nwea Professional Learning

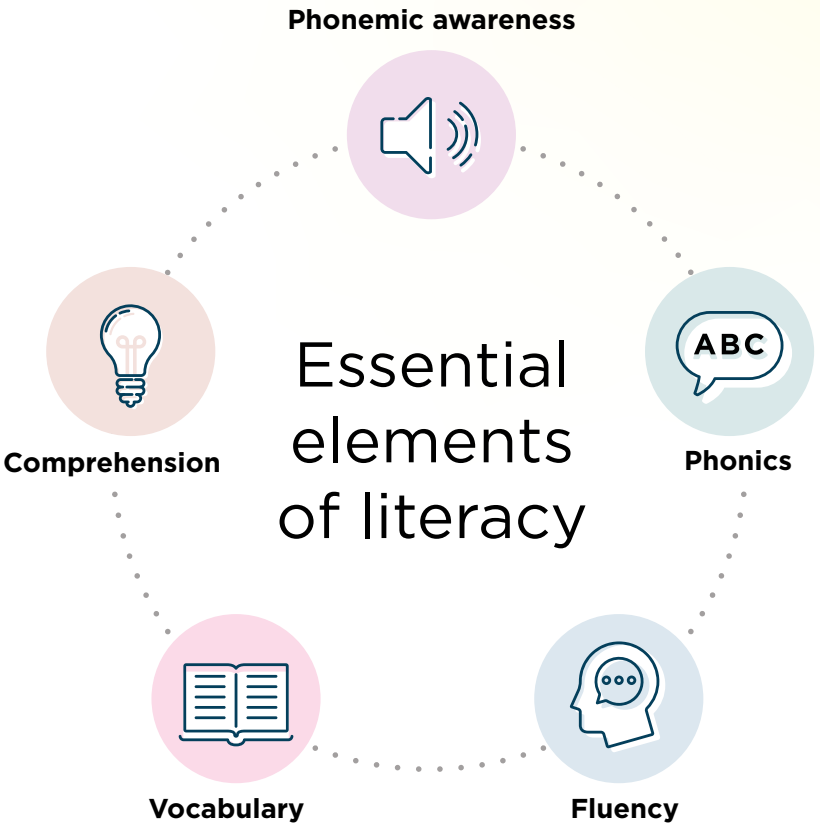
Science of reading literacy suite

Content-focused professional learning

Build and support reading fluency with the NWEA Science of reading 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. Our literacy professional learning offerings are aligned to the International Dyslexia Association's Knowledge and Practice Standards. These evidence-aligned literacy offerings are designed to answer the question: "What do I do in the classroom tomorrow?"



RC = WR x LC

Reading comprehension (RC) is the product of **word recognition (WR)** and **language comprehension (LC)**

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 suggests 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**

NWEA Science of reading professional learning pathway

These workshops empower educators to shift to practices grounded in the science of teaching 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 make up 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

Science of reading professional learning workshops **(On-site or virtual)**

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

Learn how students learn to read, the multiple components that make up 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 make up 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 anaylsis (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; Graham et al., 2012), and why writing is essential for every content area (Graham et al., 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 (Revised 2023, 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, textbase, 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.

Instructional coaching

The Center for Model Schools' literacy coaching and development focuses the knowledge and practical skills necessary to implement evidence-aligned literacy instruction grounded in the science of reading. Using the simple view of reading and the cognitive foundations framework as foundational models, coaches will support teachers to develop a cohesive understanding of how students learn to read. Center coaches will help teachers answer the critical question: "What do I do in the classroom tomorrow?" Teachers engage in a structured learning process that moves from theory to practical application through a gradual release model, which includes:

1. Explicit modeling of evidence-aligned routines
2. Microteaching experiences with feedback
3. Application to real classroom contexts using their own curriculum materials and student data

Data-based decision-making is the key focus of our coaching, ensuring that educators can use assessment insights to inform instruction and tailor support for diverse student needs. By developing fluency and confidence in evidence-aligned instructional routines, educators will develop expertise in the science of reading and help all learners become proficient readers.

> I felt supported. I felt heard. It was a textbook example of working together in true partnership. The NWEA team just came in and walked alongside us in this project. It was like, 'We're in this together and we're doing some really good work that will produce results that matter for students, families, and our community.'"
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> **Amanda Scott Thomas**
> Director, Community Partnership
> Tacoma Public Schools

Discover more at NWEA.org/professional-learning or by contacting us at 866.654.3246.

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