Tina was reading voraciously and talking to her peers about her insights.

Participating in a book club brought out the best side of Tina as a reader. She was committed to keeping up with her nightly reading and working toward the goal of finishing her book with a strong support team. It turned out that Dana and Tina had been looking in the wrong place for the "perfect match."

It wasn't about the book; Tina needed people.



Students' engagement in reading increases in book clubs because of the camaraderie that is kindled. This support system encourages each member to find success, and students celebrate their reading achievements together.

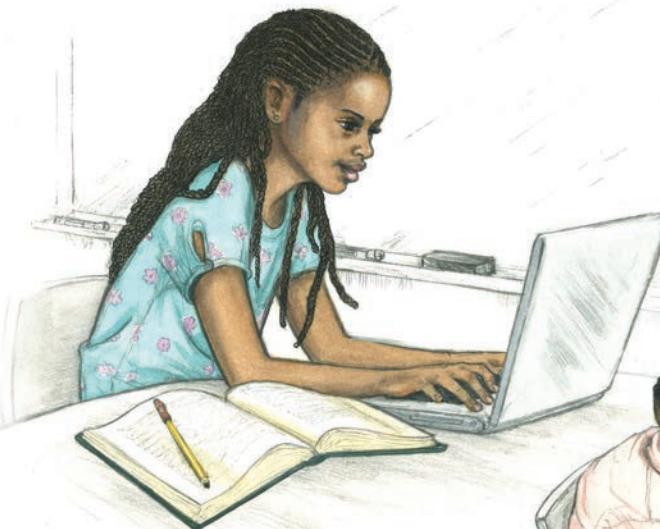
Discussion

Students have more in-depth conversations in book clubs as bonds between peers strengthen.

At a distance, Dana observed a book club that was reading Front Desk by Kelly Yang (2018). As she took note of how the conversation was going, she noticed one fifth grader, Emilia, sitting silently. Emilia was an active, engaged listener in discussions. Dana knew Emilia was absorbing everything that her club mates were saying, and Dana wished they knew her thoughts. Reading Emilia's reader's notebook was like taking a trip into her heart, as she often bared her soul across the pages.

Dana wondered how she could help Emilia add her insights to her club's conversation. She decided she would ask all the students if they were interested in writing blogs on Padlet. Her students were familiar with the platform, and they eagerly began creating Padlets for their book clubs. After a few days, Dana checked the progress of her students. She was stunned by what she saw. Emilia had made more posts on her book club's Padlet than any other student. In addition, she had written lengthy responses to her club mates' posts.

Dana's heart burst; Emilia was part of her club's discussion. Discussion is not about who is the loudest talker; it is about an exchange of ideas.



Through book clubs, we see the many layers of what makes a strong discussion. Every club is different, and all voices, quiet and loud, are welcome. Kara Pranikoff, author of *Teaching Talk*, reminds us, "The depth of ideas is not measured by the speed of their creation." Kara teaches us that dialogue isn't just about contributing insightful ideas, but about actively listening (2017, 45). Book club discussions are a microcosm of society; there are a variety of voices and perspectives, and students learn the ability to converse with one another.

Self-Discovery

Book clubs allow students to see themselves in a text, examine their own lives, and explore their identities.

The poet Adrienne Rich once said, "When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing" (1986, 199). The books we make available to students to read and discuss in book clubs send explicit messages to our students about who counts and who doesn't. Books are the most profound way in which we describe the world.

Sonja remembered feeling confident about having a substantial amount of books in her classroom that described a world that was inclusive of all of her students. To be certain, she decided to audit her library. Sonja thought about one of her sixth graders who was transitioning. She found George by Alex Gino (2015) about a student who is transgender. But that was it. And she thought about several of her students from multiracial backgrounds. She located Full Cicada Moon by Marilyn Hilton (2015) and Blended by Sharon Draper (2018). Surely she had more . . . she didn't. Sonja wondered what messages children were receiving as a result of the books they had access to in her classroom, during, as Rich might argue, this naming of a world where some are included and others aren't.

Sonja also discovered a troublesome trend; she had an abundance of historical fiction books. She wondered how her students saw the significance of their lives in the world today and in the future if the only reflection of themselves was from the past. Where were the contemporary books that help all children feel visible and valued?



A watercolor-style illustration of two young girls in a library setting. One girl, on the left, wears a purple hijab and a yellow long-sleeved shirt, holding a green book. The other girl, on the right, has dark hair tied back and wears a grey and blue raglan-style shirt, holding an open brown book. They are both looking down at their books.

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Read More:

Breathing New Life into Book Clubs: A Practical Guide for Teachers by Sonja Cherry-Paul and Dana Johansen, who provide essential strategies for creating, managing, and sustaining classroom book clubs.

Our students' ability to see themselves in the books they read is a right, not a privilege. Movements such as #weneeddiversebooks and #ownvoicesbooks have galvanized educators to think more carefully about the books in our classrooms. We can choose not to be complacent with our collection and, instead, to include books that spotlight the identities of our students. And when these books are available to be read and discussed in book clubs, students have opportunities to explore questions and engage deeply with topics that matter to them. Adrienne Rich reminds us that as teachers, we hold a powerful platform. And from this platform, we have the power to include, affirm, and celebrate our students by making conscious decisions about the books we make available in our classrooms and in book clubs.

We encourage you to see book clubs as a way to ignite a passion for reading in your classroom. By breathing new life into them, we are able to cultivate joyful reading experiences for all of our students.

Dana Johansen has taught elementary and middle school for more than fifteen years. Dedicated to the ever-expanding applications of technology in the classroom, she presents at national conferences on the use of blogs, digital texts, and flipped learning in literacy instruction. She is the coauthor, with Sonja Cherry-Paul, of several books including their newest release, *Breathing New Life into Book Clubs*, which informs this article.



Sonja Cherry-Paul has taught middle school English for twenty years. She is a literacy consultant who served on the Jane Addams Children's Book Award committee for ten years. Sonja leads presentations about literacy at national conferences and provides professional development for educators on reading and writing instruction and racial literacy. She is the coauthor, with Dana Johansen, of several books including their newest release, *Breathing New Life into Book Clubs*, which informs this article.

To continue to engage with Sonja and Dana on this topic, please go to www.heinemann.com/pd/journal.



Fountas & Pinnell 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, transforms teaching and learning for teachers and students alike.



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Getting Started Overview: *Fountas & Pinnell Classroom™*

Grades K–6

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

COURSE GOALS:

Participants will:

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

Interactive Read-Aloud: *Fountas & Pinnell Classroom™*

Grades PreK–6

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

COURSE GOALS:

Participants will:

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

RESOURCES NEEDED

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



Reading Minilessons: *Fountas & Pinnell Classroom™*

Grades K–6

Reading minilessons are short, concise, purposeful lessons with a practical application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery of understanding of a general principle. Growing out of the shared and interactive read-aloud experience and linked to independent reading, teachers use many of the shared and interactive read-aloud texts as examples from which they generalize the understanding of the minilesson. Participants in this seminar will learn more about the values of this powerful instructional context. Participants will learn how to use *The Reading Minilessons Book* to engage children's thinking through high-quality texts.

COURSE GOALS

Participants will:

- Consider the values and characteristics of reading minilessons
- Become familiar with *The Reading Minilessons Book*
- Develop an understanding of reading as a complex process
- Develop an understanding of the systems of strategic actions that support effective thinking within, beyond, and about texts
- Understand the structure of umbrellas and minilessons
- Explore the different types of minilessons: management, literary analysis, strategies and skills, and writing about reading
- Understand how to assess and plan reading minilessons.

RESOURCES NEEDED

- *The Reading Minilessons Book*

Shared Reading: *Fountas & Pinnell Classroom™*

Grades PreK–3

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

COURSE GOALS

Participants will:

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

RESOURCES NEEDED

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



Phonics, Spelling and Word Study: Fountas & Pinnell Classroom™ Grades K–4

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

COURSE GOALS

Participants will:

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

RESOURCES NEEDED

- *The Fountas & Pinnell Literacy Continuum*
- *Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide*
- *Fountas & Pinnell Phonics, Spelling, and Word Study Lessons*
- *Fountas & Pinnell Sing a Song of Poetry, Grades K–2*



Guided Reading: Fountas & Pinnell Classroom™ Grades K–6

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

COURSE GOALS

Participants will:

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

RESOURCES NEEDED

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

Book Clubs: *Fountas & Pinnell Classroom™*

Grades K–6

Book clubs bring a small group of students together to talk about a book they have each chosen to read. These enjoyable community experiences deepen readers' appreciation for a common text, extend their thinking as they process and interpret the perspectives and opinions of their peers, expand their ability to express their ideas orally, and provide an authentic context for applying the norms for listening and speaking and for using academic language. Throughout this seminar, participants will explore how to organize and implement book clubs within their classroom and will explore how to facilitate authentic discussion about a common text.

