# Reading Street™ Workshops & Virtual Courses

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## READING STREET™ JOB-EMBEDDED SERVICES

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Additional Professional Development initiatives include:
- Sheltered Instruction Observation Protocol (SIOP®)
- English Language Learners
- Educational Effectiveness
- Using Classroom Technology Effectively
- Diagnostic & Research Services
- Response to Intervention

For more information contact your Pearson Account Executive, or visit PearsonPD.com and select Contact Us.

877-637-1604

PearsonPD.com
Reading Street™ Professional Development Implementation Planning Guide

Take the right road to teacher effectiveness while measuring the fidelity of your Reading Street™ implementation.
Drive teacher effectiveness with your Reading Street™ implementation.

We know the challenges you face in your classroom: implementing the Common Core State Standards for English Language Arts, designing engaging and differentiated lessons, and managing the process of teacher observations. Pearson Professional Development programs and consultative services are designed to support you to greatly impact the fidelity of a Reading Street™ implementation.

**Challenge**

- Curriculum and Instruction Aligned with the Common Core

**Solution**

- Common Core Focused Services for Teachers and Leaders

---

- Create and Deliver Engaging Instruction

---

- Workshops and Virtual Course(s)

---

- Measure Teacher Effectiveness

---

- Teacher Compass and Inter-rater Reliability workshops
while measuring the fidelity of implementation

**Popular Implementation Training Paths**

**Reading Street™ Workshops and Virtual Courses**
- Product Implementation Essentials
- Foundational Overview of the Common Core State Standards for English Language Arts
- Digging into The Reading Standards
- Digging into The Writing Standards
- Performance-Based Assessment for English Language Arts
- Any Path, Any Pace: Differentiating Instruction with Personalized Learning Plans
- Intermediate Teachers Meeting the Needs of All Learners
- Differentiating Instruction
- Using Assessment Results to Inform Instruction
- Meeting the Needs of ELL within Reading Street™
- Using Priority Skills
- Oral Language Development on Reading Street™
- Enhancing Vocabulary
- Learning to Write, Writing to Learn
- Successful Implementation of the Reading Street™ Digital Path
- Using Online Resources
- Riding Reading Street™ throughout the Day
- What’s the Big Idea with Understanding by Design®
- Balanced Literacy in the Classroom
- Building Spanish Literacy Skills Using Calle de la Lectura
- Words Their Way™: Word Study in Action: Developmental Model 2012 in the Reading Street™ 2011 Classroom

**Reading Street™ Job-Embedded Services**
- Coaching and Modeling
- Small Group Lesson Study
- Consultative Services

**Educational Effectiveness and Additional Professional Development Services & Resources**
- Pearson’s Compass Suite
- Diagnostic & Research Services
- Classroom Technology
- Capacity Builder Plus™
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
- 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

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 elementary programs

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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 Common Core State Standards for English Language Arts.
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 is 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: Reading Street™

An independent study of geographically diverse schools confirmed that Scott Foresman Reading Street™ generates significant student achievement gains when implemented with high fidelity.

Across grades, students demonstrated an average gain of 32 percentile points on the GMRT-4. All students reached, and often surpassed, the end-of-year benchmarks on all fluency measures. Second- and third-grade students gained an equivalent of 47 percentile points on the DIBELS Oral Reading Fluency (ORF) test.

DIBELS Oral Reading Fluency Scores

Scan with your Smartphone.  
(A QR reader is required)
Implementing Reading Street™

Take literacy instruction to the next level!
The Pearson Scott Foresman Reading Street™ program empowers you to engage today’s students with scientifically research-based literacy instruction.

Pearson’s array of professional development helps educators learn new strategies and best practices for teaching literacy which they can immediately apply in their classrooms.

Check out these recommended road maps for implementing Reading Street™ with fidelity. Select your focus area.

