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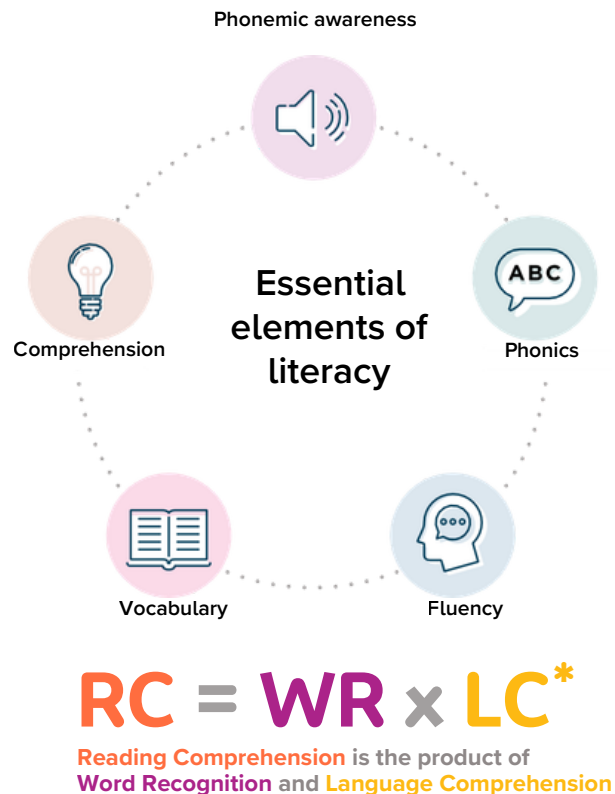
# Literacy Professional Learning Suite

Content-focused professional learning

# Build and support reading fluency with the HMH Literacy Professional Learning Suite

## Learn the essentials

The science of reading is the converging evidence of what matters and what works in literacy instruction, organized around models that describe how and why reading instruction works.



Deepen your literacy expertise with the HMH® Literacy Professional Learning Suite. Our content-focused professional learning that helps you understand how to support instructional change in alignment with scientific evidence for effective reading instruction. You will learn how to translate learning into practical classroom applications, recognize features of explicit and systematic instructional routines as you implement your locally adopted curricular programs, and deliver practical tools and resources to sustain the work beyond the hours of the course.

\* Source: Formula based on Philip B. Gough and William E Tunmer, "Decoding, Reading, and Reading Disability" RASE: Remedial & Special Education 7, no 1 (1986), 6-10

## Depend on the research

Our professional learning draws from the deep base of science of reading research. From the findings of the National Reading Panel Report (2000)—which have been reconfirmed over the last twenty years—right up to today’s studies, educators can be assured that each professional learning experience is backed by evidence. Every workshop is content focused and driven by three promises, ensuring educators will leave with the tools to be successful:

### Practical professional learning that:

- Translates scientific evidence into practical classroom applications
- Integrates efficient and explicit instructional routines
- Delivers practical tools and resources to sustain educators

## Learning outcomes

Educators will gain an understanding of the science behind teaching early and advanced word recognition, reading fluency, vocabulary and morphology, and writing. This professional learning suite incorporates evidence on how to most effectively support learners based on their unique academic, cultural, and linguistic characteristics.

The workshops are developed with an asset-based approach that recognizes and honors the rich funds of knowledge students bring to the classroom. Our design supports educators as they implement high-quality literacy practices within the unique context of their location, school size, the dialects and languages of the populations they serve, and locally adopted curricula and assessments.