COURSE GOALS

Participants will:

- Consider the values of book clubs
- Develop an understanding of reading as a complex process
- Use *The Fountas & Pinnell Literacy Continuum* to observe students and identify teaching goals
- Reflect on teacher and student roles
- Become familiar with the *Fountas & Pinnell Classroom™ Book Club* collection of books, inquiry overview, and discussion cards
- Plan for meaningful conversations and use "talk" as a tool to expand thinking within, beyond, and about texts.

RESOURCES NEEDED

- *The Fountas & Pinnell Literacy Continuum*
- *Fountas & Pinnell Classroom™ Book Clubs Collection Guide*
- Books and discussion cards from *Fountas & Pinnell Classroom™ Book Club Collection*

Independent Reading and Conferring: *Fountas & Pinnell Classroom™*

Grades K–6

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

COURSE GOALS

Participants will:

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

RESOURCES NEEDED

- *The Fountas & Pinnell Literacy Continuum*
- *Fountas & Pinnell Classroom™ Independent Reading Collection Guide*
- Books and conferring cards from *Fountas & Pinnell Classroom™ Independent Reading Collection*



Benchmark Assessment System 1, 3rd Edition Grades K–2

This professional learning opportunity provides an overview of *The Fountas & Pinnell Benchmark Assessment System 1, 3rd Edition* (Grades K-2, Levels A-N). Using the *Fountas & Pinnell Benchmark Assessment Systems* (BAS) to determine student independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. Participants in this session will learn how to administer, score, analyze, and interpret results from the BAS System 1. Participants will also explore how to use the data from the BAS along with *The Fountas & Pinnell Literacy Continuum* to inform instruction during whole class, small group, and individual teaching opportunities.

COURSE GOALS:

- Become familiar with the administration, scoring and analysis of the Benchmark Assessment System 1.
- Explore how to use assessment data to inform instruction during whole class, small group and individual teaching opportunities.
- Explore ways to use assessment results to group students and monitor student progress for change over time.



*The Benchmark Assessment System 1 and System 2 seminars
can be combined when appropriate.*

Benchmark Assessment System 2, 3rd Edition Grades 3–8

This professional learning opportunity provides an overview of *The Fountas & Pinnell Benchmark Assessment System 2, 3rd Edition* (Grades 3-8, Levels L-Z). Using the *Fountas & Pinnell Benchmark Assessment Systems* (BAS) to determine student independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. Participants in this session will learn how to administer, score, analyze, and interpret results from the BAS System 2. Participants will also explore how to use the data from the BAS along with *The Fountas & Pinnell Literacy Continuum* to inform instruction during whole class, small group, and individual teaching opportunities.

COURSE GOALS:

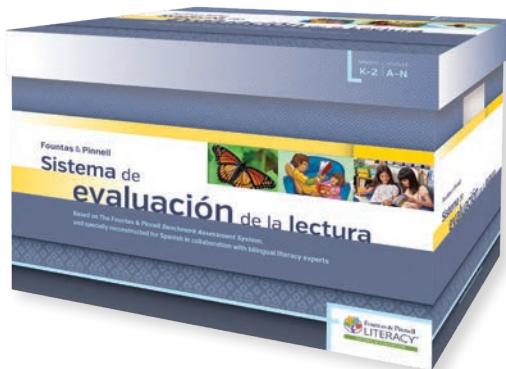
- Become familiar with the administration, scoring and analysis of the Benchmark Assessment System 2.
- Explore how to use assessment data to inform instruction during whole class, small group and individual teaching opportunities.
- Explore ways to use assessment results to group students and monitor student progress for change over time.

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

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

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

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



Role of the Administrator in the Implementation of Benchmark Assessment

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

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



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

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

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

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

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

RELATED RESOURCES:



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

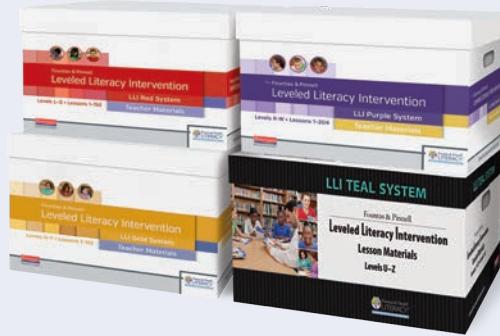
The *Leveled Literacy Intervention (LLI)* Red and Gold Systems are designed for grade 3 and 4 students who are reading below grade level. The *LLI Purple System* is designed for grade 5 students reading below level. And the *LLI Teal System* is geared toward older students in grades 6–12.

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

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

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

RELATED RESOURCES:



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

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

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

RELATED RESOURCES:



The Fountas & Pinnell Literacy Continuum Grades PreK–8

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

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

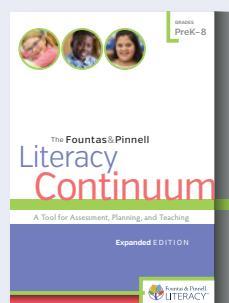
COURSE GOALS FOR ONE-DAY PROFESSIONAL LEARNING OPPORTUNITY

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

COURSE GOALS FOR TWO-DAY PROFESSIONAL LEARNING OPPORTUNITY

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

RELATED RESOURCE:



Teaching for Comprehending and Fluency

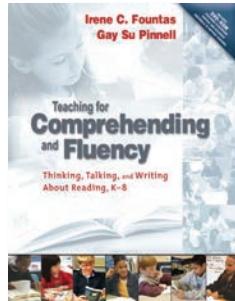
Grades K–8

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

COURSE GOALS:

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

RELATED RESOURCE:



When Readers Struggle

Teaching That Works

Grades K–3

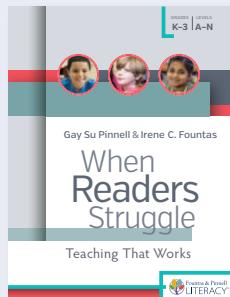
Effective teaching begins with assessment and focuses on the strengths and needs of individual children. All teachers need to learn how to teach the lowest-achieving children well and how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell's book, *When Readers Struggle*, this seminar will address the range of difficulties that interfere with literacy learning in the primary grades.

Beginning with the reading behaviors of proficient readers, participants will learn how to observe and analyze the critical behaviors that keep lower-achieving readers from initiating and problem solving successfully as they read. By understanding reading behaviors and how to respond with language that supports the reader's development, teachers will learn to plan multiple layers of intervention to ensure reading success. Seminar participants will learn how to use *When Readers Struggle* as a comprehensive and practical resource to support effective teaching of low-achieving readers.

COURSE GOALS:

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

RELATED RESOURCE:



Phonics, Spelling, and Word Study Lessons

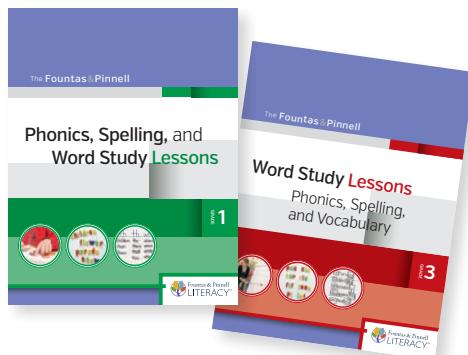
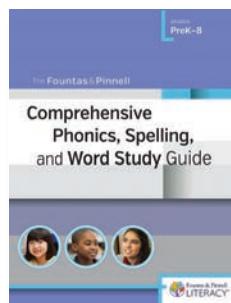
Grades K–3

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

COURSE GOALS:

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

RELATED RESOURCES:



Literacy Beginnings

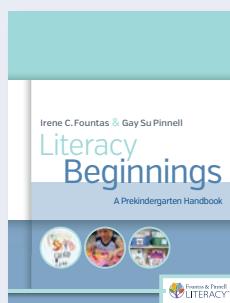
Grades PreK–K

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

COURSE GOALS:

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

RELATED RESOURCE:



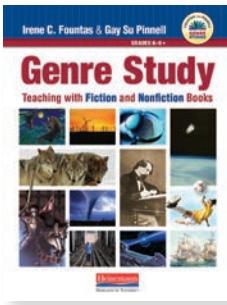
Genre Study: Teaching with Fiction and Nonfiction Books

Grades K–8+

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

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

RELATED RESOURCE:



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

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

COURSE GOALS, GUIDED READING:

- Gain an overview of the components of the literacy framework as described in *Guided Reading, Second Edition*, including interactive read-aloud, shared reading, guided reading, and independent reading
- Understand how to manage and design meaningful literacy experiences that foster independent learning in grades K–6
- Analyze leveled books to better understand the F&P Text Level Gradient™ and how to match books to readers
- Focus on assessment and how running records and anecdotal evidence help inform our instruction in guided reading.