**Our Most Popular Literacy Services Implementation Model**
- Reading Street™ Product Implementation Essentials
- Reading Street™ Small-Group Lesson Study
- Reading Street™ Differentiating Instruction
- Foundational Overview of the Common Core State Standards for English Language Arts
- Reading Street™ Coaching and Modeling
- Teacher Compass™ Suite

**Common Core Services Implementation Model**
- Leading the Way for Common Core State Standards Implementation in English Language Arts (for Leaders and Administrators)
- Foundational Overview of the Common Core State Standards for English Language Arts
- Performance-Based Assessment for English Language Arts
- Digging into the Reading Standards
- Digging into the Writing Standards

**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

Pearson authors lead the way to the Common Core. Our close association with key authors and architects of the Common Core State Standards ensures that the spirit and pedagogical approach of the initiative is embodied in our program.

Results Snapshot: Reading Street™

An independent study of geographically diverse schools confirmed that Scott Foresman Reading Street™ generates significant student achievement gains when implemented with high fidelity.

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DIBELS Oral Reading Fluency Scores

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“...It’s been encouraging to us to have a program that has helped us work with children at all levels.”

— Mary Lou Dibello, Principal
Newton School
Greenfield, MA

myPearsonTraining.com

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

2. Navigate to find Reading Street™.
3. Watch tutorials, download quick-start guides, and get your questions answered!
Reading Street™: Product Implementation Essentials
This one-day workshop is for teachers who are new to Reading Street™. The workshop helps participants activate the resources and built-in teaching strategies that help students become proficient readers and writers. Participants become familiar with the program components for planning instruction, delivering instruction, and reflecting on instruction. Upon completion of the workshop, teachers will be able to implement Reading Street™ successfully.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Describe the classroom components and resources in the Reading Street™ program.
• Summarize the philosophy, pedagogy, and basic organization of the Reading Street™ program.
• Examine resources and strategies for differentiating instruction.

TARGET AUDIENCE:
Elementary Educators (can be grouped by grade level or grade band), Literacy Coaches

NUMBER OF PARTICIPANTS: 30

ISBN: Reading Street ©2013: 117056
ISBN: Reading Street ©2011: 115568
ISBN: Reading Street ©2008: 112189

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 Common Core State Standards for English Language Arts 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 Common Core State Standards on content, instruction, and assessment.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: Reading Street ©2013: 117034
ISBN: Reading Street ©2011: 115335
ISBN: Reading Street ©2008: 115333
Digging into the Reading Standards
This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Reading. Participants dig deeper into the topics of reading comprehension, text complexity, and informational texts. They learn how to select appropriately leveled texts and materials so that students are supported in meeting the high standards embedded within the CCSS. Strategies for teaching English language learners (ELLs) are also addressed throughout the workshop.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan appropriate classroom libraries and other reading materials to scaffold students to higher standards.
• Apply grade-appropriate instructional strategies that enrich comprehension of complex text, vocabulary, and fluency.
• Incorporate reading comprehension strategies specific to informational texts.
• Support ELL students in achieving the CCSS reading standards.

TARGET AUDIENCE:
K–12 Educators

NOTE:
This workshop is appropriately grade-banded K–2 or 3–6.

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

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: Reading Street ©2013: 117064
ISBN: Reading Street ©2011: 115232
ISBN: Reading Street ©2008: 115234

Digging into the Writing Standards
This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Writing. Participants dig deeper into the writing genres, particularly Argumentation and Explanatory. They plan appropriately leveled writing prompts and assignments. Strategies for teaching English language learners (ELLs) are also addressed throughout the workshop.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan appropriate writing prompts and assignments to scaffold students to higher standards.
• Apply grade-appropriate instructional strategies that support students in writing opinion/argument and informative/explanatory pieces.
• Support ELL students in achieving the CCSS writing standards.

TARGET AUDIENCE:
K–12 Educators

NOTE:
This workshop is appropriately grade-banded K–2 or 3–6.

