Capacity Builder Plus™ accelerates your Common Core implementation timeline

Capacity Builder Plus™, Pearson’s unique professional development program, ensures that your trainers are prepared to effectively deliver Common Core training in your district—using licensed Pearson training materials.

- Facilitator Guides
- Participant Workbooks
- PowerPoint Presentations
- Applicable Videos

You no longer need to take the time and money to create training materials on your own or have someone outside your school or district provide your entire training program.

Pearson’s Common Core training materials can help your trainers deliver more than 50 grade-banded Common Core workshops.

For more details on Capacity Builder Plus™ visit pearsonpd.com/capacitybuilderplus.

How Capacity Builder Plus™ works to effectively prepare your trainers:

1. Workshop Training
   Your trainers experience the workshop in action.

2. Extended Training
   They then receive in-depth training on the workshop content and Pearson materials.

3. Implementation
   Then they train the teachers in your district.

4. Coaching
   Ensure fidelity of implementation through ongoing coaching.
## LITERACY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson’s Mobile Solution for Struggling Readers</td>
<td>10</td>
</tr>
<tr>
<td>AMP® Reading System</td>
<td>12</td>
</tr>
<tr>
<td>Prentice Hall Literature</td>
<td>14</td>
</tr>
<tr>
<td>Implementation Models</td>
<td>14</td>
</tr>
<tr>
<td>Language Central</td>
<td>19</td>
</tr>
<tr>
<td>Words Their Way™</td>
<td>20</td>
</tr>
<tr>
<td>Implementation Models</td>
<td>20</td>
</tr>
<tr>
<td>Qualitative Reading Inventory</td>
<td>26</td>
</tr>
<tr>
<td>6-Trait Writing</td>
<td>27</td>
</tr>
<tr>
<td>Literacy Navigator®</td>
<td>28</td>
</tr>
<tr>
<td>Writing Coach</td>
<td>30</td>
</tr>
<tr>
<td>Reader’s Journey</td>
<td>31</td>
</tr>
<tr>
<td>RtI in Literacy</td>
<td>32</td>
</tr>
<tr>
<td>Additional Literacy Professional Development</td>
<td>33</td>
</tr>
</tbody>
</table>
High-Quality Education Services from Pearson
Focused on You

• Schoolwide Consultative Services for Leaders

• High-Quality Professional Development Services for Teachers

• Capacity-Building and Innovative Training Programs
Pearson School Achievement Services (SAS)

Pearson School Achievement Services develops and delivers trusted, relevant, innovative, and research-based on-site and online professional development, instructional solutions and technologies, and schoolwide improvement services.

Pearson’s nationwide teams of certified and highly qualified education consultants provide educators in schools, districts, and states with assistance in ensuring that all students are empowered and engaged to meet the highest college- and career-ready standards, no matter where they start.

To meet your specific needs, our services are delivered in a variety of ways, including face-to-face, virtual, and blended professional development, with capacity-building train-the-trainer options as well as ongoing job-embedded consultative services.

Pearson’s Services Offerings Continuum

Comprehensive, Systematic, and Transformative

Schoolwide Improvement Model implementation and Common Core and other consultative implementation services

Targeted, Localized, or Event-Based

Content and functional area professional development, including offerings focused on Common Core and job-embedded coaching and modeling

Program, Product, or Platform Focused

Curriculum-focused and technology-specific professional development, including associated PD aligned with Common Core

Pearson’s School Achievement Services offerings are designed to help you increase student success.

To learn how we can support you, please visit www.PearsonPD.com or www.pearsonschoolimprovement.com, or call 877.530.2716.
Build Capacity with Pearson’s Job-Embedded Services

Pearson’s three levels of job-embedded services offer the most effective way for schools and districts to build capacity.

Coaching and Modeling
Pearson’s job-embedded coaching offers intensive support for schools wishing to build capacity. An experienced Pearson Consultant supports two individual teachers during the two-day cycle.

**Day One Activities:**
- Collaborative lesson planning
- Lesson modeling and teacher observation
- Teacher debrief
- Reflection on implementation
- Planning for the following day

**Day Two Activities:**
- Lesson delivery and consultant observation
- Teacher debrief
- Reflection on implementation
- Additional instructional planning

**NUMBER OF DAYS:** 2
**NUMBER OF PARTICIPANTS:** 2

Maximum capacity-building!
Small-Group Lesson Study

In this one-day session, a group of up to six participants collaborates to plan a lesson, observes the implementation of the lesson and records their observations. After the lesson, participants analyze the effectiveness of the lesson in meeting student needs and work together to plan future lessons using the strategies observed. This lesson study is designed to be conducted in small groups to afford reflection, collaboration, and deeper understanding of teaching and learning.

NUMBER OF DAYS: 1
NUMBER OF PARTICIPANTS: 6

Build the capacity of your school teams!

Consultative Services

Consultative services offer a flexible model for schools who want to address particular instructional needs. During the course of a school day, an experienced Pearson Consultant provides expertise and support to teachers, coaches, and/or leaders. Flexible services may include observation, coaching, data analysis, lesson planning, and problem-solving as needed.

NUMBER OF DAYS: 1
NUMBER OF PARTICIPANTS*: Small groups and/or individuals, as needed

*Consultative Services is not a workshop model
Build capacity through targeted support!

Job-embedded services are available for the following Pearson secondary programs

<table>
<thead>
<tr>
<th>PEARSON PROGRAMS</th>
<th>COACHING AND MODELING</th>
<th>SMALL-GROUP LESSON STUDY</th>
<th>CONSULTATIVE SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pearson English Learning System</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Adolescent Literacy</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>AMP™ Reading</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Literacy Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Navigator®</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prentice Hall Literature</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Qualitative Reading Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RtI in Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words Their Way™</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6-Trait Writing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMP2™</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>digits™</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Navigator®</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Centered Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive Science</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Navigator®</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Core</td>
<td>Capacity Builder Plus</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

877.637.1604 | PearsonPD.com
Unlock Literacy Achievement with Research-Based Teaching Strategies

3 Ways Pearson Professional Development can help your district improve literacy achievement

1. Enhance your literacy RtI and Differentiated Instruction initiatives and improve the use of data to drive literacy instruction and interventions.

2. Build capacity by helping teachers learn and strengthen best practice teaching strategies for literacy in their classrooms.

