

FREE VIRTUAL PROFESSIONAL LEARNING • May 13, 2020

A live, interactive, and flexible professional learning experience from the comfort of your home or office

Join us for a live, interactive, and flexible professional learning opportunity to network with peers while exploring new ideas in an online environment.

THE SCIENCE OF LEARNING THAT LEADS TO INSIGHTS AND ACTION

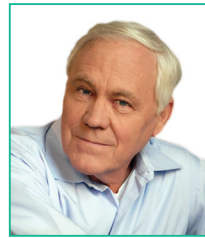
VIRTUAL LITERACY SUMMIT | WEDNESDAY, MAY 13, 2020



Dr. Devin Kearns



Kylene Beers



Dr. Robert E. Probst



Dr. Anne Cunningham



FLEXIBLE



INSPIRING



INTERACTIVE



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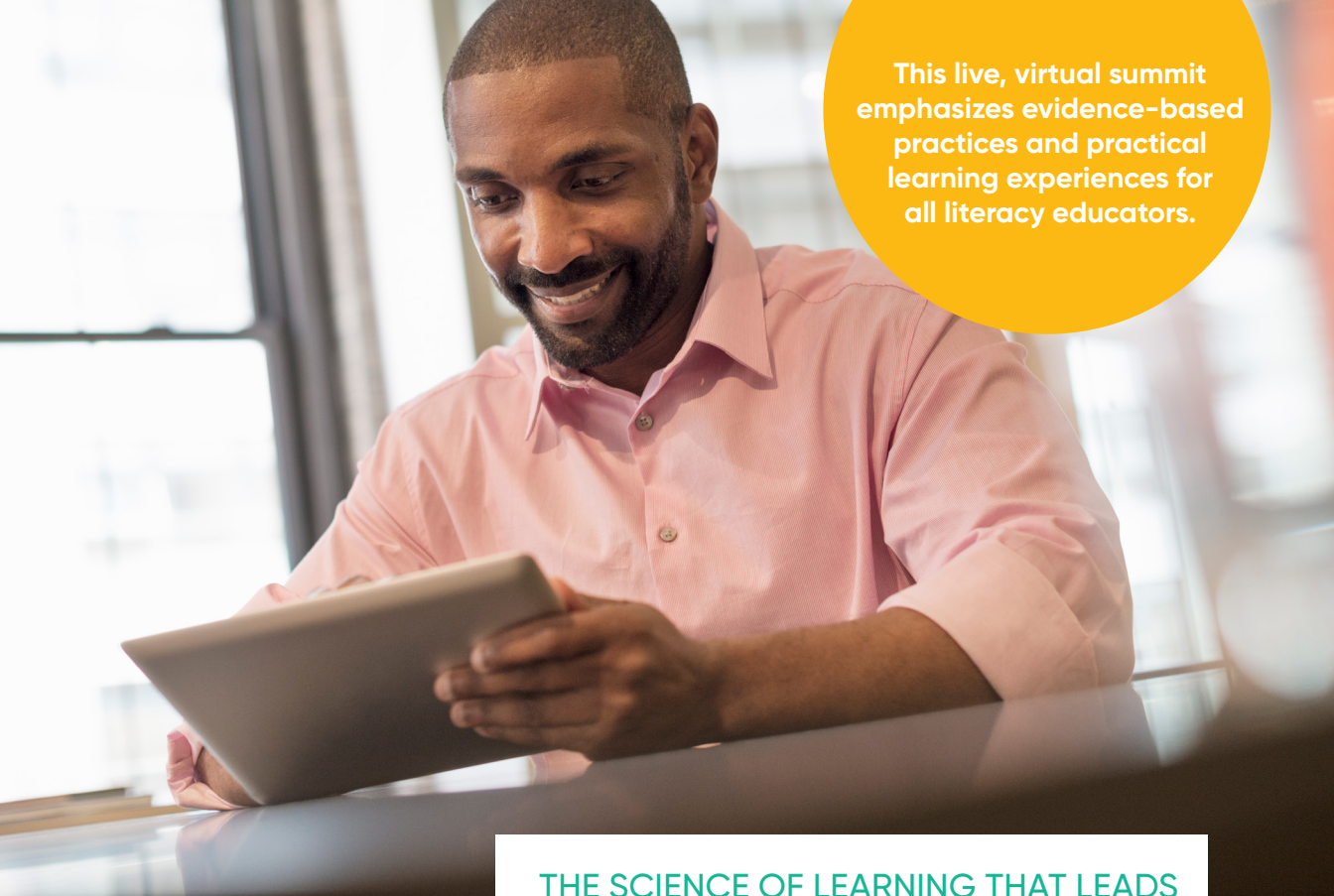
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This live, virtual summit emphasizes evidence-based practices and practical learning experiences for all literacy educators.