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

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: Reading Street ©2013: 117065
ISBN: Reading Street ©2011: 117035
ISBN: Reading Street ©2008: 117054

Performance-Based Assessment for English Language Arts
This one-day workshop explains performance-based assessments in relation to the Common Core State Standards (CCSS). Participants discuss the implications of performance-based assessments for English Language Arts (ELA) on classroom instruction and assessment. They review sample performance tasks, develop a template to create similar assessments, and learn strategies for implementation.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement strategies to create and evaluate performance-based assessments.
• Use the sample performance tasks in Appendix B as a model for creating performance-based assessments.
• Use student samples in Appendix C as a model to evaluate student work.

TARGET AUDIENCE:
K–12 Educators

NOTE:
This workshop is appropriately grade-banded K–2 or 3–6.

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

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: Reading Street ©2013: 117036
ISBN: Reading Street ©2011: 117055

Reading Street™ Job-Embedded Services
Pearson’s three levels of job-embedded services offer the most effective way for schools and districts to build capacity.

Consultative Services: ISBN: 117039

To learn more about Pearson’s job-embedded services, see p. 8.
DIFFERENTIATING INSTRUCTION

Reading Street™: Any Path, Any Pace: Differentiating Instruction with Personalized Learning Plans

This one-day workshop takes the embedded differentiated instruction strategies found within the program, considers example student data, and combines them to create examples of personalized learning plans. This workshop also examines the implementation of those plans along with several other plans simultaneously.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Create a personalized learning plan using Reading Street™ materials, and understand strategies for carrying out several personalized learning plans simultaneously.
• Determine the appropriate assessment for desired data and interpret assessment data to inform the instructional decision-making process.
• Determine appropriate activities to support student progress.
• Identify oral language opportunities in Reading Street™.
• Develop and implement a plan to maximize oral language development for students.
• Define the keys of Understanding by Design®, such as conceptual understanding and transfer of knowledge, and be able to implement Understanding by Design® strategies as a means to enhance long-term and transferable learning for students.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 112916

Reading Street™: Using Assessment Results to Inform Instruction

This one-day workshop takes an in-depth look at the Reading Street™ assessment story as well as the purpose and benefits of individual assessments. This workshop helps participants interpret assessment results in order to inform the instructional decision-making process.

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 Reading Street™ 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

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 112919
ISBN: Reading Street ©2008: 112135

Reading Street™: Intermediate Teachers Meeting the Needs of All Learners

Meeting the needs of all learners grows more intense as the achievement gap widens. This one-day workshop helps participants utilize the implementation of Scientifically Based Reading Instruction strategies to understand and close the achievement gap.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement Scientifically Based Reading Instruction suggested strategies according to student needs.
• Identify appropriate scaffolds of instruction.
• Define the Big 5 key concepts of reading instruction, and suggest appropriate correlating activities.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 112918
Reading Street™: Meeting the Needs of English Language Learners within Reading Street™

Reading Street™ provides teachers with multiple instructional supports to enhance the learning of ELL students. During this one-day workshop, participants examine ELL philosophy and research as well as the various instructional strategies available to enhance the learning of ELL students in the program.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Describe how to provide adequate support for ELL students using an applicable RTI model.
• Examine ELL philosophy, research, and various instructional strategies available to enhance the learning of ELL students in the program, and then list ways to apply the strategies in the classroom.
• Implement lesson modifications for ELL students into personalized learning plans, instruction, and practice.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 112854
ISBN: Reading Street ©2008: 112136

Reading Street™: Using Priority Skills

During this one-day workshop, participants examine the Priority Skills in Reading Street™. This workshop helps teachers make solid instructional decisions based on the scope and sequence of the Priority Skills. Participants also learn to make decisions based on student needs.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Develop an understanding of the scaffolding of priority skills.
• Align student work samples and needs for additional support based on priority skills.

