



Daily Inspiration

Education is the most powerful
weapon which you can use to change
the world.

- *Nelson Mandela*



Morning Reflection

Burning I/Qs

- Peruse all the I/Qs on the wall.
- Choose one impactful insight and
- one burning question you still have.
- Write a commitment to action.
(something you will try.)



Activity to Unite

Amazing Family Portraits

Activity to Disengage Stress

Peace Out





Activity to Connect

Buddy Up:

Microstorytelling



Micro Storytelling

Tell a story about a time someone's words hurt you.



Microstorytelling

Tell a story about a time someone's words made a positive difference for you.

How did they help?



Activity to Commit

Group & Individual

Foundational Literacy: Bringing Words To Life



THE LEARNING ALLIANCE



Essential Question

What makes us amazing?



Foundational Literacy

the ability to read words and bring meaning to text.

Framing Question:

What are the essential skills students need to learn to be able to read?



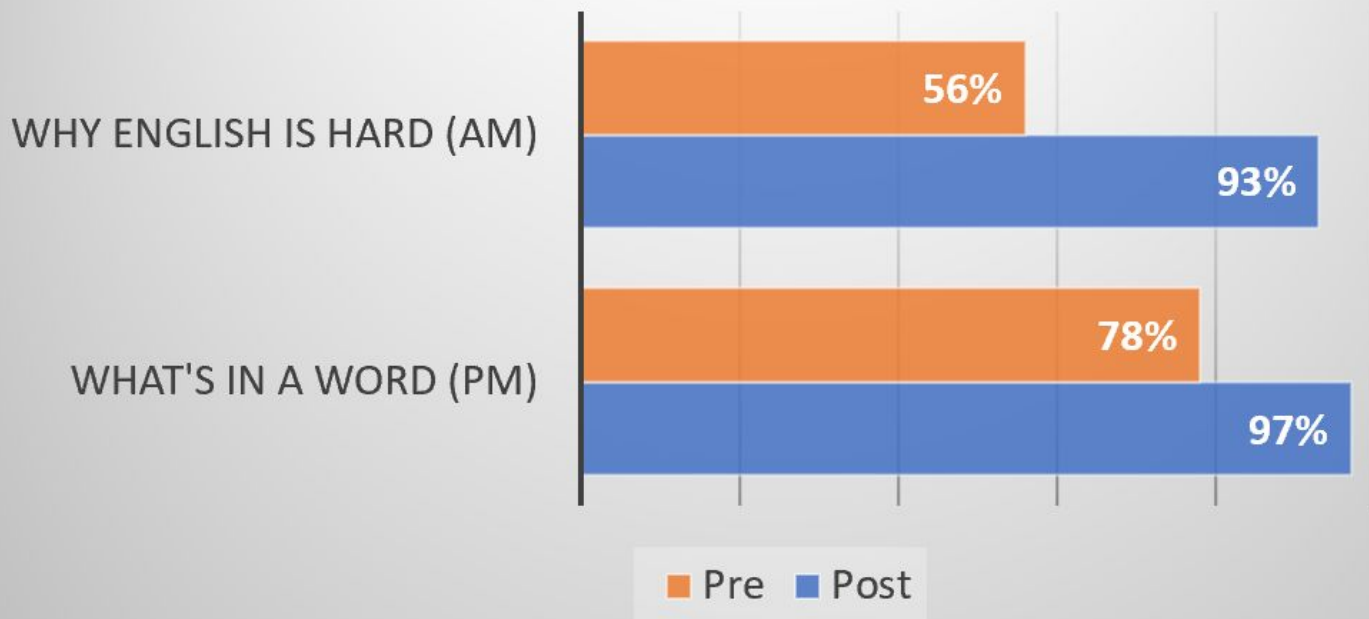
Session Focus Questions

How can we best teach **vocabulary** so that students are able to make meaning of a variety of text sources?

How can we better understand the role of **fluency** in word recognition, oral reading, silent reading, and comprehension?



Moonshot Summer Institute Pre/Post Assessments Day 3





Go Formative

How to Join

Guests

- 1 Go to goformative.com/join
- 2 Enter this code:

DTPCAL



Session Objectives

- understand that fluency is not just speed, it is also accuracy and expressions
 - know that fluency is the bridge from word-level reading to comprehension
 - learn direct, explicit, and multisensory strategies to develop fluency & vocabulary
 - understand that it is important to teach vocabulary both in and out of context
-



- Phonological Awareness
- Letter Knowledge
- Phonemic **Decoding**
- Spelling (Orthographic Knowledge)
- Fluency

- Background Knowledge
- Vocabulary
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

- Purpose for Reading

Routine for Vocabulary Introduction

- Introduce the word in context
 - Student friendly definition and visuals
 - Examples and non-examples
 - Student generated context
 - Graphic Organizers/gestures
 - Distributed practice
-

forbidden



Say/Repeat

Sentence: You are forbidden from going to swim in the lake, because we have seen alligators swimming in there.

forbidden



Define: If you are forbidden from doing something, you are not allowed or banned.

Example: Not being able to cross the street without an adult.

Non-example: Being able to do whatever you want.

Collaborative Conversations



forbidden



Graphic Organizers: Frayer Model/KIM

Embody Vocabulary: Act it out!

Distributed Practice: “You are forbidden to go in the woods on the playground, it might be dangerous.”

valley

Say/Repeat Word



Sentence: The stream in the valley between the mountains is a great place to fish!

valley

Define: a valley is a low area of land between hills or mountains, typically with a river or stream flowing through it.