COURSE GOALS, GUIDING READERS AND WRITERS:

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

RELATED RESOURCES:





Speakers & Consulting Authors

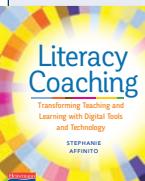
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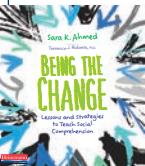
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Stephanie Affinito

GRADES K–6

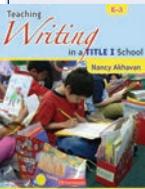
- Exploring ways coaches and teachers can incorporate technology to cultivate and innovate teacher learning communities
- Making teacher learning more meaningful, relevant, and student-centered through the use of the right tools
- Focusing on collaboration to impact and elevate student learning
- Redesigning your PD plans to leverage the power of personalized literacy coaching



Sara Ahmed

GRADES 4–10

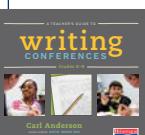
- Growing upstanders and nurturing social responsibility in classrooms through inquiry
- Building risk-taking, collaborative classrooms
- Digital citizenship in the middle school classroom
- Reading comprehension strategies (nonfiction and fiction)



Nancy Akhavan

GRADES K–12

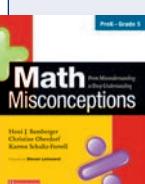
- Effective content and comprehension instruction
- Vocabulary instruction to ensure learning for all students
- Working with English learners in the classroom
- Planning units of study in reading, writing, vocabulary, and content areas



Carl Anderson

GRADES K–8

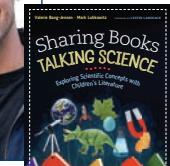
- Conferring with student writers
- Assessing with student writers
- Using mentor texts to teach the qualities of good writing
- How studying The Beatles as writers can help us become better writing teachers



Honi Bamberger

GRADES PREK–8

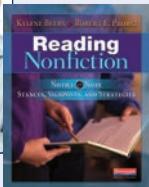
- Coaching
- Differentiating instruction in mathematics
- Connecting mathematics to other areas of the curriculum
- Assessment in mathematics



Valerie Bang-Jensen & Mark Lubkowitz

GRADES K–8

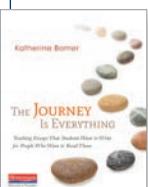
- Reading like a scientist: Explore how the crosscutting concepts and children's literature are natural partners for learning
- The seven crosscutting concepts: A primer for newcomers
- School gardens are ripe for literacy: Integrating reading, writing, and gardening
- Exploring the crosscutting science concepts in school gardens



Kylene Beers and Robert E. Probst

GRADES 4–12

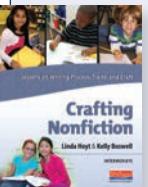
- Strategies for close reading
- Understanding the demands of twenty-first century literacy
- Reaching struggling adolescent readers
- Aliteracy: The glitch in becoming a nation of readers



Katherine Boomer

GRADES K–12

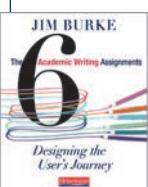
- Writing workshop and writing process
- Genre studies, especially memoir, essay, and poetry
- Qualities of good writing (how to name and teach)
- Independent reading, book clubs, and reading workshop



Kelly Boswell

GRADES K–6

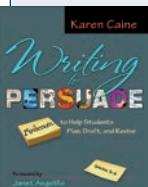
- Writing process, traits and craft
- Reading/writing connection
- Nonfiction reading and writing
- Nonfiction writing instruction



Jim Burke

GRADES 6–12

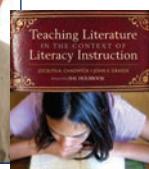
- Adolescent literacy: Teaching the essentials
- Teaching with tools: Helping students read, write, and think
- Teaching with questions: Improving engagement, comprehension, and retention
- Can we talk? Using discussion to help students read, write, and think



Karen Caine

GRADES 3–8

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



Jocelyn Chadwick and John Grassie

GRADES 6–12

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



Sonja Cherry-Paul & Dana Johansen

GRADES 3–8

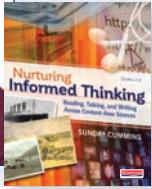
- Creating a culture of reading through book clubs
- Organizing, setting up, and launching book clubs
- Using technology to enhance book club work for deeper student engagement
- Lighting the fire of student book discussions



Lisa Cleaveland

GRADES K–2

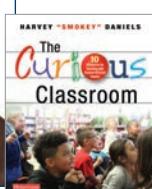
- Writing right from the start: Starting a writing workshop on day one
- Using mentor authors and illustrators to guide teaching in the primary grade writing workshop
- Nurturing writers in preschool and kindergarten
- Teaching process and craft through illustration study in the primary writing workshop



Sunday Cummins

GRADES 3–8

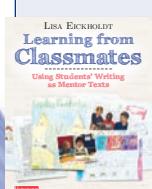
- Teaching content-area reading and writing
- Advancing student informational reading and writing
- Establishing purposes for reading, and selecting sources
- Exploring lesson ideas for reading and thinking across sources



Harvey "Smokey" Daniels

GRADES K–12

- Content-area reading and writing
- Teaching with inquiry: Structures and strategies for a curiosity-driven curriculum
- Creating a collaborative climate: Teaching the social skills of academic interaction
- Texts and lessons for fiction and nonfiction



Lisa Eickholdt

GRADES K–5

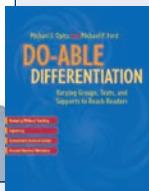
- Building time and space for writing workshop: Environment, tools, and routines
- Workshop structure: Mini-lesson, independent practice and conferring, mid-workshop teaching point, wrap-up
- The launch as a unit of study: Teaching lessons in process, habits, and craft
- Using students' writing as mentor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



Dan Feigelson

GRADES K–8

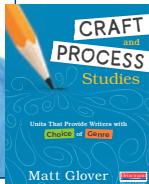
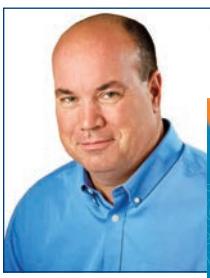
- Reading/writing workshop 101: Getting started
- Comprehension strategies across the grades
- Reading/writing workshop and the Common Core
- Reading and writing in the content areas



Michael P. Ford

GRADES K–6

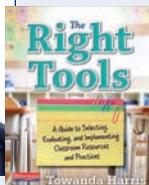
- Best practices in reading and writing programs: What we can learn from exemplary teachers
- From daunting to do-able differentiation: Classroom models to reach all readers
- Opening small packages: What is really important in teaching children
- Reaching readers: Expanding the vision of guided reading



Matt Glover

GRADES PREK–6

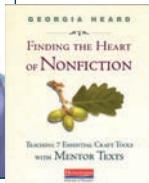
- Nurturing writing and reading development in the youngest students
- Key beliefs, structures, and supports for writing and reading development
- Essentials of writing workshop
- Leading literacy change in elementary schools



Towanda Harris

GRADES K–5

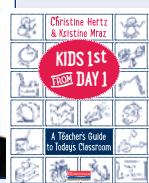
- Discover how to evaluate classroom resources based on our students' unique strengths and needs
- Explore ways to use and modify classroom resources to best serve our students
- Learn how to use assessment to determine whether a resource is benefitting as planned
- Explore how to collaborate with colleagues to gain insights and to identify and pilot new resources.