TARGET AUDIENCE:
Elementary Educators (grouped by grade level or grade band), Literacy Coaches

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2008: 112139

SKILL DEVELOPMENT

Reading Street™: Oral Language Development on Reading Street™

Oral language development is a key skill that is often overlooked. With Reading Street™, oral language development comes to the forefront through multiple opportunities. This one-day workshop focuses on the oral language integration and how to maximize oral language opportunities for all students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify oral language opportunities in Reading Street™.
• Develop and implement a plan to maximize oral language development for students.
• Connect ELL strategies to oral language instruction.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 112861

Reading Street™: Enhancing Vocabulary

Reading Street™ provides vocabulary support in multiple formats: oral language, Amazing Words, and story vocabulary. This one-day workshop examines the purpose and function of each type of vocabulary and provides a structure for implementation.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Develop connections between vocabulary supports for student instructional plans.
• Implement effective vocabulary instruction for individual students, small groups, and the whole group.

TARGET AUDIENCE:
Elementary Educators (grouped by grade level or grade band), Literacy Coaches

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2008: 112647
Reading Street™:
Learning to Write, Writing to Learn
This one-day workshop demonstrates how language arts components in Reading Street™ integrate to build a foundation for writing success. Participants review the spiraling of key skills, including six traits of writing, over weeks and units of instruction. Participants explore ways to differentiate writing instruction through Writer’s Workshop. Resources for teaching grammar, spelling, Internet inquiry, and research/study skills are integrated throughout the language arts program. Participants identify opportunities for daily writing, including journaling, writing to read, strategy response log, and writing across texts.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Define the integration of language arts components in Reading Street™.
- Identify the spiral of language arts skills, including six traits of writing.
- Use Writer’s Workshop as a strategy to differentiate instruction.
- Examine resources for teaching grammar, spelling, Internet inquiry, and research/study skills.
- Identify opportunities for daily writing.

TARGET AUDIENCE:
Elementary Educators (grouped by grade level or grade band), Literacy Coaches

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: Reading Street ©2008: 112653

DIGITAL RESOURCES

Reading Street™:
Successful Implementation of the Reading Street™ Digital Path
This one-day workshop is designed to support the implementation of the digital path into the classroom. Participants gain information on how to make instructional decisions about independent activities for individuals and groups of students and maximize instruction with a digital path. At the end of the workshop, participants will understand the features of the Reading Street™ digital path as well as how to make the features work for their students.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Implement use of the Online Lesson Planner.
- Implement the Reading Street™ digital path activities based on accessibility.
- Determine appropriate online activities to meet the needs of students in the classroom.
- Use the Reading Street™ digital path as a means to enhance instruction, not just as an additional option.

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

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: Reading Street ©2011 – Primary: 112920
Reading Street™: Understanding by Design® in Reading Street™?

During this one-day workshop, participants learn how to maximize Understanding by Design® within Reading Street™ to encourage conceptual understanding. Understanding by Design® provides a framework for curriculum design that supports long-term and transferable knowledge, and it is essential for optimal success with the implementation of Reading Street™.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Describe the design process and its implications for the development and use of assessments with the Reading Street™ program.
- Summarize the stages of backward design and how they apply to the Reading Street™ program.
- List the key elements of the Understanding by Design® design matrix.
- Implement the use of Understanding by Design® strategies as a means to enhance long-term and transferable learning for students.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 112853

ADDITIONAL OFFERINGS

Reading Street™: Balanced Literacy in the Classroom

This one-day session provides participants with a plan for how to incorporate Reading Street™ into a balanced literacy model. Participants determine when to use the Teacher’s Edition versus when to implement workshops and guided reading. Participants develop an instructional plan that meets their district needs, but still allows for program fidelity.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Determine the best course of action for when to follow the Teacher’s Edition and when to use a balanced literacy approach.
- Integrate novels, literature circles, and so forth into Reading Street™ instruction.
- Develop instruction that meets their district needs, but still allows for program fidelity.