THE SCIENCE OF LEARNING THAT LEADS TO INSIGHTS AND ACTION

The goals are fundamental: elevating teacher effectiveness and student outcomes, and cultivating acceleration that leads to personal growth. **HMH®**, **The Learning Company™**, invites all literacy educators and educational leaders to a virtual professional learning opportunity to help reach these goals while addressing the current priorities of at-home learning.

Virtual Summit attendees will

- **Build a personalized agenda** based on a variety of topics and times to accommodate needs and schedules
- **Hear from thought leaders and practitioners** on effective literacy practices to support all students in the classroom and in a virtual environment
- **Engage with research-based solutions** that accelerate today's learners and cultivate a literacy growth mindset
- **Receive professional learning certificates** based on completing a minimum of three sessions

We hope you will join us for this opportunity to discover solutions that deliver results and to celebrate a culture of literacy achievement.

WHEN

Wednesday, May 13, 2020

Flexible options starting at 9:30 am and concluding at 3:30 pm

WHERE

Virtual Webex

HOW

[Click Here to Register](#)

REGISTER BY

Friday, May 8, 2020

(Virtual seating is limited.)

SCHEDULE

Customize your learning experience during the registration process by selecting from these sessions based on your needs.

FEATURED SPEAKERS	
<p>9:30–10:45 AM</p> <p>Executive Leadership Session</p> <p>Predicting the COVID Gap (Grades K–12)*</p> <p><i>Dr. David Bain, Dr. Amanda Patterson, Dr. Bonnie Cochran, Dr. Stephan Knobloch</i></p>	<p>9:30–10:45 AM</p> <p>Changing Minds: What Matters Most in Creating Readers (Grades 3–12)</p> <p><i>Kylene Beers, Dr. Bob Probst</i></p>
<p>10:45–11:45 AM</p> <p>The A to Z of SEL and Promoting Children's Reading Success: Starting Out Right! (Grades PreK–3)</p> <p><i>Dr. Anne Cunningham, Francie Alexander</i></p>	<p>2:00–3:30 PM</p> <p>Building Integrated, Evidence-Based Reading Support Systems* (Grades K–12)</p> <p><i>Dr. Devin Kearns</i></p>
INSTRUCTIONAL PRACTICE SESSIONS	
<p>12:00–12:45 PM</p> <p>Developing Independent Readers and Writers: A Framework to Maximize Independent Reading (Grades K–12)</p> <p><i>Brandon Shivers</i></p>	<p>1:00–1:45 PM</p> <p>Developing Independent Readers and Writers: A Framework to Maximize Independent Reading (Grades K–12)</p> <p><i>Brandon Shivers</i></p>
<p>Books and Sunshine: A Teacher Summer Reading Chat (Grades K–12)</p> <p><i>Noelle Morris</i></p>	<p>Books and Sunshine: A Teacher Summer Reading Chat (Grades K–12)</p> <p><i>Noelle Morris</i></p>
<p>Get Phonics Fit with 10-Minutes a Day (Grades K–3)</p> <p><i>Jennifer Kincaid</i></p>	<p>Get Phonics Fit with 10-Minutes a Day* (Grades K–3)</p> <p><i>Jennifer Kincaid</i></p>
<p>Put the Heart and Head to the Pen: How to Write a Poem and Kick Off PLCs with Passion (Grades K–12)</p> <p><i>Lynn Walters</i></p>	<p>Put the Heart and Head to the Pen: How to Write a Poem and Kick Off PLCs with Passion (Grades K–12)</p> <p><i>Lynn Walters</i></p>

*Recommended session for educational leaders



Professional learning certificates will be awarded to participants who complete a minimum of three sessions, including one featured speaker session, one instructional practice session, and a session of choice.