3. Prepare your teachers and leaders for successful implementation of the Common Core State Standards.
Make the Right Connections to Your District’s Student Achievement Initiatives

Initiatives to close the achievement gap don’t often work in isolation. To be effective, your teachers need to understand research-based teaching strategies and how to apply them in the context of your improvement initiatives.

Pearson’s literacy professional development programs are designed to help your educators more effectively teach reading, writing, speaking, and reasoning skills while also connecting and advancing your priority initiatives such as differentiated instruction and the effective use of data.

Results Snapshot: AMP™ Reading

Independent studies confirm that AMP™ Reading generates significant gains in student learning when implemented with high fidelity.

Growth in GMRT-4 Extended Scale Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>AMP™ Reading Students</th>
<th>Control Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td></td>
<td>0.69</td>
</tr>
</tbody>
</table>

Comprehension Subtest Scores for AMP™ Reading Students vs. Control Students

Scan with your Smartphone.
(A QR reader is required)
Pearson’s Mobile Solution for Struggling Readers:
Product Implementation Essentials

During this one-day workshop, participants explore strategies for implementing Pearson’s Mobile Solution for Struggling Readers. Additionally, participants deepen their understanding of the Common Core State Standards (CCSS) for English language arts (ELA) by making instructional connections to the program.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Describe the classroom components and resources in the program.
• Summarize the philosophy, pedagogy, and basic organization of the program.
• Examine resources and strategies.
• Explain the central importance of text complexity to the reading standards.
• Plan for the impact of the CCSS on content, instruction, and assessment.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 117153

Pearson’s Mobile Solution for Struggling Readers:
Learning the Device

This one-day workshop trains teachers on how to use the device for Pearson’s Mobile Solution for Struggling Readers. Teachers learn how to effectively plan, manage, teach, and assess with the device. They also learn best practices for student use.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan, manage, teach, and assess using the device.
• Facilitate lessons effectively using the device.
• Engage students with the device.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 117160

Pearson’s Mobile Solution for Struggling Readers
Learning the Device: Virtual Course

This virtual version of the one-day workshop helps time-crunched districts meet their professional development needs through a blended model of self-paced modules and instructor-led Webinars scheduled at the school/district’s convenience.

NUMBER OF PARTICIPANTS: Up to 50

COURSE TIME: 6 seat hours

Pearson’s Mobile Solution for Struggling Readers: Best Practices for Engaging Adolescent Learners

This one-day workshop reviews best practices that engage adolescent learners. In the first half of the workshop, teachers learn how to engage students and keep them engaged. Useful strategies are shared. In the second portion, teachers learn how to apply these strategies to Pearson’s Mobile Solution for Struggling Readers and the device.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Engage adolescent learners using various strategies.
• Implement program strategies to meet the needs of adolescents.
• Engage students with the device.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 117138

Pearson’s Mobile Solution for Struggling Readers: Best Practices for Engaging Adolescent Learners: Virtual Course

This virtual version of the one-day workshop helps time-crunched districts meet their professional development needs through a blended model of self-paced modules and instructor-led Webinars scheduled at the school/district’s convenience.

NUMBER OF PARTICIPANTS: Up to 50
COURSE TIME: 6 seat hours

AMP™ Reading System: Product Implementation Essentials

This workshop provides an overview of the AMP™ Reading System components and their intended uses. The session incorporates best instructional practices to improve both reading fluency and vocabulary development. Educators plan and develop lessons to enhance their classroom reading instruction. Upon completion of the workshop, teachers will be able to successfully implement the AMP™ Reading System.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Summarize the research surrounding the AMP™ Reading System.
• Analyze the seven essential reading comprehension strategies that were proven to improve reading achievement and give examples of how they are used in the classroom.
• Describe each component of the AMP™ Reading System.
• Explore assessment opportunities and use data to plan instruction for students.
• Demonstrate understanding of the AMP™ Reading System by teaching a lesson.

TARGET AUDIENCE:
Educators, Literacy Coaches, Intervention and Resource Specialists, Administrators, Instructional Assistants

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: ½ or 1

ISBN: Half-day: 112319
ISBN: One-day: 112178

AMP™ Reading System: Using Technology to Differentiate

This one-day workshop is designed to provide a complete overview of how to use technology to make learning accessible to all students. Participants learn how to install and use AMP™ Reading System technology. The session includes tips and procedures on how to access and interpret student data in the technology assessments. Teachers learn how to easily implement the technology component into divergent practices to meet the needs of all students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Describe components and program objectives.
• Examine factors for differentiating instruction and illustrate how to integrate them into the classroom.
• Review online features and explore how to use them for individual student needs.
• Practice AMP™ Reading System strategies and lessons on computers.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Administrators, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 112179
AMP™ Reading System: Increasing Vocabulary

Vocabulary and comprehension are directly related to reading success. This one-day workshop introduces participants to the AMP™ Reading System instructional strategies that develop and increase students’ vocabulary acquisition. Participants learn about how words are introduced, practiced, learned, applied, and transferred to content learning. Teachers incorporate best practices to increase vocabulary development and retention. Participants explore the assessment components of the AMP™ Reading System and use data to develop instruction for individual student needs. This hands-on, interactive session prepares educators for immediate implementation of research-based strategies to improve vocabulary acquisition.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Summarize what research says about teaching vocabulary.
• Describe how vocabulary is taught in the program and apply it in the classroom.
• Demonstrate knowledge regarding teaching vocabulary effectively.
• Discuss activities and games that aid in retention of learned vocabulary, and explore how they are used in the classroom.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Administrators, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 112180

AMP™ Reading System: Connecting to Content Area Learning

This one-day workshop focuses on the proper use of the content strategy books and how to involve content teachers in the improvement of reading. A unique feature of the AMP™ Reading System is the implementation of the same comprehension strategies throughout the content areas.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Understand the research surrounding the AMP™ Reading System and content learning.
• Become familiar with the essential vocabulary, fluency, and comprehension strategies.
• Understand the integration of content learning with the AMP™ Reading System.
• Demonstrate and use the fluency, comprehension, and vocabulary strategies that connect to the AMP™ Reading System.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Administrators, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 112182
Implementing Prentice Hall Literature

The stakes are high for today’s adolescent readers and their teachers!