TARGET AUDIENCE:
K–6 Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 115741

Words Their Way™: Word Study in Action: Developmental Model 2012 in the Reading Street 2011 Classroom

This one-day workshop supports participants in successfully incorporating Words Their Way™ into their Reading Street™ classrooms. Participants examine how the program supplements Reading Street™ instruction and examine relevant research. Participants also explore specific strategies for developing students’ phonics, spelling, and vocabulary skills so that students can participate in core curriculum instruction.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Determine strategies for successful implementation of Words Their Way™ in a Reading Street™ classroom.
- Develop instructional practices that develop students’ phonics, spelling, and vocabulary skills so that they can successfully participate in Reading Street™ instruction.

TARGET AUDIENCE:
K–6 Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115711

Reading Street™: ELL Building Spanish Literacy Skills Using Calle de la Lectura

This one-day session covers Spanish literacy instruction using Calle de la Lectura. Participants practice using program resources to plan lessons that reflect their school support model, such as Transitional Bilingual, Dual Immersion, and so forth. Participants learn how Calle de la Lectura builds the bridge between learning to read in Spanish and connecting those skills to English. Participants select appropriate lessons to support literacy and transfer skills.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Determine which Calle de la Lectura resources best support their school support model, such as Dual Immersion.
- Explain how literacy instruction in Spanish transfers to skill development in English.
- Plan lessons that support literacy and transfer skills.

TARGET AUDIENCE:
K–6 Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Reading Street ©2011: 115252
Are you able to effectively implement the Common Core State Standards?

4 Ways Pearson Professional Development helps you implement the Common Core

1. **Essential Foundations**
   Pearson trainers facilitate more than 50 one- and two-day interactive workshops that range from Common Core orientation to in-depth explorations of content and pedagogy.

2. **Job-Embedded Services**
   Pearson Consultants will work with your administrators and teachers in your buildings to provide 1:1 coaching, small-group support, and consultative services that build and sustain learning.
3. Capacity Building
Pearson’s Capacity Builder Plus™ program trains cohorts of your trainers to facilitate Pearson’s workshops using Pearson’s materials and resources. (See the Capacity Builder Plus™ offering description on p. 10.)

4. Schoolwide Implementation
Integrate the Common Core State Standards throughout your system by applying our Schoolwide Improvement Model (SIM) with a specific Common Core focus in your school or district today. (For more information on SIM, visit www.pearsonschoolimprovement.com)

Featured Experts
No company has more depth and breadth of expertise surrounding the Common Core State Standards (CCSS) than Pearson. Our close association with key authors and architects of the CCSS, including Karen Wixson, Skip Fennell, Phil Daro, and Sally Hampton, among others, ensures that the spirit and pedagogical approach of the initiative is embodied in our educational materials, assessments, and professional development.

Karen Wixson  Skip Fennell  Phil Daro  Sally Hampton
Common Core Leadership

Leading the Way for Common Core State Standards Implementation in English Language Arts K–12
This one-day workshop helps administrators, curriculum directors, coaches, and other instructional leaders explore the implications the Common Core State Standards (CCSS) have on English Language Arts (ELA) content and curriculum, classroom instruction and assessment, and building and district culture. It also explains how changes in those areas relate to successfully implementing the Common Core. Participants examine the likely impact of the Common Core on leaders, teachers, and students in their district. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify the factors that lead to the creation of the CCSS for ELA.
• Navigate the organizational structure of the CCSS for ELA.
• Identify implications of the CCSS for ELA on instruction, assessment, professional development, and leadership.
• Develop an actionable plan for the implementation of the CCSS for ELA.

TARGET AUDIENCE:
Administrators, Curriculum Directors, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 113948

Leading the Way for Common Core State Standards Implementation in Mathematics K–12
This one-day workshop explores the implications that successfully implementing the Common Core has on math content and curriculum, classroom instruction and assessment, and building and district culture. Participants examine the likely impact of the Common Core on leaders, teachers, and students. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Determine the intent of the Common Core State Standards for Mathematics (CCSSM) Standards for Mathematical Content and Standards for Mathematical Practice.
• Plan for the impact of the CCSSM on content, instruction, and assessment.
• Examine a process for influencing change and creating a school and/or district culture to effectively implement the CCSSM.
• Develop an actionable plan for making decisions to effectively implement the CCSSM.