**Research suggest that over 90% of children could learn to read if their teachers used instructional methods grounded in the science of reading”**

**National Council of Teacher Quality**

# HMH Literacy Professional Learning Suite pathway

These workshops empower educators to shift to practices grounded in the science of reading. Workshop participants will learn effective and efficient routines for teaching word recognition and comprehension alongside any adopted curriculum, as well as practical resources to use in their classroom tomorrow.

| WORKSHOP                                         | TIME (HOURS) | DESCRIPTION                                                                                                                                                                |
|--------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding how students learn to read         | 6            | Learn how students learn to read, the multiple components that makeup reading, and how to structure their reading instruction to align to the science of reading research. |
| Early word recognition                           | 6            | Focus on routines for phonemic awareness, phonics, and connected text.                                                                                                     |
| Advanced word recognition                        | 6            | Explore multisyllabic word reading through instruction in mispronunciation correction, morphology, and flexible decoding strategies.                                       |
| Foundations of writing                           | 3            | Develop young writers through practical writing routines and evidence-aligned instructional activities.                                                                    |
| Building fluent readers                          | 6            | Improve student fluency with letter sounds, word reading, passage reading, and comprehending complex texts.                                                                |
| Improving vocabulary and morphological knowledge | 6            | Empower students through routines for vocabulary and morphology.                                                                                                           |
| Cultivating comprehension and knowledge          | 6            | Coconstruct coherent schema with explicit strategies for comprehensions and read-alouds.                                                                                   |
| Aligned literacy interventions                   | 6            | Explore the science behind using data to align students' diverse needs with targeted interventions.                                                                        |

Note: Optional instructional coaching sessions tailored to each workshop are available. These sessions provide on-demand implementation support for each workshop to empower teachers and leaders to transform practices.

## Delivery options tailored to meet your needs



**Onsite learning**  
Face-to-face sessions with a consultant



**Virtual learning**  
Live online instruction

# Literacy Professional Learning Suite

## workshops (On-site or virtual)

### **K–5: Understanding how students learn to read** (6h)

Learn how students learn to read, the multiple components that makeup reading, and how to structure their reading instruction to align to the science of reading research.

Our brains are wired to learn spoken language, but learning to read does not happen the same way! By teaching reading in ways that align with how the brain acquires, processes, and retains letters, sounds, and language, we support all students' reading success. In this offering, participants will learn how students learn to read, the multiple components that makeup reading, and how to structure their reading instruction to align to the science of reading research.

### **K–5: Early word recognition** (6h)

Focus on routines for phonemic awareness, phonics, and connected text.

Educators will deepen their practice in early literacy instruction aligned to the science of reading. Participants will zoom in on the building blocks of word recognition (Tunmer & Hoover, 2019), gaining a deep understanding of the science behind phonemic awareness and phonics instruction (Brady, 2020; Gonzalez-Frey & Ehri, 2021; Ehri, 2020, 2022). Educators will learn efficient and explicit routines to deliver early word recognition instruction that can be aligned to their locally adopted scope and sequence. Topics include introducing new grapheme-phoneme correspondences; decoding and spelling phonetically regular, temporarily irregular, and permanently irregular words (Honig et al., 2018; Miles et al., 2018); exploring text types; establishing small-group reading routines for decodable texts; and using formative assessment of student writing samples to inform instruction.

### **K–5: Advanced word recognition** (6h)

Explore multisyllabic word reading through instruction in mispronunciation correction, morphology, and flexible decoding strategies.

Participants will extend the work from *K–5: Early word recognition* to now include multisyllabic word decoding, morphology, and graphosyllabic analysis (Bhattacharya & Ehri, 2004). Educators will learn part-by-part and flexible decoding strategies (Archer et al., 2003) for teaching students to read long words (Vadasy et al., 2006), understand how set for variability plays a role in reading (Tunmer & Chapman, 2012), and discover how morphology can help students decode and comprehend text (Rastle, 2019). Finally, educators will explore how data-based decision-making can improve advanced word reading for all students (Filderman & Toste, 2021). Efficient instructional routines for each of these science-backed techniques will be practiced.

## **K–8: Foundations of writing** (3h)

Develop young writers through practical writing routines and evidence-aligned instructional activities.

Developing young writers is an essential component of providing equitable and excellent literacy instruction. Participants will learn the role writing plays in empowering students to generate knowledge, communicate ideas, and expand their thinking (Graham,2020). This workshop lays the groundwork for understanding how writing happens (Berninger,2002), what writers need to grow (Flower&Hayes,1981; Grahametal.,2012), and why writing is essential for every content area (Grahametal.,2020; Hochman & Wexler, 2017). All K–8 educators, coaches, and leaders can benefit from this session by building a strong foundation in the basic principles of writing instruction.