New standards are a key part of school reform, and successful transition and implementation begin with teacher growth and classroom achievement.

Pearson is committed to supporting teachers with effective training, connecting professional development to mission-focused curriculum, assessment, and school reform. On-site and online, Pearson Professional Development ensures a smooth and effective transition to the Common Core State Standards.

Check out these recommended road maps for implementing Prentice Hall Literature with fidelity. Select your focus area.

Our Most Popular Literacy Services Implementation Model
- Prentice Hall Literature: Product Implementation Essentials
- Prentice Hall Literature: Coaching and Modeling
- Prentice Hall Literature: Personalize and Differentiate Instruction
- Foundational Overview of the Common Core State Standards for English Language Arts
- SIOP® Training for Teachers
- Teacher Compass™ Suite

Common Core Services Implementation Model
- Foundational Overview of the Common Core State Standards for English Language Arts
- Performance-Based Assessment for English Language Arts
- Digging into the Writing Standards
- Digging into the Reading Standards
- College and Career Readiness: Reading for Secondary Students
- College and Career Readiness: Writing for Secondary Students

Job-Embedded Implementation Model
- Coaching and Modeling
- Small-Group Lesson Study
- Consultative Services
- Teacher Compass™ Suite

Integrating Classroom Technology Implementation Model
- Integrating Interactive Whiteboards into the Curriculum
- Integrating Student Responders into the Classroom
- Digital Storytelling
- Teacher Compass™ Suite (for effective Leaders and Administrators)
- Diagnostic & Research Services (for effective Leaders and Administrators)
Featured Experts
The development of Prentice Hall Literature Common Core Edition was guided by an author team of influential educational experts, some of whom were instrumental in the development of the Common Core State Standards.

Grant Wiggins  Karen K. Wixson  Elfrieda H. Hiebert  Donald J. Leu

Results Snapshot: Prentice Hall Literature

Students using Prentice Hall Literature improved on the GRMT by 1.1 grade levels and by 1.4 grade levels for medium- and high-implementing teachers, respectively.

Pearson Professional Development helps your teachers implement Prentice Hall Literature with high fidelity to achieve the results you expect.

“As students learn to use information technologies, teachers must develop new understandings that will help them organize the classroom and teach in different ways.”

— Donald J. Leu
Contributing Author

myPearsonTraining.com
Online access to implementation and orientation training. Easy as 1, 2, 3. No password required!

2. Navigate to find Prentice Hall Literature.
3. Watch tutorials, download quick-start guides, and get your questions answered!

877.637.1604  PearsonPD.com
Prentice Hall Literature: Product Implementation Essentials

This one-day workshop introduces the 2012 edition of Prentice Hall Literature and prepares participants for implementation. Participants become familiar with the program components for planning instruction, delivering instruction, and reflecting on instruction. Additionally, participants review how the Common Core State Standards (CCSS) are addressed in the program.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify program features and resources.
• Implement program components with fidelity.
• Appropriately address grade-specific Common Core State Standards for English Language Arts.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Specialists, Administrators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1


Prentice Hall Literature: Maximize Instruction for Struggling Readers

Prentice Hall Literature provides teachers with multiple instructional strategies to enhance the learning of the struggling reader. This one-day workshop examines the various strategies and supports teachers in the implementation of these strategies.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify resources and appropriate lesson modifications for below-level students.
• Effectively utilize strategies and suggestions in call-out boxes in the Teacher’s Edition.
• Implement audio supports in various digital resources.
• Implement features such as the Reader’s Notebooks Adapted Version, warm-ups, and graphic organizers.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1


Foundational Overview of the Common Core State Standards for English Language Arts

The Foundational Overview of the Common Core State Standards for English Language Arts is a comprehensive, two-day workshop that provides participants with an opportunity to explore all components of the Common Core State Standards (CCSS) in English Language Arts (ELA). The first day emphasizes the implications of standards on ELA content, curriculum, and assessment. This workshop addresses college and career readiness anchor standards for four strands, and the progression and integration of the performance expectations within each strand. The second day focuses exclusively on reading and writing standards. Comprehension, text complexity, and informational texts are the highlights of the reading portion. The writing portion highlights the three genres emphasized by the CCSS, particularly Argumentation.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Describe the four strands included in the CCSS for ELA as well as key features of their progression and integration.
• Create an outline that illustrates how the anchor standards progress for each strand.
• Use Appendix B as a model for creating performance-based assessments.
• Explain the central importance of text complexity to the reading standards.
• Review and discuss the definitions of the three writing genres specified by CCSS.
• Trace the development of Argumentation through the grade spans.
• Plan for the impact of the CCSS on content, instruction, and assessment.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 2


Prentice Hall Literature: Enhance Your Instruction with PH Lit Online

This one-day workshop is designed to support the implementation of the digital path into the classroom. Participants gain information on making instructional decisions about independent activities for individuals and groups of students, as well as maximizing instruction with a digital path. At the end of the workshop, participants will understand the features of the Prentice Hall Literature digital path and how to make the features work for their students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement PH Lit Online activities based on accessibility.
• Use PH Lit Online as a means to enhance instruction.
• Determine appropriate online activities to meet the needs of students in the classroom.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30


Prentice Hall Literature: Using Assessment to Inform Instruction

This one-day workshop takes an in-depth look at Prentice Hall Literature assessments as well as the purpose and benefits of each assessment. This workshop also helps participants interpret assessment results in order to inform the instructional decision-making process. Suggestions for re-teaching and possible additional activities are covered.