Georgia Heard

GRADES K–8

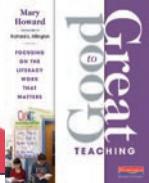
- Teaching to make a difference: Touching the hearts and minds of all of our students
- Writing from the heart: How to engage and motivate all of our students to write
- Looking again: Revision and developing the eyes to see the qualities of good writing
- Making a place for wonder: Reading and writing nonfiction in the primary grades



Christine Hertz

GRADES K–5

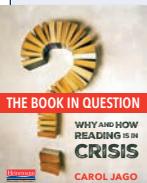
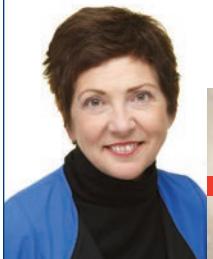
- Fostering growth mindset, empathy, and habits of learning
- Engaging children in playful, engaging learning
- Designing child-centered physical and emotional classroom environments
- Supporting responsive emergent literacy



Mary Howard

GRADES K–8

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



Carol Jago

GRADES 6–12

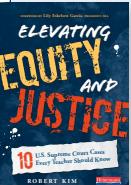
- Stimulating competent, confident, and compulsive readers
- Teaching with intention and heart
- Mastering instructional moves that matter
- Creating a community of readers



Ellin Oliver Keene

GRADES K–8

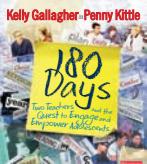
- Assessing thinking and teaching comprehension effectively across multiple genres
- Engaging students deeply in literacy work
- Essential knowledge of theory, content, instruction, and assessment practices in reading and writing
- Conducting action research



Robert Kim

GRADES K–12

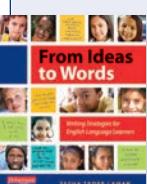
- Devising appropriate responses to student-on-student bullying and harassment
- Following due process requirements when disciplining students
- Providing students with disabilities and English learners with equal educational opportunities and a meaningful education
- Understanding students' rights to freedom of speech, separation of church and state, and privacy



Penny Kittle

GRADES K–12

- Writing workshop and writing process (K–12)
- Planning units of study in writing (K–12)
- Independent reading and reading workshop (5–12)
- Adolescent literacy



Tasha Tropp Laman

GRADES K–5

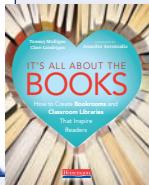
- Successful writing strategies for English language learners
- Writing workshop: Setting up an instructional framework that supports multilingual writers
- Conferring with English language learners
- Best practices for reading and writing workshop in the primary grades



Lester L. Laminack

GRADES K–6

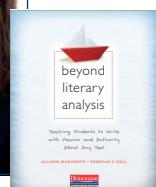
- Flipping reading instruction into writing opportunities
- Reclaiming read-aloud: Mastering the art of read-aloud in an age of accountability and standards
- Building a community of kindness through read-aloud and guided conversations: Bullying hurts
- Exploring writing instruction with a writer



Clare Landigan

GRADES K–5

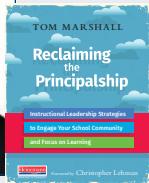
- Collecting and using formative assessment to engage readers and writers
- Organizing books to support instruction and the love of reading
- Re-envisioning the role of small group instruction within the gradual release of responsibility
- Teaching talk and response through interactive read aloud, book clubs, and partner reading



Allison Marchetti & Rebekah O'Dell

GRADES 6–12

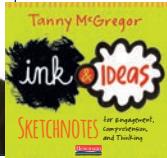
- Using mentor texts to teach at every phase of the writing process
- Writing across the curriculum
- Teaching analytical writing in authentic ways
- Developing writing workshop curriculum and planning for a writing workshop



Tom Marshall

GRADES K–8

- Instructional leadership, particularly in literacy
- Instructional coaching
- Reading and writing workshop essentials
- Making plans for teacher professional development



Tanny McGregor

GRADES K–8

- Sketchnoting for engagement and comprehension
- Visual literacy
- Reading comprehension strategies for all students, including ESL, special education, and gifted
- Genre studies



Heidi Mills

GRADES K–5

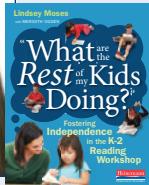
- Story matters: Authentic strategies for teaching content and literacy across the curriculum
- Kidwatching and responsive teaching in joyfully rigorous inquiry-based classrooms
- Integrated units of study in the sciences and social sciences
- Inquiry for ongoing professional development and school renewal



Cornelius Minor

GRADES 3–12

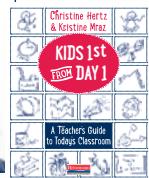
- Writing and reading workshop that fosters independence through practice, small groups, and conferences
- Universal design for creating accessible curriculum for all students, closing opportunity gaps
- Digital and media literacy and building critical thinking skills through authentic engagement
- Using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



Lindsey Moses

GRADES K–5

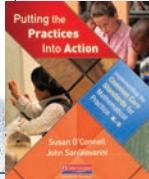
- Effective instruction for English learners
- Reading and writing workshop
- Inquiry-based instruction
- Differentiation and small-group instruction



Kristi Mraz

GRADES K–5

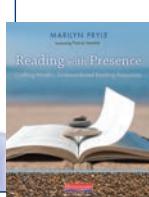
- Supporting emergent reading and writing
- Writing workshop and the writing process
- Charts and tools for independence
- Engaging young children in playful literacy



Sue O'Connell

GRADES K–5

- Communicating (talking and writing) about math
- Math problem solving
- Differentiating math instruction
- Math coaching



Marilyn Pryle

GRADES 6–12

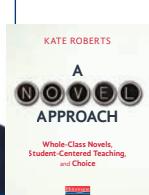
- Using a structured reading response system to foster discussion and writing fluency
- Helping students become more interactive in the secondary ELA classroom
- Learning how reading responses lead to evidence-based interpretation
- Helping students examine their own reading and writing habits, to boost confidence in their voices



Linda Rief

GRADES K–12

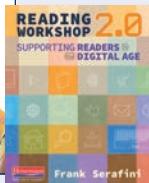
- How to frame the school year for an abundance of writing and reading
- Big lessons in small texts: The craft we teach in the poems we love
- *Inside the Writer's-Reader's Notebook*: An essential tool for deepening reading and writing
- Keeping story central to the core of all writing



Kate Roberts

GRADES 3–12

- Close reading instruction
- DIY literacy: Teaching tools for differentiation, rigor, and independence
- Literary essay and writing about texts
- Conferring and small-group instruction



Frank Serafini

GRADES 2–8

- Getting started in the reading and writing workshop
- Implementing effective lessons in comprehension
- Using assessment to support readers and writers
- Expanding the role of children's literature in the writing workshop



Jennifer Serravallo

GRADES K–8

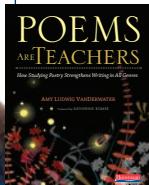
- Accountability, agency, and increased achievement in independent reading and writing
- When texts get complex: Assessing readers and writers, setting goals, and getting students to the next level
- Strategies and structures for teaching reading and writing
- Conferring and small-group instruction



Nancy Steineke

GRADES K–12

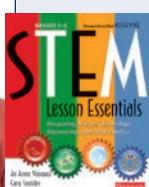
- Using best practice to meet the standards
- Engaging students in text and text sets
- Refining student academic conversation
- Nonfiction writing: Argument, persuasion, genre



Amy Ludwig VanDerwater

GRADES K–8

- Studying poems to strengthen writing in all genres
- Keeping writers notebooks for discovery and revision
- Beginning (or deepening) writing workshop
- Reading like writers, writing like authors



Jo Anne Vasquez

GRADES K–8

- Designing effective science lessons
- Promoting learning through inquiry
- Linking literacy development and science
- Effective elementary science program administration



Patty Vitale-Reilly

GRADES K–10

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

IDENTITY WORK AND EDUCATIONAL JUSTICE

BY MINJUNG PAI

“His dad’s in jail, right?”

We were in a class discussion about *Locomotion* by Jacqueline Woodson (2004). We just found out that Lonnie’s mom passed away. As a class, we were practicing and modeling active reading. What did we know about Lonnie? What could we infer? We asked about Lonnie’s dad. Where was he? What happened to him?

A student, eleven years old and white, said, “His dad’s in jail, right?”

If you have read the book, you know that Lonnie’s dad passed away in the same fire as his mother. You also know that Lonnie is a young, black boy.

I wish I could tell you that I facilitated a discussion about the connections between us as individuals, implicit biases, society, and injustice. I wish I could tell you that I took that emergent curriculum and did an in-depth study with my students about how oppression happens at four levels—individual, interpersonal, institutional, and cultural. I wish I could tell you that I was able to plan units and teach lessons to my students about how to recognize, honor, and utilize differences in addition to naming systemic and historical discrimination based on differences, especially race. I wish.