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SESSION DESCRIPTIONS

Featured Speaker Sessions

Executive Leadership Session: Predicting the COVID Gap*

Grades K–12, Dr. David Bain, Dr. Bonnie Cochran, Dr. Amanda Patterson, Dr. Stephan Knobloch

As an educational leader your priorities have likely shifted in response to the current circumstances with COVID-19, and you are beginning to look at problem-solving for the upcoming school year. In this session, leaders will engage in an interactive discussion designed to help districts predict and respond to student needs upon return to school in the post-COVID learning landscape. Predictive modeling scenarios will be provided for anticipating, responding to, and reducing the exacerbated achievement gaps that will likely develop during this extended period of non-traditional instruction. Leaders will explore solution-oriented approaches for curriculum, instruction, and intervention strategies and also explore approaches for utilizing personalized technologies in synchronous and asynchronous environments to maximize and accelerate student learning.

Building Integrated, Evidence-Based Reading Support Systems*

Grades K–12, Dr. Devin Kearns

In this featured session, Dr. Kearns will walk through the key structures of reading using situation models and define Dyslexia within these structures. Based on his research, he will share effective reading support systems for MTSS and the three tiers particularly focused on core instruction and targeted intensive interventions. Participants will be guided to think through Tier 1 instruction, preventions, and intervention models to assess current structures in place and opportunities of further refinement based on specific student needs.

The A to Z of SEL and Promoting Children's Reading Success: Starting Out Right!

Grades PreK–3, Dr. Anne Cunningham, Francie Alexander

It's important for us to begin with the end in mind—the child. In this session, we are going to begin with the A-Z of SEL in our K–2 classrooms. Starting with these ABCs will ramp us up for the conversations around the question: what are the most effective steps we can take to ensure our vulnerable students learn to read, and LOVE to read in the early grades K–3? In order to develop the ability to derive meaning from text (the end goal of reading instruction), we have learned that young learners must be provided with explicit and systematic instruction in foundational reading skills coupled with ample opportunities to read and make meaning of appropriate text. A theory of reading development and the empirical evidence to support it will be discussed, followed by specific practices demonstrated to ensure beginning readers learn to decode accurately and fluently, and acquire automatic word recognition skills that allow them comprehend grade level text. Strategies and contexts that inspire and promote motivation to read will complement our discussion of teaching foundational skills to beginning readers.

**Recommended session for educational leaders*



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SESSION DESCRIPTIONS

Featured Speaker Sessions (continued)

Changing Minds: What Matters Most in Creating Readers

Grades 3–12, Kylene Beers, Dr. Bob Probst

Join us as we discuss readers today—and we mean *today* in the midst of a pandemic—and we mean *tomorrow* in the post pandemic world. We'll share what it means to be an independent reader, a critical reader, and a curious reader. You'll leave (or sign-off!) with specific strategies your students can use while learning from home and strategies that are better for when you are all together. Meeting standards will also be a focus in the areas of gathering evidence, making inferences, and analyzing text. Most importantly, we'll highlight the most critical standards of all—equity, justice, compassion, and intellectual curiosity.

Instructional Practice Sessions

Developing Independent Readers and Writers: A Framework to Maximize Independent Reading *Grades K–12, Brandon Shivers*

We wish it were only as easy as “if you build it, they will come,” but to get to the field of dreams of independent reading, the actual classroom library is only a part. Choice, access, accountability, discussion, and goals are significant pieces that all must be planned and managed for each reader. In this session, participants will learn about a framework, effective tools for managing and conferring with readers, and instructional practices that will increase the value of the time given for independent reading.