NOTE:
For districts that plan to implement the Common Core State Standards, those assessment strategies will be addressed.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Determine the appropriate assessment for desired data.
• Interpret Prentice Hall Literature assessment data to inform the instructional decision-making process.
• Determine appropriate activities to support student progress.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30


Prentice Hall Literature: Personalize and Differentiate Instruction with Prentice Hall Literature

The push for personalized instruction is evident across the country. Prentice Hall Literature provides teachers with a wide array of strategies and resources to develop these plans. This one-day workshop helps teachers better understand the suggested strategies and resources as a means to make the best instructional decisions for individuals. The workshop provides student work samples and sample data to guide teachers through data-driven decision-making that they can then use with their own students’ work and data. This workshop also helps teachers grasp how to implement these personalized learning plans in a class setting.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement differentiated instruction features such as leveled resources, leveled selections, Reader’s Notebooks, Reality Central, lesson planning, remediation with the Reading Kit, PH Lit Online, differentiated instruction boxes, and Accessibility at a Glance charts in the Teacher’s Guide.
• Design a personalized learning plan using the differentiated instruction features.
• Implement several personalized learning plans simultaneously.
• Incorporate appropriate additional supports for students, such as mini-lessons.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30


Prentice Hall Literature: ELL Maximize Instruction for ELL

Prentice Hall Literature provides teachers with multiple instructional strategies to enhance the learning of English Language Learners (ELLs). This one-day workshop examines the various strategies and supports available to teachers in the implementation of these strategies.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement lesson modifications for ELL students for personalized learning plans, instruction, and practice.
• Identify the purpose and use of Reality Central and Language Central in a classroom setting.
• Implement features such as differentiated instruction boxes, ELL call-outs, audio support, selection summaries, Reader’s Notebooks, warm-ups, and graphic organizers.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30

Prentice Hall Literature: Enhance English Language Arts Instruction While Teaching Prentice Hall Literature
This one-day workshop emphasizes the use of English language arts instruction within Prentice Hall Literature. Participants learn how to implement program features in order to address vocabulary, writing, and grammar skills.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Provide meaningful practice opportunities following enhanced language arts instruction.
• Implement suggested strategies to emphasize vocabulary, writing, and grammar practice.
• Maximize the implementation of features such as Vocabulary Workshop, Big Question, and Vocabulary Central.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

Prentice Hall Literature: Prioritizing
This one-day workshop supports teachers in prioritizing according to standards, skills, and students’ needs. It also helps teachers align their instruction to their local standards.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Align Prentice Hall Literature framework and activities directly to the needs of students.
• Plan long-range and short-term goals according to local standards and students’ needs.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

Prentice Hall Literature: Understanding by Design®
During this one-day workshop, participants fully examine the implications of Understanding by Design® within Prentice Hall Literature. The workshop enhances their understanding of Understanding by Design® and deepens their understanding of the program.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Apply Understanding by Design® principles to increase teaching and learning effectiveness with Prentice Hall Literature.
• Describe student outcomes in terms of facets of understanding.
• Design questions that encourage enduring understanding for students.
• Implement backward design principles to increase student learning.
• Integrate key understandings into short-term and long-range planning.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
Language Central: ELL
Enhancing English Language Development
This one-day workshop supports teachers in the successful implementation of Language Central with an emphasis on instructional strategies, progress monitoring, and connection to core curriculum success. Participants examine the research behind the workshop’s focus on academic vocabulary, written and oral language, and comprehension skills.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement teaching strategies that promote the development of language skills needed for success in the core curriculum.
• Implement lessons that focus on development of vocabulary, comprehension, and written and oral language skills.
• Determine appropriate instructional plans based on student data.

TARGET AUDIENCE:
High School English/Reading Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 115238
Why More Than One Million Educators Trust Words Their Way™

About Words Their Way™

Pearson is the only author-approved provider of Words Their Way™ professional books, classroom resources, and professional development training and consultative services.

Authors Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston describe word study as an active, learner-centered, and conceptual approach to teaching phonics, spelling, and vocabulary.

Using the Words Their Way™ approach, teachers will understand their students’ literacy needs using data from qualitative spelling inventories, and then plan and differentiate instruction to meet those needs.

Our proven professional development includes everything your school or district needs to implement Words Their Way™—and see results.

Words Their Way™ Starter Kit
- Words Their Way™ Training for Teachers
- Job-Embedded Support: Coaching and Modeling, Small-Group Lesson Study, Consultative Services
- Optional: Word Study in Action – Developmental Model

Words Their Way™ Capacity Kit
Includes everything in the Starter Kit, plus
- Inter-Rater Reliability training
- Teacher Compass™ Suite
- Diagnostic & Research Services
- Optional: Words Their Way™ for English Learners Training, Supplemental Texts

Words Their Way™ Virtual Professional Development
- Words Their Way™ Online Course, CoDIE award-winning course
- Words Their Way™ Training for Teachers Virtual Institute
- Online Workshop: Words Their Way™
Because the Words Their Way™ approach is developmentally grounded, teachers are able to assess their English learning students’ knowledge of word structure and place them at the appropriate levels within the curriculum.

— Shane Templeton
Author, Words Their Way™

“Our student subgroups tend to do better in schools that implement Words Their Way™ with a high degree of fidelity. Year one was all about changing instruction, but we’re seeing the impact on student scores in year two, with significant growth across the board, especially in the spelling inventory.”

— Diana Walker
Program Coordinator
Washoe County, NV
Words Their Way™ Training for Teachers

This three-day program helps K–10 educators implement the word study approach from the best-selling resource Words Their Way™: Word Study for Phonics, Vocabulary and Spelling Instruction. Educators develop practical skills and strategies to use word study to enhance student learning in phonemic awareness, phonics, vocabulary, spelling, fluency and comprehension. Program modules are designed for specific grade levels to focus on the spelling stages that are most relevant for students in each grade band.

OUTCOMES:
By the end of the program, participants will be able to:
• Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction.
• Understand the characteristics of students in the Emergent, Letter-Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations stages of spelling development.
• Differentiate word study instruction to meet student needs at each developmental stage.
• Incorporate instructional routines, activities, and management strategies into the classroom context.

For participants with Word Study in Action classroom materials, this training also includes a summary of the program materials, components, and other resources, as well as expert modeling the use of materials. Participants have the opportunity to develop appropriate lessons for word study using Word Study in Action materials.

TARGET AUDIENCE:
K–10 Educators, Literacy Coaches, Reading Specialists

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 3
ISBN: 113017

Words Their Way™ Training for Teachers: Virtual Institute

This virtual institute is an online, facilitated workshop that consists of twelve sessions over four weeks. Participants complete a series of assignments on their own schedule and meet as a virtual group to collaborate, discuss, and share information with their colleagues. Four live sessions are led by an expert in the topic, and one session is devoted to a question-and-answer session with the authors. Districts can schedule sessions on their own time without the cost of travel.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction.
• Understand the characteristics of students in the Emergent, Letter-Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations stages of spelling development.
• Differentiate word study instruction to meet student needs at each developmental stage.
• Select appropriate instructional strategies and activities to meet the needs of students in each stage of development.
• Incorporate instructional routines and management strategies into the classroom context.