Instead, in that moment, all I was able to say was, “Really? Where did you read that? Let’s go back in the book.” When we didn’t find the text evidence, I framed the student’s assumption about Lonnie’s father as a simple reading comprehension mistake and nothing else.

In that moment, I felt unease in addressing the uncomfortable truth in my student’s statement, “His dad’s in jail, right?” Because I had done no personal, internal work without the buffer of curriculum and best teaching practices, I was unable to lead a discussion about individual biases and how they are rooted at a systemic level. I was unable to be conscious of how a lifetime

of micro-aggressions brought up emotions on a personal level that contributed to my silence. I was unable to teach about how seemingly small moments like my student’s statement are intrinsically connected to oppressive systems and culture. I was unable to do so because I had done no such work on myself.

How many more moments like that are there in my teaching past that I can’t even remember? What were the hidden messages for my students in those moments? What did students internalize and learn from my inability to address the truth?

Because I had done no personal, internal work... I was unable to lead a discussion about individual biases and how they are rooted at a systemic level.

I had done work looking at my pedagogy: looking to diversify the content and represent differences, finding frameworks that I thought transformed my classroom culture. But this was all external. I did not look at the most important piece, at who was doing the teaching, at me. As a woman of color, I had a lifetime of dealing with oppression and a racial literacy that I brought to my teaching. This was not enough.



ETHNICITY

CLASS

SEXUAL ORIENTATION

AGE

GENDER

ABILITY

RACE

RELIGION

As much scholarship and good work as there are around cultural competency, inclusive classrooms, and diverse curriculum, it can do more harm than good if teachers do not do their personal identity work. I know that I did harm when I was unable to acknowledge the complete truth in my student's statement. And to be clear, the responsibility of this work does not fall only on teachers. Schools must support this work to impact true change for equity and social justice.

Personal identity work is nuanced, complicated, and ongoing. At the core of my identity, there is my personality; it's the essence of who I am. Also integral to my identity is how I have been socialized, how I have been implicitly and explicitly taught to think and feel about differences, how the different groups of which I am a part shape who I am, how I interact with others, how others interact with me, and how I teach. And this is just the beginning.

This is not about being a good or bad person. This is not about feeling shame at biases and ignorance. This is about educational justice. Our schools and educational institutions are perpetuating white supremacy. This must change.

And what can I do? I'm just one teacher.

I can start with me. I can start by dismantling the oppression that lives inside of me and liberating my students from that oppression.

Diversity, equity, and inclusivity require scholarship about process and content, and the process is rooted in me—how I interpret, how I engage, how I teach. Personal identity work is imperative for teachers committed to educational justice.

It is through this intentional, explicit, and sustained effort that I can truly work toward equity. Maxine Greene (2011) said, "Part of teaching is helping people create themselves." This is a great responsibility we have as educators—supporting our students in the process of becoming, helping them to come

into consciousness. What consciousness are we facilitating? A consciousness that continues to participate in the oppressive status quo or a consciousness that is about liberation?

And that is my charge—liberatory education.

Works Cited

Greene, Maxine. Creativity, Imagination, and Innovation Symposium. New York, NY: Columbia University. 2011.

Woodson, Jacqueline. *Locomotion*. New York, NY: Penguin Group. 2004.



Minjung Pai is a member of cohort three of Heinemann Fellows (2018-2020).

A fifth- and sixth-grade teacher in Los Angeles, Min believes that collaboration is at the core of teaching—by creating a community of students, parents, and teachers, education can have a lasting impact. Her teaching practice is focused on social justice and progressive education. At her school, she serves on the Board of Trustees, the Diversity Leadership Team, and the Social Justice Anti-bias Curriculum Task Force. She is a member of the UCLA Writing Project Leadership Team, serves on the board of the Southern California People of Color at Independent Schools, and has presented multiple workshops at the National Association of Independent Schools People of Color Conference.

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

Off-Site PD

Heinemann's One-Day Workshops and Multi-Day Institutes are designed to help you get the most out of your professional development experience. You and your colleagues will examine the important topics facing today's teachers and administrators, receive applicable teaching tools to take back to your classrooms, and be inspired by our eminent author-experts and specially-trained consultants.



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(pages 75–78)

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(pages 83–88)

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Curiosity Across the Curriculum: Pursuing Engagement, Literacy, and Action through Inquiry

Grades K–12

Charleston, SC / January 17–20, 2020

Join Harvey "Smokey" Daniels, Nancy Steineke, Chad Everett, Kristin Ziemke, and Sara Ahmed, for a practical and personal professional development literacy institute.

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

STRANDS

- *Teaching with Inquiry*: Four models of student inquiry, with a ladder of ten ways to find time, get started, and celebrate students' investigations
- *Content-Area Reading and Writing*: Strategies that develop deeper thinking, build knowledge, and invite kids to comprehend and create complex nonfiction texts
- *Social Justice*: Explicit lessons on identity, empathy, and social skills to work toward more equitable and collaborative classrooms
- *Just-Right Technology*: Selecting and using technologies that truly amplify thinking, enhance interaction in the classroom, and help kids learn from—and teach—the world
- *Including Everyone*: Supporting English language learners, students with special needs, and those who struggle

WHO SHOULD ATTEND?

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

Agendas are subject to change.



The Reading and Writing Strategies and Structures Institute: Advancing Student-Centered Learning and Goal-Directed Teaching

Grades K–8

[Check our website for dates and location](#)

Join Jennifer Serravallo and colleagues for a multi-day professional learning event to explore how to lead meaningful assessment-based reading and writing classrooms.

The best reading and writing classrooms are ones where students are highly engaged, where they have ownership of goals to pursue, and where instruction is tailored to their needs. In this multi-day institute, you will receive practical advice for making differentiated instruction a reality, including managing a class with diverse needs, record-keeping, and scheduling to fit it all in.

With the overarching theme of presenting goal-directed strategies and bringing those strategies to life in the classroom through a variety of flexible, responsive methods, the institute will offer you a choice of professional learning workshops in breakout sessions.

Some of the topics you'll have a choice to explore over the three days include (subject to change):

- Exploring goals, skills, and strategies for teaching reading and writing, and leveraging connections between them
- Conferring and small-group instruction in reading and writing
- Readying the classroom for choice-based reading and writing
- Setting up partnerships and clubs in reading and writing; learning skills and strategies that are important to teach students who are working collaboratively
- Practical planning to "fit it all in" to the teaching day; organizing literacy blocks to maximize time and responsiveness to student needs
- Exploring Jen's newest thinking about comprehension from *Understanding Texts & Readers*, and about whole book assessment and teaching from her *Complete Comprehension* series.

WHO SHOULD ATTEND?

- Classroom teachers of grades K–8
- Administrators/Staff developers
- Curriculum coordinators
- Reading/Writing teachers and coaches
- Reading/Literacy specialists
- ELA teachers





Create a Coherent Vision for Literacy Learning with *Fountas & Pinnell Classroom™* Grades PreK–6



In this interactive four-day institute,

Irene C. Fountas and Gay Su Pinnell will present several keynote speeches that will convey their vision to lift students' literacy learning through authentic experiences in reading, thinking, talking, and writing.



There will also be a variety of sessions offered each day that will be facilitated by Fountas and Pinnell-trained consultants. Participants will have an opportunity to choose sessions based on individual interest.

Participants will:

- Develop an understanding of the values and vision that underpin *Fountas & Pinnell Classroom™*
- Explore how readers integrate systems of strategic actions as they process text and think within, beyond, and about texts
- Explore how to observe students and identify teaching goals through the use of *The Fountas & Pinnell Literacy Continuum*
- Develop an understanding of the need for and strength of whole-class, small-group, and individualized instruction
- Have an opportunity to explore individual instructional contexts and topics within the *Fountas & Pinnell Classroom™* system.

Check our website for dates and location.

For more information about this powerful learning opportunity, visit us at www.fountasandpinnell.com/professionaldevelopment

Who Should Attend?

Successful implementation of *Fountas & Pinnell Classroom™* depends on strong leadership at the district and school level as well as knowledgeable teachers within the classroom. With this in mind, we strongly recommend your school or district send a team to this institute.