Books and Sunshine: A Teacher Summer Reading Chat

Grades K–12, Noelle Morris

Take a break from the sunshine and join this book talk to shoot the breeze about must-reads for 2020. This thirty minutes will start with a few recommended reads for a variety of grade-level ranges, but the talk is designed so that we learn from you. This session is that simple; we will talk books.

Get Phonics Fit with 10-Minutes a Day* *Grades K–3, Jennifer Kincaid*

Summer is a wonderful time to begin a new fitness routine. Building the reading brain requires a few key repetitions and a set schedule. With ten minutes a day of explicit phonics instruction, early learners can crack the code. However, let us not let the word explicit take the fun out of getting phonics fit. Participants in this session will receive hands-on experiences with key strategies that they can implement in the first weeks of school.

Put the Heart and Head to the Pen: How to Write a Poem and Kick Off PLCs with Passion *Grades K–12, Lynn Walters*

Learn how to bring free “Literacy at Work” episodes and lesson plans into your middle and high school English language arts classrooms, as well as your PLCs. During this session, participants will experience the “How to Write a Poem” lesson. We may never have considered ourselves writers, but when you take Glenis Redmond’s advice and put your heart and head to the pen, we are all poets. Are you looking for a great back-to-school community-building starter? If so, this session is for you.

**Recommended session for educational leaders*



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THE SCIENCE OF LEARNING THAT LEADS TO INSIGHTS AND ACTION

Virtual Literacy Summit Wednesday, May 13, 2020

FEATURED SPEAKERS



Dr. Devin Kearns is an associate professor in the Department of Educational Psychology at the University of Connecticut (UConn). He researches reading disability—including dyslexia—in school-age children. Kevin's research focuses on linking educational practice to cognitive science and neuroscience in collaboration with colleagues at Haskins Laboratories and the Brain Imaging Research Center at UConn. They examine how the brain changes across many reading lessons, explore underlying reading improvement, and test the effects of novel ways of teaching reading on students' neurological processing while reading.



Kylene Beers is a former middle school teacher who has turned her commitment to adolescent literacy and struggling readers into the major focus of her research, writing, speaking, and teaching. She is author of the best-selling *When Kids Can't Read/What Teachers Can Do*, co-editor (with Bob Probst and Linda Rief) of *Adolescent Literacy: Turning Promise into Practice*, and co-author (with Bob Probst) of *Notice and Note: Strategies for Close Reading and Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies*. She taught in the College of Education at the University of Houston, served as Senior Reading Researcher at the Comer School Development Program at Yale University, and most recently acted as the Senior Reading Advisor to Secondary Schools for the Reading and Writing Project at Teachers College. Kylene is now a consultant to schools, nationally and internationally, focusing on literacy improvement with her colleague and co-author, Bob Probst.



Dr. Robert Probst is the author of *Response and Analysis*, he is coeditor (with Kylene Beers and Linda Rief) of *Adolescent Literacy: Turning Promise into Practice*, and coauthor (with Kylene Beers) of *Notice and Note: Strategies for Close Reading and Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies*. Bob began his teaching career as a high school English teacher and then became a supervisor of English for a large district in Maryland. He spent most of his academic career at Georgia State University where he is now Professor Emeritus of English Education. After retiring from Georgia State University, he served as a research fellow for Florida International University. Bob is now a consultant to schools, nationally and internationally, focusing on literacy improvement. He works in schools with his colleague and co-author, Kylene Beers.



Dr. Anne Cunningham serves as the Graduate School of Education Head Graduate Academic Adviser, and the Director of the Joint Doctoral Program in Special Education at the University of California, Berkeley. Known for her research on literacy and development across the life span, she examines the cognitive and motivational processes underlying reading ability and the interplay of context, development, and literacy instruction. Dr. Cunningham has been awarded several prestigious research fellowships from the National Academy of Education and the National Science Foundation, and she currently serves as principal investigator of Teacher Quality: The Role of Teacher Study Groups as a Model of Professional Development in Early Literacy for Preschool Teachers, funded by the U.S. Department of Education Institute of Educational Studies.



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