TARGET AUDIENCE:
K–10 Educators, Literacy Coaches, Reading Specialists

NUMBER OF PARTICIPANTS: Up to 50
NUMBER OF DAYS: 12 sessions over 4 weeks
ISBN: District cohort 16–30 (+ Text)*: 117001
ISBN: District cohort 31–50 (+ Text)*: 117000

NATIONAL VIRTUAL INSTITUTE: Individual Registrations:
See the schedule of national virtual events and register at www.PearsonPD.com/Institutes.

*Volume discounts apply.
Words Their Way™ Online Course for Teachers

The Words Their Way™ Online Course helps K–10 educators master the methodology of the Words Their Way™ word study approach for students. This self-paced, interactive workshop includes authentic classroom video and student spelling and writing samples. It also provides educators with individual instructional paths, tailored by grade level or role; interactive, self-paced practice opportunities; and a custom assessment, based on individual learning patterns and responses.

This Online Course won the prestigious 2011 Software & Information Industry Association Award (SIIA) for the Best Professional Development Solution.

OUTCOMES:
By the end of the workshop, participants will be able to:

• Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction.
• Understand the characteristics of students in the Emergent, Letter–Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations stages of spelling development.
• Differentiate word study instruction to meet student needs at each developmental stage.
• Select appropriate instructional strategies and activities to meet the needs of students in each stage of development.
• Incorporate instructional routines, activities, and management strategies into the classroom context.

TARGET AUDIENCE:
K–10 Educators, Literacy Coaches, Reading Specialists

NUMBER OF PARTICIPANTS: 1+ for self-paced workshop

ISBN: Online course: 114165
ISBN: Online course (+ Text): 117191

CODiE 2011 SIIA CODIE WINNER
Online Workshop: Words Their Way™ Overview
These self-paced, online workshops help educators implement the Words Their Way™ word study approach. Each workshop takes about six hours to complete.

Online Workshop: Words Their Way™: Primary
Overview of Word Study Instruction, Spelling Assessments, Word Sorts, Emergent Stage, Letter Name-Alphabetic Stage, and Organizing for Instruction.

Online Workshop: Words Their Way™: Elementary
Overview of Word Study Instruction, Spelling Assessments, Word Sorts, Within Word Pattern Stage, Syllables and Affixes Stage, and Organizing for Instruction.

Online Workshop: Words Their Way™: Upper-Level
Overview of Word Study Instruction, Spelling Assessments, Word Sorts, Syllables and Affixes Stage, Derivational Relations Stage, and Organizing for Instruction.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction.
- Understand the characteristics of students at various stages of spelling development.
- Select appropriate instructional strategies and activities to meet the needs of students in each stage of development.
- Understand instructional routines, activities, and management strategies in the classroom.

TARGET AUDIENCE:
K–10 Educators, Literacy Coaches, Reading Specialists

NUMBER OF PARTICIPANTS: 1+ for self-paced workshop

ISBN: Elementary: 116737

Words Their Way™ for English Learners
This two-day on-site workshop helps K–10 educators implement effective word study instruction using the resource Words Their Way™ with English Learners: Word Study for Phonics, Vocabulary, and Spelling. Educators develop practical skills and strategies to use word study to enhance student learning in phonemic awareness, phonics, vocabulary, spelling, fluency, and comprehension.

OUTCOMES:
By the end of this institute, participants will be able to:
- Determine what students bring with them from their home languages.
- Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction.
- Determine how best to move students through their development and help them master their new language.
- Select appropriate instructional strategies and activities to meet the needs of students in each stage of development.

TARGET AUDIENCE:
K–10 Educators, School Leaders, Coaches and Specialists

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 2

ISBN: 116865

Vocabulary Their Way™
This blended training helps Grades 6–10 educators implement effective word study instruction using the resource Vocabulary Their Way™: Word Study with Middle and Secondary Students. Educators learn to help students expand their academic vocabulary by looking for patterns and understanding the relationship between spelling and meaning. This blended workshop includes one face-to-face day of training in addition to four self-paced online sessions that include classroom video of word study lessons, instruction, discussions, and a final virtual session.

OUTCOMES:
By the end of this institute, participants will be able to:
- Understand vocabulary development and spelling-meaning connections
- Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction.
- Determine how best to instruct students using generative and word-specific strategies
- Select appropriate instructional strategies and activities to expand students’ academic vocabulary.

TARGET AUDIENCE:
Grades 6–10 Educators, School Leaders, Coaches and Specialists

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1 face-to-face, 5 virtual sessions

ISBN: 116940
Qualitative Reading Inventory

Qualitative Reading Inventory: Rti
Effective Intervention Strategies Using Data from the QRI-5
This two-day workshop was designed with reading intervention experts JoAnne Schudt Caldwell and Lauren Leslie to help K–12 educators effectively assess reading abilities using the Qualitative Reading Inventory (QRI) assessment tool and use the results to plan effective interventions for emergent to advanced readers.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Understand the purpose and benefits of administering the QRI-5.
• Administer, score, and interpret the results from the QRI-5.
• Plan effective instruction using the results of the QRI-5.
• Immediately apply results in the classroom with a multitude of strategies and activities.

TARGET AUDIENCE:
K–12 Educators, Literacy Coaches, Reading Specialists

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 2

ISBN: 114171
6-Trait Writing

This two-day training helps teachers incorporate the 6-Traits into their writing instruction and provides a way to view and discuss student work. The original 6-Trait rubric was developed by teachers and for teachers, and is a tool for thoughtful, effective assessment and instruction.

OUTCOMES:
By the end of the workshop, participants will be able to:

• Understand the components of 6-Trait writing instruction and assessment.
• Identify and practice each of the 6-Traits.
• Score authentic student writing and practice conferring about student writing.
• Develop a plan for implementing the 6-Traits into lessons.

TARGET AUDIENCE:
K–12 Educators, Coaches

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 2

ISBN: 116310
Literacy Navigator® Professional Development Solutions

Are you and your students prepared to address the rigor of the Common Core? Jobs in the 21st century require students to think critically, work independently, and apply an array of higher-level skills.