The team could include:

- School and district level administrators
- Classroom teachers
- Literacy teachers, Title 1 teachers, Reading Specialists
- Literacy coaches and staff development personnel who support classroom teachers



Fountas & Pinnell
LITERACY™

Fountas & Pinnell

Leveled Literacy Intervention (LLI)

Grades K–12, Levels A–Z (Orange, Green, Blue, Red, Gold, Purple, and Teal)

Two Consecutive Multi-Day Institutes

Check our website for dates and locations*



Fountas & Pinnell
LITERACY™

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

Institute 1: Teaching Readers Who Struggle and Teaching Within LLI Lessons in the Primary Grades

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

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

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

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

During this participatory two-day institute, you will explore:

- The *Leveled Literacy Intervention (LLI)* Primary systems, including sample lessons
- Tutorials to help you code and analyze the reading behavior of children in the group
- Instructional routines that can be incorporated into small-group teaching

WHO SHOULD ATTEND?

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

Institute 2: Intervening for Literacy Success with Intermediate, Middle, and Secondary Students

Grades 3–12 (Levels L–Z/Red, Gold, Purple, and Teal)

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

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

The lesson design for *LLI Red*, *Gold*, *Purple*, and *Teal* has been extended and intensified beyond the earlier *LLI* levels and assumes the following:

- 45 minutes a day, 5 days a week
- 4 students at a time
- 18–24+ weeks of explicit, intensive instruction

During this participatory two-day institute, you will:

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

WHO SHOULD ATTEND?

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

*Agendas subject to change. See www.Heinemann.com/PD/institutes for details.



Conferring Across the Day: Insight from Students in Writing and Math

A Conversation
with Carl Anderson
and Jen Munson

Would student conferencing
work equally well across all
subject matters?

Recently, two authors known for their zeal for the power of the student conference discussed this very topic. Jen Munson, author of *In the Moment: Conferring in the Elementary Math Classroom*, joined with renowned writing conference expert Carl Anderson to compare and contrast how best to use conferring in both math and writing classrooms. In this excerpt from their chat, Carl discusses conferencing strategies that inform his new release, *A Teacher's Guide to Writing Conferences*, as well as his best-selling *How's It Going? A Practical Guide to Conferring with Student Writers*, and Jen shares that learning mathematics is a social endeavor, and how conferring can best support math students as they collaborate to learn.



What elements do you consider essential for effective writing and math conferences?

CARL: First of all, it's important that the kids with whom we confer are working on their writing—writing their thoughts in their writers' notebooks, composing drafts, revising and editing those drafts, and, finally, publishing them. We teach students how to do all of the different kinds of writing work that writers do at each stage of the writing process, so students actually have to be trying out these kinds of work for us to confer with them.

JEN: I agree, Carl, students have to have something worthy of conferring *about*. For math, they need to be engaged in rich math tasks that require productive struggle. In that struggle, as students are sorting through conceptual understanding, developing strategies and representations, figuring out how to talk about their thinking, and trying to do it all together with partners, we have so much to talk about and so much to learn from students.

CARL: Exactly, and that's why it's important to bring a spirit of inquiry into our conferences. We talk to children to discover what they're doing as writers. We want to find out what students think is going well with their writing, what's a bit hard, what lessons they're trying out from the current unit of study, what writing goals they're working on—and what their thinking is about these things. The Latin root of the word *assessment* is

assidere, which means “to sit beside.” Conferences provide the time to sit beside students and learn as much as we can about them, so that we can teach them in a way that's most responsive to who they currently are as writers.

JEN: The spirit of inquiry you talk about, Carl, is true for all teachers and students. Learning mathematics is a social endeavor, and conferring supports students as they collaborate to learn. This means that students need to be working together—with a partner or a small group—on whatever mathematical work they are tackling. As teachers, we can then confer with many more students during each lesson, because each interaction is with two, three, or four kids. For students, this means that when conferring is over, the conversation isn't. They have one another to continue to develop ideas, ask questions, and move forward.

Our essential role is to find out what students are thinking and trying, to deeply understand their work from their perspective before we do anything with it. Eliciting and probing student thinking is at the heart of conferring, and even if we do just that, research shows that students benefit from talking about their reasoning as it is unfolding.

CARL: Ultimately, our most important job in a conference is to help a student become a better writer. This means that the goal of a conference is to teach the student about a writing strategy or craft technique that they can try today *and* continue to use in future pieces of writing. We shouldn't spend our conference time fixing a student's errors, like an editor would; rather, we are there to help a student develop their repertoire of strategies and craft techniques.

JEN: That's true, and the work must still belong to the students. When we support students in deepening the work they are already doing, when we seek to nudge that thinking forward, we're not telling students what to do, and we're not showing them how to solve a problem or how do it more efficiently; those practices short-circuit learning. Instead, focus students' attention on one aspect of their work and ask them what they could do to grow their thinking. How could they represent their ideas? What does the problem really mean? What might they try? Kids can generate original mathematical ideas when we expect this of them routinely.





How is conferring with students different for writing versus math?

CARL: One way that writing conferences are different than math (or reading) conferences is that in a writing workshop, students are *making something*—memoirs, arguments, feature articles—that will be read by an audience. In many conferences, then, we teach students about the craft of writing. This requires writing teachers to have a knowledge base about craft to share with students during conferences.

JEN: There is one key difference between conferring in writing and math, Carl, and that is with whom you are conferring. Mathematics must be a collaborative effort among students, and when teachers confer, we are seeing several simultaneous activities: each student's math thinking, the collective progress of joint work, and the students' collaborative dynamic. This means that in addition to asking ourselves, "What is the child thinking and trying?" we also have to be asking, "How are these children working together toward shared understanding?" We must consider issues of authority, power, and equity within the collaboration and be ready to use conferring to counteract marginalization.

How can teachers learn as much as they can from a student during a conference?

CARL: First, start conferences with an open-ended question like "How's it going?", which invites students to talk about what they're doing as writers. Second, give students lots of wait time to think about what they're doing and come up with a response. Third, be in the habit of responding to what students say with the phrase "Say more about that," which nudges students to elaborate on what they're saying and gives us a richer sense of what they're doing, and why. In general, we should bring our best conversational selves to conferences and draw students out just like we draw out the people with whom we have good conversations in the other aspects of our lives.

JEN: Be curious! Watch. Listen. Ask. Ask more. Make no assumptions. As teachers, we often fill in the gaps of students' thinking, assuming we know what they are doing and why. Perhaps we've seen this strategy before, or we know conceptually why a student might decompose numbers or use fingers to count. But we must keep in mind that this thinking

is *new to the child*. If we've set students up with rich tasks, they aren't following the templates in *our* minds; they are carving their own original way through mathematics. Ask what they are doing and why. Ask where their numbers, ideas, drawings, and decisions came from. More often than you'd imagine, you'll hear surprising answers, from novel connections to misconceptions. And that's fascinating. Allow yourself simply to marvel at what students think, do, and say.

How can teachers find time for these all-important writing and math conferences?

CARL: The best way to create time to confer with students is to have a writing workshop every day, which includes a half hour of time in which kids get to work on their writing—and gives us the time we need to confer.

To see more students in a writing workshop—especially when class sizes are large and students have complex needs—teachers

Conferences provide the time to sit beside students and learn as much as we can about them, so that we can teach them in a way that's most responsive to who they currently are as writers.

can also do some small-group work during the independent writing time. For example, a teacher might do a small-group lesson and hold two or three conferences during that time. However, it's important to remember that conferring is the most important teaching we do in writing workshop and is much more effective in many ways than small-group lessons: it's through conferring that we develop relationships with



What new approaches should teachers consider to improve their conferring techniques?

CARL: One of the areas on which I spend a lot of time when I'm coaching teachers is helping them learn how to support student talk in conferences. Too often, I see teachers give up after a student initially doesn't say much in a conference. I encourage teachers to use a number of conversational strategies that can help draw students out and talk well about what they're doing as writers. Another area I focus on with teachers is using mentor texts to teach craft in conferences. Using mentor texts is one of the most effective ways I know of helping students envision how to craft their writing powerfully, and should be in every teacher's conferring repertoire.

students that help them learn from us; it's through conferring that we deepen what we know about students as writers every day, and it's through conferring that we offer students the most differentiated instruction and coaching.

JEN: It is tempting to use students' collaborative work time to clean up administrative tasks or manage the classroom. Teachers get more time for conferring when there are systems in place for students to be increasingly independent with decision-making, from going to the bathroom to retrieving manipulatives. Let's think of conferring the way we think of reading with students: everyone needs to build stamina. We need to build our stamina for listening to students; this is hard cognitive work and it can be exhausting. Students need to build stamina for making decisions without you. Reflect with students, particularly in the fall when you are establishing norms on how students use their partners to make decisions, build independence, or resolve conflicts while you are conferring with others. Make explicit the tools they use to continue to make progress and be productive. Recognize and celebrate their growing stamina, and keep working to stretch it.