TARGET AUDIENCE:
Administrators, Curriculum Directors, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 113947
Leading the Way for Successful Implementation of Common Core Assessments

District leaders are quickly realizing two things about assessment under the Common Core:

• It will mean more than just new high-stakes tests.
• It's going to impact schools long before 2013/2014.

To effectively prepare students for these new assessments and to meet the ultimate goal of the Common Core—producing students who are truly thinkers ready for a robust career or college—districts need to be working these new types of assessment items into their classroom instruction now. This one-day workshop offers a balanced view of assessment under the Common Core and provides a deep focus on how the standards will drive changes at the state, district, and classroom levels.

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

• Explain how various policies and considerations are requiring changes in assessment practices at the state, district, and classroom level, and how those changes will impact accountability systems for administrators and teachers.
• Identify new types of formative and summative assessments that teachers and students will experience, and outline the important implications to classroom instruction.
• Outline key activities that district and school leaders should implement as part of an overall strategic plan for assessment, including increasing assessment literacy, deconstructing performance tasks, and facilitating the development and use of performance assessments in the classroom.

TARGET AUDIENCE:
Administrators, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 115516

Leading the Way for Implementation of the Common Core State Standards for English Language Learners and Students with Special Learning Needs

This highly practical one-day workshop (divided into two sessions) helps administrators, curriculum directors, coaches, and other instructional leaders explore the implications that the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math have on English language learners (ELLs) and students with special learning needs. The workshop includes a morning session focused on ELL and an afternoon session focused on students with special learning needs.

ENGLISH LANGUAGE LEARNERS
In the morning session, participants examine what the CCSS mean for ELLs as mainstream classroom teachers implement the CCSS for ELA and Math in their classrooms. Participants also explore how to accommodate instruction for such students.

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

• Identify ways to differentiate instruction for ELLs as part of their CCSS implementation.
• Navigate the organizational structure of the CCSS and how they apply to ELLs.
• Explain the key strategies that work best with ELLs in the content areas.
• Identify practical strategies to use with ELLs with a database of activities correlated to CCSS.

STUDENTS WITH SPECIAL LEARNING NEEDS
In the afternoon session, participants examine what the CCSS mean for students with special learning needs. They also consider frameworks for implementing the CCSS for ELA and Math and explore how to accommodate instructional needs.

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

• Navigate the organizational structure and language of the CCSS, and understand how they apply to students with special learning needs.
• Identify appropriate accommodations to ensure maximum participation of students with special learning needs as part of the CCSS implementation.
• Practice unpacking a few standards as examples of how to differentiate instruction for special populations.
• Determine key strategies to adapt instruction in the content areas for students with special learning needs.

TARGET AUDIENCE:
Administrators, Curriculum Directors, Special Education Directors, Coaches, District Personnel, ELL Coordinators, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 115518
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) for 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: 115442

For educators using Pearson products
ISBN: Reading Street ©2013: 117034
ISBN: Reading Street ©2011: 115355
ISBN: Reading Street ©2008: 115333

*Participants should be familiar with their program before participating in this workshop.

IN-DEPTH FOLLOW-UP SESSIONS

Digging into the Reading Standards

This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Reading. Participants dig deeper into the topics of reading comprehension, text complexity, and informational texts. They learn how to select appropriately leveled texts and materials so that students are supported in meeting the high standards embedded within the CCSS. Strategies for teaching English language learners (ELLs) are also addressed throughout the workshop.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan appropriate classroom libraries and other reading materials to scaffold students to higher standards.
• Apply grade-appropriate instructional strategies that enrich comprehension of complex text, vocabulary, and fluency.
• Incorporate reading comprehension strategies specific to informational texts.
• Support ELL students in achieving the CCSS reading standards.