Pearson offers high-quality professional development and job-embedded services to help schools and districts implement Literacy Navigator® with fidelity. These on-site services are grounded in relevant research and explicitly connected to best instructional practices.

What is Literacy Navigator®?

Literacy Navigator® is a proven, research-based supplemental reading program for students who struggle to comprehend complex informational text and have difficulty on state reading tests. The program’s instructional approach also supports the Common Core directive that students build content-area literacy and the background knowledge necessary for achieving authentic literacy as individuals.

Designed for students in Grades 4–10, Literacy Navigator® encompasses five levels—Levels AA, A, B, C, and D. Each program level is carefully matched to the levels of both the Developmental Reading Assessment® (DRA®) and the Qualitative Assessment of Text Difficulty.

Literacy Navigator® professional development services include:

• Product Implementation Essentials workshops for the Navigator instruction model
• Connections to the Common Core State Standards
• Job-embedded services
In this one-day workshop, participants learn how to target students who can adequately read literary text, but who struggle to comprehend content-area text. Participants discuss Literacy Navigator®’s main components, lesson structure, and effective strategies (such as turn and talk and graphic organizers).

OUTCOMES:
By the end of this workshop, participants will be able to:
• Support students who struggle with content-area comprehension.
• Identify and use the program components with fidelity.
• Teach a lesson successfully.
• Implement effective literacy strategies.

TARGET AUDIENCE:
English Language Arts Educators 4–10, Literacy Coaches, Reading and Intervention Specialists

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1


Introducing
LITERACY NAVIGATOR
A supplemental program for students who are reading on or near grade level

Give your students the skills to meet the Common Core State Standards:
• Engage students with high-interest informational texts
• Teach students specialized strategies for comprehending complex informational text
• Build content knowledge
• Strengthen content-area literacy

KEY FEATURE
An Internet-based assessment and reporting system
Prentice Hall Writing Coach: Differentiating Instruction

This one-day workshop supports participants in using Writing Coach in order to differentiate instruction and meet the needs of all students. Participants explore how to use mentor texts, student models, and accessible strategies in order to help develop their students’ writing skills. Participants also examine how to select and incorporate appropriate grammar lessons into their instruction. During this workshop, participants examine and practice implementing the differentiated instruction supports that are built into the program.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Determine strategies for using mentor texts and student models to develop students’ writing skills.
• Select and implement appropriate differentiated instruction supports.

TARGET AUDIENCE:
High School English/Reading Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 115258

Prentice Hall Writing Coach: Personalizing Learning with Writing Coach Online

During this one-day workshop, participants explore how to use Writing Coach Online in order to personalize their writing instruction. Participants examine research that addresses writing best practices and technology-based learning. Participants examine Writing Coach Online tools that allow for customized learning. Participants also explore best practices for preparing students to use this program effectively with increased independence.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan customized instruction using program tools.
• Determine strategies for successful program implementation.

TARGET AUDIENCE:
High School English/Reading Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 115239

Prentice Hall Writing Coach: Using Writing Coach with Your Integrated English Language Arts Curriculum

During this one-day workshop, participants learn how to use Writing Coach as a companion to an integrated English language arts (ELA) curriculum. Participants examine how to use Writing Coach to support instruction related to the writing process, research writing, and writing genres, including argument. Participants also explore how Writing Coach can be used alongside an integrated ELA curriculum to provide instruction and practice for grammar skills, listening and speaking skills, and 21st century learning.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify Writing Coach features and resources that support an integrated ELA curriculum.
• Plan coordinated instruction using Writing Coach and an integrated ELA curriculum.

TARGET AUDIENCE:
High School English/Reading Educators, Literacy Coaches, Specialists

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 117042
The Reader’s Journey: Product Implementation Essentials

This one-day workshop focuses on how participants use The Reader’s Journey to systematically address reading, writing, grammar, vocabulary, and communication skills. Participants will explore how to use program components, including teacher resources as well as the Student Work Text, to deliver customized instruction that is appropriate for their students’ interests and abilities. Participants will learn how to select appropriate texts and teach active reading strategies in both individual and whole-class settings. Participants will also understand how Success Tracker can be used to instantly score tests, track student progress, and provide automatic remediation. This workshop includes strategies for teaching novels in the middle school classroom.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Use program resources to develop lessons that are appropriate for students’ interests and abilities.
• Assess students regularly to track student progress and provide remediation.
• Address target skills across multiple texts.

TARGET AUDIENCE:
Educators, Literacy Coaches, Reading and Intervention Specialists, Curriculum Developers

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 117052

Foundational Overview of the Common Core State Standards for English Language Arts

The Foundational Overview of the Common Core State Standards for English Language Arts is a comprehensive, two-day workshop that provides participants with an opportunity to explore all components of the Common Core State Standards (CCSS) in English Language Arts (ELA). The first day emphasizes the implications of standards on ELA content, curriculum, and assessment. This workshop addresses college and career readiness anchor standards for four strands, and the progression and integration of the performance expectations within each strand. The second day focuses exclusively on reading and writing standards. Comprehension, text complexity, and informational texts are the highlights of the reading portion. The writing portion highlights the three genres emphasized by the CCSS, particularly Argumentation.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Describe the four strands included in the CCSS for ELA as well as key features of their progression and integration.
• Create an outline that illustrates how the anchor standards progress for each strand.
• Use Appendix B as a model for creating performance-based assessments.
• Explain the central importance of text complexity to the reading standards.
• Review and discuss the definitions of the three writing genres specified by CCSS.
• Trace the development of Argumentation through the grade spans.
• Plan for the impact of the CCSS on content, instruction, and assessment.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 2

ISBN: The Reader’s Journey: 115357
RtI in Literacy

Response to Intervention in Literacy

This two-day program goes beyond foundational RtI information to help K–12 administrators adapt instruction for struggling readers. Participants practice analyzing data and deciding on an instructional path, making decisions as a collaborative team, and reviewing data to analyze whether interventions worked and what to do next. Breakout sessions for Grades K–3 and 4–12 allow participants to focus on grade-level solutions to differentiate instruction, catch students who are falling behind, and decrease the number of students referred to special education.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify the components of a three-tiered model of literacy instruction and intervention.
• Understand appropriate screening and progress-monitoring methods in the RtI model.
• Understand the process of setting criteria for placement and determining progress.
• Identify appropriate research-based reading interventions.
• Apply problem-solving skills to work effectively in a multi-disciplinary RtI team.