JEN: Conferring in math is a new frontier of its own. As teachers, we should be talking with kids about their thinking all day long, but for a long time this has not been the norm. I know that many teachers have not found for themselves joy in teaching math, and I believe that conferring is one pathway toward that goal. Children are spectacularly creative thinkers. Rather than finding this intimidating, we can choose to find it marvelous. It's OK not to know what students mean or what's going on; in fact, this will make your questions authentic as you genuinely try to figure it out. But let's figure it out and show students, through this persistent desire to understand them, that their thinking matters. Model curiosity, perseverance, and struggle, and let them know that their ideas are worth it.

I think this is easier to try with a partner. If you've got a teaching partner across the hall, a math coach, or a buddy with the same interest in trying, find ten or twenty minutes to confer with kids together and then talk about what you saw, heard, learned, and wondered. Make it a habit to grab your colleague after school to announce, "They said the most amazing thing today!"

Jen Munson is assistant professor of learning sciences at Northwestern University and received her PhD in mathematics education from Stanford University. A former classroom teacher, Jen works with teachers and school leaders across the U.S. to develop responsive and equitable mathematics instruction.



Carl Anderson is an internationally recognized expert in writing instruction for grades K–8. He works as a consultant in schools across the world, and is a longtime staff developer for the Teachers College Reading and Writing Project. Carl is the author of the new *A Teacher's Guide to Writing Conferences*, the best-selling *How's It Going? A Practical Guide to Conferring with Student Writers*, as well as *Assessing Writers* and the *Strategic Writing Conferences* series.

To continue to engage with Jen and Carl on this topic, please go to www.heinemann.com/pd/journal.



One-Day Workshops

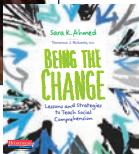
Efficient and focused professional development near you!



During our one-day workshops, Heinemann author-experts and specially-trained consultants will cover topics relevant to educators of all experience levels, providing a day of focused, professional learning for you, your colleagues, and other area educators.

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



Sara Ahmed

GRADES 3–12

Being the Change: Teaching through Identity and Social Comprehension

There are moments in every classroom where conversations become uncomfortable, as your students face situations in the world, the schoolyard, or their homes. As a teacher, how do you deal with these incidents, when you may feel uncomfortable as well? During this workshop, Sara will show you how to create a classroom environment where kids can muddle through saying the things they are thinking and can ask the questions they want, enabling your classroom to have conversations relevant to today's issues. Through an interdisciplinary lens, she'll walk with you through complex social issues, showing you how to help your students develop social comprehension skills and mediate their relationship with the world.

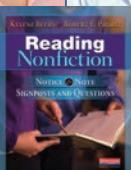


Carl Anderson

GRADES K–8

Individualize Writing Instruction by Conferring with Your Student Writers

As a writing teacher, you know that your students are at different levels, and have different needs. How can you provide just the right instruction that will help each of your students move forward as writers? In this workshop, Carl will show you how to answer this question: it's by having daily writing conferences with your students. You will learn how conferences can help you discover and assess what students are trying to do as writers, and then teach them what they need to learn about navigating the stages of the writing process. You will see how to teach students to integrate the qualities of good writing into their narrative, informational, and persuasive pieces, so that they grow as writers across the school year.



Kylene Beers and Bob Probst

GRADES 4–12

Helping Kids Read Nonfiction

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

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



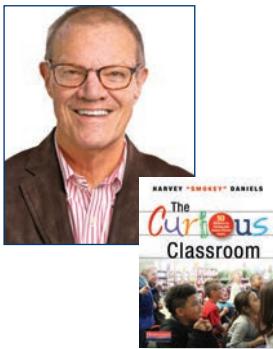
Kathy Collins and Matt Glover

GRADES PREK–1

I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book

This workshop is for teachers who want to discover how to support children's meaning making and language development, while fostering joyful engagement with any book. You'll learn how to nurture children as readers before they read, and help them create a positive disposition toward books.

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



Harvey "Smokey" Daniels

GRADES K–12

Curiosity Across the Content Areas: Engaging Kids Through Self-Directed Inquiry

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

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



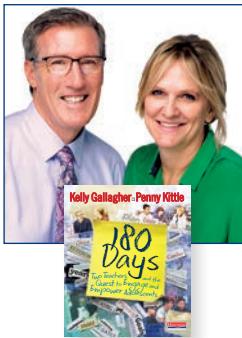
Dan Feigelson and Ellin Oliver Keene

GRADES K–8

Comprehension, Conferring, and Engagement

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

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



Kelly Gallagher and Penny Kittle

GRADES 6–12

Everyday Practices that Engage and Empower Readers and Writers

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

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



Towanda Harris

GRADES K–5

Choosing the Right Tools: Instructional Resources and Strategies that Work for Your Students

Today, educators find themselves facing a dizzying array of educational resources. But how do we know which resource, strategy or practice will best help the children in our classrooms? How do we find helpful resources without squandering funding or instructional time—not to mention our students' potential? This workshop supports you as educators as you make informed choices based on the unique needs of the students before you each year. This workshop provides ready-to-use tools and lays out a path that teachers and administrators can use to make informed decisions about what resources and practices they need for their students. By finding and using resources that are well-matched to your students and their academic goals, you can keep working to help your students reach their full potential.

Check our website for dates and locations.



Ellin Oliver Keene

GRADES K-8

ALL IN: The Role of Engagement in Comprehension

Can students be taught to understand more deeply and permanently? How do we engage students in deep understanding? How can we help students learn to engage in learning independently? During this workshop, you'll explore new thinking about intellectual engagement and the relationship between engagement and understanding. We'll discuss a range of ways in which teachers and students can share responsibility for engagement through the use of the "Four Pillars of Engagement".

Through your own reading and writing and discussion with colleagues, you'll learn a range of practical strategies to deepen understanding and engagement in learning.



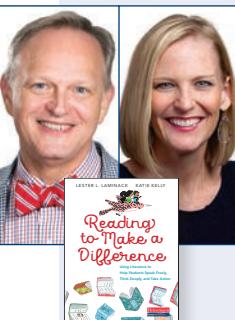
Penny Kittle and Linda Rief

GRADES 5-12

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

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

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



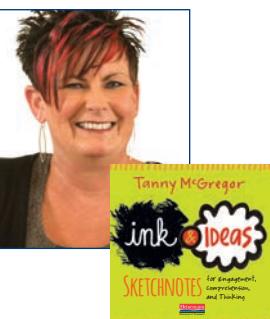
Lester Laminack and Katie Kelly

GRADES K-6

Creating Inclusive Classrooms through Diverse Literature: Reading to Make a Difference

During this workshop, we'll introduce an instructional framework that will enable you and your students to explore diverse literature to help your students speak freely, think deeply, and take action. Building off the work of Rudine Sims Bishop, we'll search for the presence of mirrors, windows, and doors in a carefully selected collection of literature. We'll examine our personal identities and reflect on how these influence the texts we make available for students.

This workshop includes classroom conversations, student artifacts, and video clips that demonstrate how moving through the framework develops conscious awareness and sparks social action.



Tanny McGregor

GRADES K-8

Ink & Ideas: Sketchnote to Make Notetaking More Meaningful and Memorable

Sketchnoting, also known as visual notetaking, helps make thinking visible, visual, and meaningful. During this workshop, you'll learn how to introduce sketchnoting in your classroom, and get students to engage with and explore their thinking more fully. Drawing from her latest book, Tanny will share her tried-and-true toolkit to get you and your students started with templates, tools, suggested reading, and more. She'll outline the research and benefits of visual notetaking.

If you don't consider yourself to be artistic or creative, no worries. Learn how your thinking, and the thinking of your students, can become even more powerful on the page.



Cornelius Minor

GRADES 3-12

We Got This! Becoming the Teachers Our Students Need Us to Be

What does it mean to be appropriately equipped to serve a community and its most precious resource—its children? During this workshop, we'll discuss what it means to have not just the resources, but content knowledge, teaching methods, interpersonal skills, social consciousness, and the kind of audacious attitude required to serve children powerfully.

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

Agendas subject to change.