## **K–5: Building fluent readers** (6h)

Improve student fluency with letter sounds, word reading, passage reading, and comprehending complex texts.

Fluency is a bridge between students' decoding of connected text and determining its meaning. Designed for K–5 teachers, reading specialists, instructional coaches, and principals, this workshop provides time to learn classroom strategies aligned to the science of reading and examines the variables affecting reading fluency. Participants will learn activities to increase fluency for every phase of reading, from beginning readers who need to build automaticity with letter sounds, to accurate word readers building text-reading fluency, to highly skilled readers who are improving their reading comprehension. These practices, aligned with research in reading and cognitive science, can help educators increase students' word recognition and comprehension fluency across the grade bands.

## **K–8: Improving vocabulary and morphological knowledge** (6h)

Empower students through routines for vocabulary and morphology.

Participants will dive into the world of language while learning best practices for teaching rich vocabulary, both implicitly and explicitly throughout the day (Beck et al., 2013; Crosson et al., 2019; Gallagher et al., 2019; McKeown, 2019). Educators will apply strategies for choosing high-impact vocabulary words and practice clear and efficient routines for teaching new vocabulary. Finally, participants will understand how morphological instruction can be integrated during the entire day to improve students' overall language and reading comprehension.



## **K-5: Cultivating comprehension and knowledge (6h)**

Coconstruct coherent schema with explicit strategies for comprehension and read-alouds.

Participants will explore the levels of cognitive representations that are constructed during comprehension, including the surface code, text base, and the situation model (Dijk & Kintsch, 1983; Graesser et al., 1997) to gain a better understanding of how to help students develop a coherent schema around the text topic. Lesson components, including read alouds, will be used to guide educators to use explicit strategies to improve student comprehension through speaking and writing, as well as, how to build knowledge throughout the content areas (Graham & Harris, 2019; Harris et al., 2013; Hochman & Wexler, 2017). Finally, educators will dive into understanding the purpose and place for comprehension strategy instruction in complex text with both literary and informational text structures (Elleman & Compton, 2017; Willingham, 2006).

## **K-8: Aligned literacy interventions (6h)**

The science behind using data to align students' diverse needs with targeted interventions and supports.

Participants will explore literacy assessments, learning difficulties, and evidence-aligned methods for supporting academically, culturally, and linguistically diverse students. From dispelling misconceptions about dyslexia, dysgraphia, and developmental language disorder (Adlof & Hogan, 2018, 2019; Berninger, 2008; Fletcher et al., 2018; Peltier et al., 2020) to designing lessons to help all students succeed, such as universal design principles (Rose, 2000; Hall et al., 2012) and the taxonomy of intervention intensity (Fuchs et al., 2017), educators will explore explicit strategies to improve literacy for all learners. Participants will learn to interpret literacy assessments to target instruction (Leonard et al., 2019; Spear Swerling, 2015) and be able to provide supports for multilingual (Cardenas-Hagan, 2007, 2018) and bidialectal (Washington & Seidenberg, 2021) learners while harnessing their strengths. Finally, participants will engage in practice opportunities to integrate evidence-aligned supports into their current literacy block.

## **K-12 Literacy-focused instructional coaching**

Implementation support to empower teachers and leaders to transform practices

We work with local teams of teachers and leaders to continue the transformational work of the workshops and guide effective implementation. This can include:

- 1.Guided planning for instruction or intervention services using locally-adopted curricula, resources, and/or assessment data
- 2.Capacity-building for administrators and coaches to support equitable and excellent literacy instruction through job-embedded learning walks
- 3.Comprehensive debriefing with teachers and/or leaders to map out practical next steps for future improvements in literacy teaching and learning based on the results of the instructional planning and learning walks.

These approaches support both teachers and leaders in building the highest level of skill and ultimately changing classroom practices.



**My team's conversations shifted ...to a focus on ...figuring out how to help teachers address the major gaps we were seeing. It was like a lightbulb went off for the entire team at the same time.**

**Tammy Taylor**

Principal at Great Falls Elementary School  
Great Falls, SC



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