TARGET AUDIENCE:
District Administrators, School Leaders, Literacy Coaches

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 2

ISBN: 113015

The Literacy Leadership Team and Response to Intervention

Developed with literacy expert and author Enrique Puig, this two-day program goes beyond the basic ideas of literacy coaching to help K–12 districts and schools set up an effective literacy leadership team, use the leadership team in a successful Response to Intervention (RtI) system, and enhance collaboration in the RtI process. This two-day workshop provides a practical approach to building a literacy leadership team and aligning the roles of the literacy coach and the leadership team in a successful system.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Understand the role of the literacy leadership team in an RtI model.
• Understand conditions for learning in a classroom.
• Understand literacy learning as a process to support data analysis and ensure appropriate instruction.
• Investigate the role of the literacy coach.
• Develop a school-wide plan.

TARGET AUDIENCE:
District Administrators, School Leaders, Literacy Coaches

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 2

ISBN: 113016

Featured Expert

THE LITERACY LEADERSHIP TEAM AND RESPONSE TO INTERVENTION

Developed with Enrique Puig
Director of the Florida Literacy and Reading Excellence Center, University of Florida, and coauthor of these leading resources for coaches and teams
Fluency: The Bridge to Comprehension
This one-day workshop provides an overview of the correlation between fluency and reading success. The workshop helps teachers plan and implement fluency strategies and activities into their reading instruction and literacy programs.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Describe the latest fluency research.
- List characteristics of fluency development.
- Integrate instructional strategies for teaching fluency.
- Demonstrate assessment and monitoring strategies.
- Analyze data to determine instructional implications.
- Create activities to implement in the classroom.

TARGET AUDIENCE:
Educators, Instructional Coaches, Administrators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 112186

Differentiated Instruction: From Personalization to Application: District Institute
During this three-day institute, participants establish a foundational understanding of differentiated instruction and have the opportunity to apply the newly acquired differentiators to lesson plans for literacy and math. This in-depth institute focuses on monitoring student progress, evaluating the success of the differentiated instruction, and adjusting the intensity and feedback to support students. It is designed to be both collaborative and reflective to increase the richness of conversations between participants.

OUTCOMES:
By the end of the institute, participants will be able to:
- Consider and evaluate core beliefs underlying differentiated instruction.
- Categorize strategies for differentiated instruction using a framework.
- Establish criteria for evaluating differentiated instruction strategies.
- Incorporate instructional practices that meet the needs of all students.
- Explore and practice strategies for differentiated instruction.
- Apply strategies for differentiated instruction to meet the needs of specific students.
- Collaborate and develop assessment tools for measuring successful implementation of differentiated instruction strategies.

TARGET AUDIENCE:
K–12 Core Content-Area Educators, Interventionists, Literacy Coaches

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 3

ISBN: 112733

Differentiated Instruction
This one-day workshop provides an overview of strategies for differentiating instruction. The workshop includes tips for making both minor and complex adjustments to instruction to meet the needs of all learners during both whole-group and small-group instruction. Participants leave with an understanding of how to increase the intensity of instruction, provide direct feedback, and group for instructional efficiency.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Consider and evaluate core beliefs underlying differentiated instruction.
- Use a framework to organize ideas about differentiating instruction.
- Establish criteria for evaluating differentiated instruction strategies.

TARGET AUDIENCE:
K–12 Core Content-Area Educators, Interventionists, Literacy Coaches

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 112728
Differentiated Instruction:
From Personalization to Application:
Day 1 – Foundations and Strategies*

Differentiated instruction during both whole-group and small-group instruction can help teachers meet the needs of all learners. This one-day workshop provides an overview of strategies for differentiating instruction. The workshop includes tips for making both minor and complex adjustments to instruction. Participants leave with an understanding of how to differentiate by content, process, and product.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Consider and evaluate core beliefs underlying differentiated instruction.
• Categorize strategies for differentiated instruction using a framework.
• Establish criteria for evaluating differentiated instruction strategies.

TARGET AUDIENCE:
K–12 Core Content-Area Educators, Interventionists, Literacy Coaches

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 115350

* Day 1 may be offered as a stand-alone session without Days 2 and 3.

Differentiated Instruction:
From Personalization to Application:
Day 2 – Focus on Special Populations

By considering the needs of specific populations of students, teachers can differentiate instruction in an effective manner. This one-day workshop focuses on strategies for differentiating instruction by varying input, output, and opportunities for participation. Emphasis is placed on differentiation that meets the needs of special populations of students as well as all students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Explore and practice strategies for differentiated instruction that focus on adapting activity size and intensity of instruction.
• Apply strategies for differentiated instruction to instructional materials. Participants collaborate on a rubric to assess teacher implementation of differentiated instruction strategies and explore how to determine when a strategy is no longer effective.

TARGET AUDIENCE:
K–12 Core Content-Area Educators, Interventionists, Literacy Coaches

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
PREREQUISITES:
Day 1 – Foundations and Strategies

ISBN: 115360

Building Comprehension and Reading Strategies: District Institute*

Text comprehension is an essential skill for college and career readiness. There are seven key strategies that students should be able to intentionally use in order to comprehend texts. These strategies are critical in reading informational text as well as literature. During this three-day institute, participants engage in activities that include demonstration of how to teach these strategies to adolescent learners and how to incorporate these strategies into the content areas.

OUTCOMES:
By the end of the institute, participants will be able to:
• Determine and differentiate skills involved in the comprehension strategies of summarizing, analyzing text structure, predicting, questioning, visualizing, making inferences, and metacognition.
• Plan and deliver lessons that incorporate the comprehension strategies of summarizing, analyzing text structure, predicting, questioning, visualizing, making inferences, and metacognition as a means to allow students to equitably access content.