TARGET AUDIENCE:
K–12 Educators

NOTE:
This workshop is appropriately grade-banded K–2 or 3–6.

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

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 115444

For educators using Pearson products*
ISBN: Reading Street ©2013: 117064
ISBN: Reading Street ©2011: 115232
ISBN: Reading Street ©2008: 115234

*Participants should be familiar with their program before participating in this workshop.
Digging into the Writing Standards

This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Writing. Participants dig deeper into the writing genres, particularly Argumentation and Explanatory. They plan appropriately leveled writing prompts and assignments. Strategies for teaching English language learners (ELLs) are also addressed throughout the workshop.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan appropriate writing prompts and assignments to scaffold students to higher standards.
• Apply grade-appropriate instructional strategies that support students in writing opinion/argument and informative/explanatory pieces.
• Support ELL students in achieving the CCSS writing standards.

TARGET AUDIENCE:
K–12 Educators

NOTE:
This workshop is appropriately grade-banded K–2 or 3–6.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115450

* Participants should be familiar with their program before participating in this workshop.

Performance-Based Assessment for English Language Arts

This one-day workshop explains performance-based assessments in relation to the Common Core State Standards (CCSS). Participants discuss the implications of performance-based assessments for English Language Arts (ELA) on classroom instruction and assessment. They review sample performance tasks, develop a template to create similar assessments, and learn strategies for implementation.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Implement strategies to create and evaluate performance-based assessments.
• Use the sample performance tasks in Appendix B as a model for creating performance-based assessments.
• Use student samples in Appendix C as a model to evaluate student work.

TARGET AUDIENCE:
K–12 Educators

NOTE:
This workshop is appropriately grade-banded K–2 or 3–6.

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

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115456

* Participants should be familiar with their program before participating in this workshop.

Speaking and Listening Standards and Language Standards

This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Speaking and Listening and Language. Participants focus on incorporating speaking and listening standards and language standards into reading and writing lessons. Strategies for teaching English language learners (ELLs) are addressed throughout the workshop.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Plan reading and writing lessons that incorporate speaking, listening, and language standards.
• Support ELL students in achieving the CCSS English Language Arts (ELA) standards.

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

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 117035

ISBN: 117036

For educators using Pearson products*

ISBN: Reading Street ©2013: 117065

ISBN: Reading Street ©2011: 117035

ISBN: Reading Street ©2008: 117054

* Participants should be familiar with their program before participating in this workshop.

Reading Complex Texts

This one-day workshop provides educators with an understanding of complex texts as outlined by the Common Core State Standards. Participants identify how vocabulary, sentence structure, and text organization assist students in reading texts with increasing complexity. Teachers learn strategies, such as close reading, that scaffold students to be more independent as they progress and ways to encourage critical thinking so students learn to read like detectives.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Explain the importance of reading complex texts with students.
• Identify how vocabulary, sentence structure, and text organization assist students in reading complex texts.
• Implement strategies that encourage critical thinking, allow students to read complex texts independently, and enable students to read like a detective.

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

NUMBER OF DAYS: 1

NUMBER OF PARTICIPANTS: 30

ISBN: 117046
Writing Opinions
This one-day workshop provides educators with an understanding of opinion writing as outlined by the Common Core State Standards. Participants identify how developing critical-thinking skills and identifying the parts of an opinion piece help students write analytically. Teachers learn strategies that show students how to argue using evidence and complex information.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Explain the importance of writing opinion pieces with students.
• Identify how to develop critical-thinking skills and teach the parts of an argument.
• Implement strategies that encourage students to think critically and organize an opinion piece in a logical way.

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

NUMBER OF DAYS: 1
NUMBER OF PARTICIPANTS: 30

ISBN: 117066
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 be college and career 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

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