Lindsey Moses

GRADES K–6

Supporting English Learners in the Reading Workshop

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

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



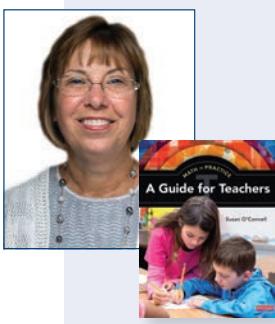
Kristi Mraz

GRADES PREK–5

Kids First: Crafting Classrooms of Empathy and Joy

During this workshop, you'll learn how research-based mindsets can help you become the most effective and impactful teacher possible. We'll look at how to integrate play, empathy, growth mindset, belief systems and reflection into our daily practice. We will then use these mindsets to study how physical environments impact learning.

Moving from a study of classroom design to the learners that inhabit them, you'll learn the latest research on teaching social skills, building community, helping children with trauma, and supporting children with emotional needs. And finally, we will turn our lens to teaching structures and responsive planning to ensure our classrooms truly center on children.



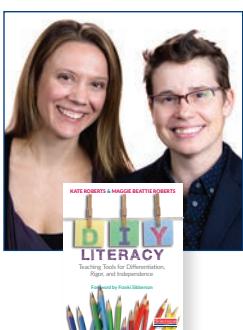
Sue O'Connell

GRADES K–5

Math in Practice: Everyday Strategies for Building Confident and Capable Learners

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

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



Maggie Beattie Roberts and Kate Roberts

GRADES K–8

DIY Literacy: Teaching with Independence

This interactive workshop will demonstrate practical and sustainable teaching tools to increase independence in your classroom. These tools will help you assist your students in remembering past learning and work with more motivation and effort. Maggie and Kate will show you how to identify the issues your students may have with the curriculum and will help you create your own tools to use with your students.

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



Jennifer Serravallo

GRADES 1–8

Understanding Texts & Readers: Strategies to Make Sense of Comprehension

Comprehension instruction is challenging: there are reader variables, text variables, and figuring out how to make visible what's invisible in students' minds. In this workshop, Jen will help comprehension make sense. You will learn how to target what each student needs most within a set of comprehension goals and skills, practice selecting just-right strategies to help readers grow, and become familiar with several methods for supporting students' comprehension.

You'll explore the role of guided practice and coaching, and you'll leave equipped to put these strategies in action and support your readers as they work toward comprehension goals.

Check our website for dates and locations.



Units of Study One-Day Workshops

Presented by Lucy Calkins and TCRWP Colleagues

The Units of Study Quick-Start Days

(Workshop days focus on reading, writing, or phonics.)

GRADES K–8

These intensive workshop days support educators in how to use the *Units of Study* grade-by-grade curricula in reading, writing, and phonics to help students reach ambitious twenty-first century standards.

Participants will:

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

Supporting Whole-School, Whole-District Reform in Literacy

GRADES K–8

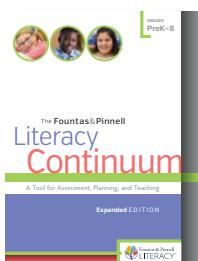
This workshop will support school administrators in their role as instructional leaders, as they help their communities work together to study, develop, share, and learn from state-of-the-art methods of teaching reading, writing, and phonics.

Participants will:

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

For more details, visit hein.pub/UoS/workshops or call 800.541.2086 ext. 1151.

For grade-specific support, or to learn more about the Units of Study in Reading, Writing, and Phonics, visit UnitsofStudy.com.



The Fountas & Pinnell Literacy Continuum

Developed by Irene C. Fountas and Gay Su Pinnell

Presented by Fountas and Pinnell-trained Consultants

GRADES PREK–8

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

Participants will:

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

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

Agendas subject to change. Please check website for dates and locations.

Registration Form

(This form may be reproduced for multiple registrants)

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You may register for any Heinemann Professional Development course by credit card, check, or purchase order.

Please note: We cannot take POs online. If you plan to pay by PO, please fax or email it to us at the contact information below.

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BY PHONE:

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

BY FAX:

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

BY MAIL:

Send your completed registration form to:
(check, credit card, or purchase order)

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CREDIT, SUBSTITUTIONS, CANCELLATIONS, AND DISCOUNTS

STATE CREDIT

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

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

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

CEU CREDIT

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

GRADUATE LEVEL PROFESSIONAL DEVELOPMENT CREDITS

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

DISCOUNTS

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

REGISTRATION CONFIRMATION

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

SUBSTITUTIONS & CANCELLATIONS

Substitutions are allowed at any time. 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 one week, we retain the following cancellation fee and you are refunded the balance:

Cancellation Fees:

- For One-Day Workshops = \$25.00**
- For Multi-Day Institutes = \$150.00***

*minimum, varies by event

If you do not cancel and do not attend the workshop/institute or send a substitute, there will be no refund given. Substitutions and cancellations must be made in writing; please email us at workshops@heinemann.com.

Online PD
800.541.2086 ext. 1100

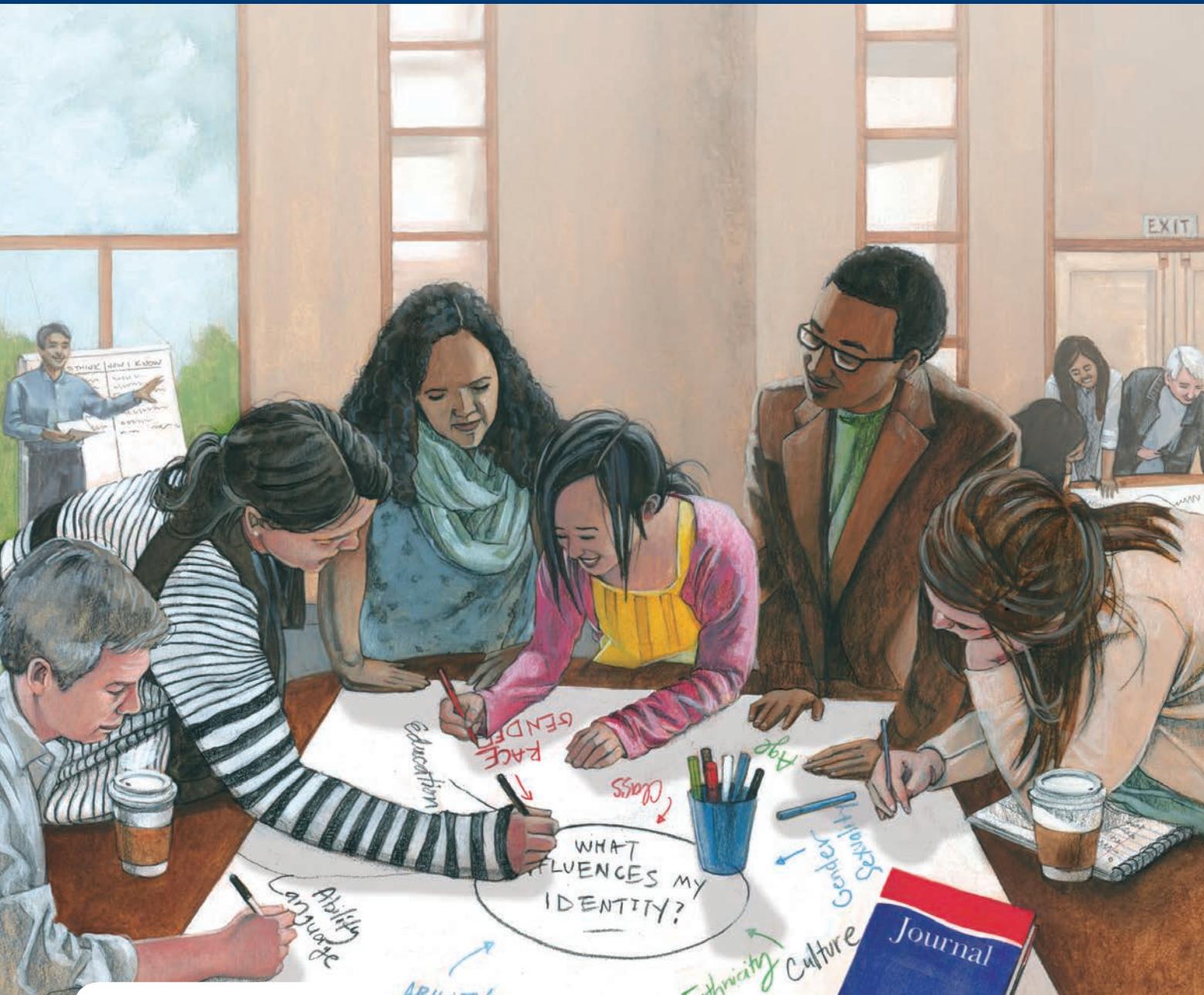
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