TARGET AUDIENCE:
Secondary Educators in the Core Content Areas

NUMBER OF PARTICIPANTS in the Core Content Areas
NUMBER OF DAYS: 3
ISBN: 113958

* This institute is comprised of three workshops:
• Building Comprehension and Reading Strategies: Building Comprehension through Visualizing, Inferring, and Metacognition
• Building Comprehension and Reading Strategies: Building Comprehension through Summarizing and Analysis of Text Structure
• Building Comprehension and Reading Strategies: Building Comprehension through Predicting and Questioning

115331
115350
11536 0
115350
11536 0
113958
Building Comprehension and Reading Strategies: Building Comprehension through Summarizing and Analysis of Text Structure

Text comprehension is an essential skill for college and career readiness. There are seven key strategies that students should be able to intentionally use in order to comprehend texts. These strategies are critical in reading informational text as well as literature. This one-day workshop focuses on the summarizing strategy, which often is the most challenging for adolescent learners. In addition, participants explore the use of the understanding text structure strategy in order to improve text comprehension.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Determine and differentiate skills involved in the comprehension strategies of summarizing text and analyzing text structure.
• Plan and deliver lessons that incorporate the comprehension strategies of summarizing text and analyzing text structure as a means to allow students to equitably access content.

TARGET AUDIENCE:
Secondary Educators in the Core Content Areas

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 113954

Building Comprehension and Reading Strategies: Building Comprehension through Predicting and Questioning

Before a student even begins reading the text, what strategies can be used to improve motivation and comprehension? During this one-day workshop, participants learn ways to teach students to effectively use pre-reading strategies and move toward becoming active seekers of information. Implementing the often misunderstood questioning strategy is also explored.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Determine and differentiate skills involved in the comprehension strategies of predicting and questioning.
• Plan and deliver lessons that incorporate the comprehension strategies of predicting and questioning as a means to allow students to equitably access content.

TARGET AUDIENCE:
Secondary Educators in the Core Content Areas

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 113955

Building Comprehension and Reading Strategies: Building Comprehension through Visualizing, Inferring, and Metacognition

Reading can truly change your students’ lives, but only if they are able to comprehend what they read. There are key strategies students can apply during reading that will help increase their comprehension. This one-day session focuses on the three strategies that the National Reading Panel found to be effective in increasing student’s comprehension of text: visualizing, inferring, and metacognition. Participants engage in activities that include modeling of how to teach the strategies and incorporate these strategies into the content areas.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Determine and differentiate skills involved in the comprehension strategies of visualizing, inferring, and metacognition.
• Plan and deliver lessons which incorporate the comprehension strategies of visualizing, inferring, and metacognition as a means to allow students to equitably access content.

TARGET AUDIENCE:
Secondary Educators in the Core Content Areas

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 113956

Building Comprehension and Reading Strategies: Building Vocabulary

Vocabulary and comprehension proficiency are directly related to reading success. This one-day workshop focuses on strategies that develop and increase students’ vocabulary acquisition. Participants learn about how words are introduced, practiced, learned, applied, and transferred to reading both literature and informational text. This engaging session prepares educators for immediate implementation of research-based strategies to improve the vocabulary acquisition of their adolescent students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Summarize the research on building vocabulary.
• Determine and differentiate skills involved in direct and indirect vocabulary learning.
• Plan and deliver lesson activities that incorporate opportunities for direct and indirect vocabulary learning.

TARGET AUDIENCE:
Secondary Educators in the Core Content Areas

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 113957
Literacy Essentials in a Common Core Framework Virtual Institute

This virtual institute helps participants cultivate critically thinking, independent, and college- and career-ready readers and writers. Designed by national literacy expert, Pam Allyn, participants learn to organize classrooms and instruction in ways that reflect the needs of 21st century students and the Common Core State Standards (CCSS). This four-week institute consists of self-paced and live sessions in which participants meet as a virtual group to collaborate, discuss, and share information with their colleagues. They learn the best and easiest ways to establish the fundamental building blocks at the heart of the Common Core. Each participant submits an action plan which the facilitator reviews. Participants receive a certificate of completion and feedback on their action plans at the end of the institute.

OUTCOMES:
By the end of this institute, participants will be able to:
• Identify the reading and writing needs of students in a 21st century classroom.
• Prepare classroom instruction and management to help students meet the expectations of the CCSS.
• Understand how to incorporate technology into effective literacy lessons to enhance instruction for all students at every level.
• Understand how to plan and implement an effective literacy program in the era of the CCSS.

TARGET AUDIENCE:
K–12 Educators, School Leaders, Coaches, and Specialists

NUMBER OF PARTICIPANTS: Up to 50

NUMBER OF DAYS: 10 sessions over 4 weeks


Writing Essentials in a Common Core Framework Virtual Institute

This virtual institute is a cost-effective, schedule-friendly way for participants to gain an overview of Pam Allyn’s dynamic, yet simple, new approach to teaching writing in the era of the Common Core State Standards (CCSS). Participants gain an understanding of practical, ready-to-use writing strategies for implementing lessons that reflect the needs of students who need exemplary writing skills to become career and college ready. This four-week institute consists of self-paced and live sessions in which participants collaborate, discuss, and share information with their colleagues on how to teach writing in ways that are inspired by the CCSS. Each participant submits a lesson plan which the facilitator reviews. Participants receive a certificate of completion and feedback on their lesson plans at the end of the institute.

OUTCOMES:
By the end of this institute, participants will be able to:
• Provide practical support to students mastering diverse writing skills.
• Frame a year, a unit, and a lesson in writing and build grade-specific curriculum across the school year.
• Enable improved writing outcomes for all students at every level.
• Create effective writing lessons that reflect the needs of 21st century students.

TARGET AUDIENCE:
K–12 Educators, School Leaders, Coaches, and Specialists

NUMBER OF PARTICIPANTS: Up to 50

NUMBER OF DAYS: 10 sessions over 4 weeks


Featured Expert

Pam Allyn
Introducing PDExpress
Flexible PD Ordering and Fulfillment

How can you anticipate the issues your teachers will face TOMORROW, let alone NEXT YEAR?

The PDExpress flexible ordering program allows you to use your funding now to purchase and bank days of PD. Choose the topics later—when you know exactly what your teachers will need. We have hundreds of workshops and job-embedded services to choose from! Discounts are available for orders of ten days or more.

Don’t miss out on this opportunity!

Save $3500 on purchases of 10 days!

Save up to $21,000 with the purchase of 50 days or more!

Ask your Pearson Account Executive for details.

Some restrictions apply. Service days expire 18 months from date of purchase. Days must be scheduled at least 30 days prior to each event.

PearsonPD.com
877.637.1604