Example: Grand Canyon

Non-example: plains, mountains

Collaborative Conversations



valley



Graphic Organizers: Frayer Model/KIM

Embody Vocabulary: Act it out!

Distributed Practice: “As you line up, pretend you’re trudging through a valley.”

The Actor's Toolkit

Body

Voice

Mind

Imagination



Vocabulary Gestures

Forbidden

Valley



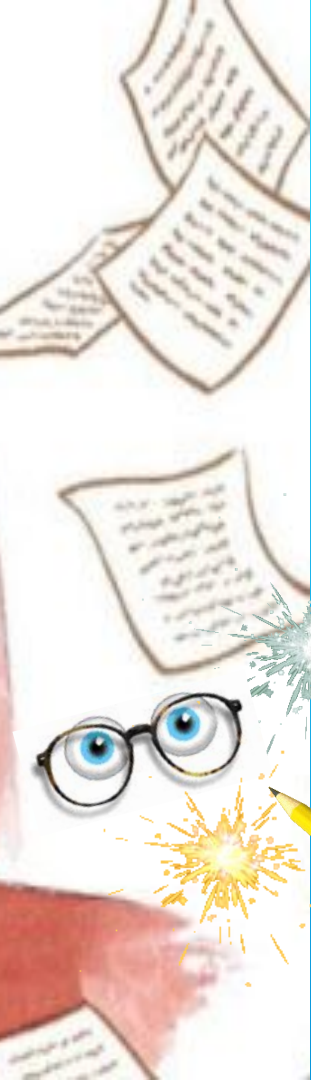
Let's Welcome K.I.M.


K - Key Vocabulary Word

I - Important Information / Definition

M - Memory Clue (visual representation)

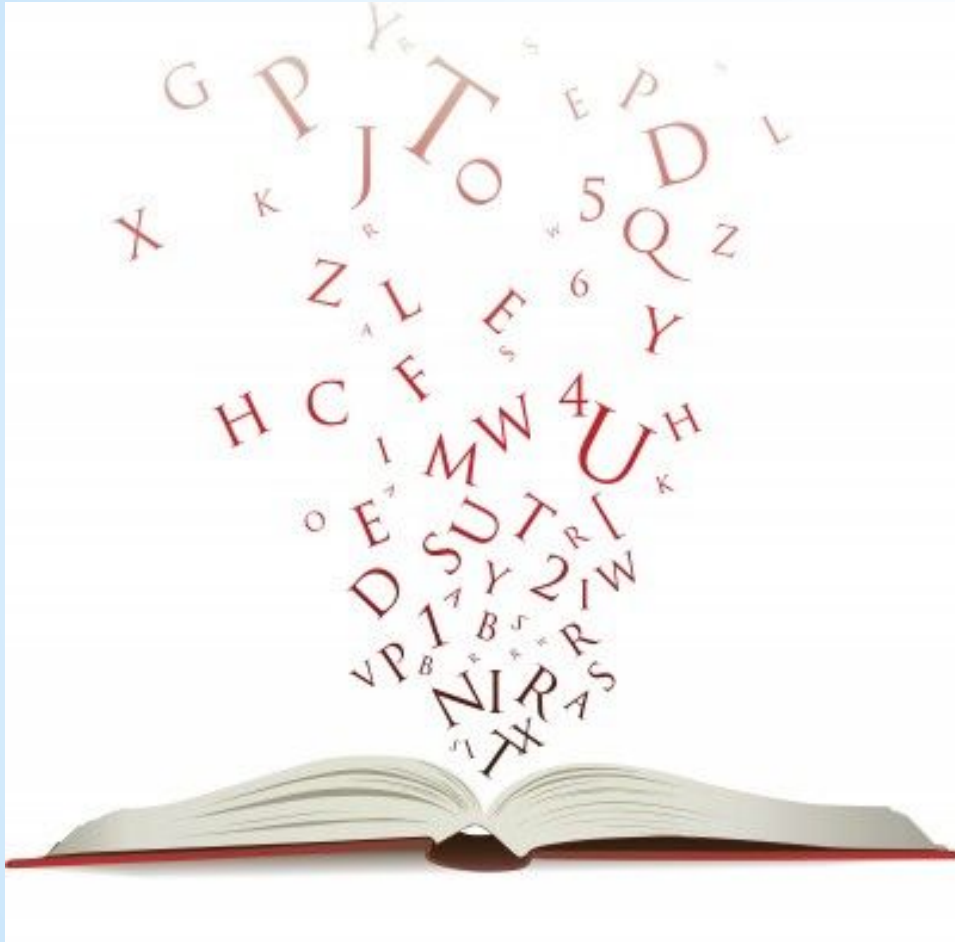
Write a sentence.



K (Key Word)	valley
I (Important Information)	A lowland area between hills or mountains - noun
M (Memory Clue)	
Sentence	We walked over the hills and through the valley to get to camp.

Benefits of K.I.M.

- Students interpret and apply new information
 - Can be used at any age level
 - Provides a visual clue for many learners (Monticello Mustangs, 2012)
 - The multiple uses helps different types of learners cement the vocabulary into their memory
-



Bringing Words to Life

A Moonshot Talk with
Liz Remington

Acknowledgements:

There is nothing that a little bit of science can't help

Anita Archer

Michael Graves

Margaret McKeown

Isabella Beck

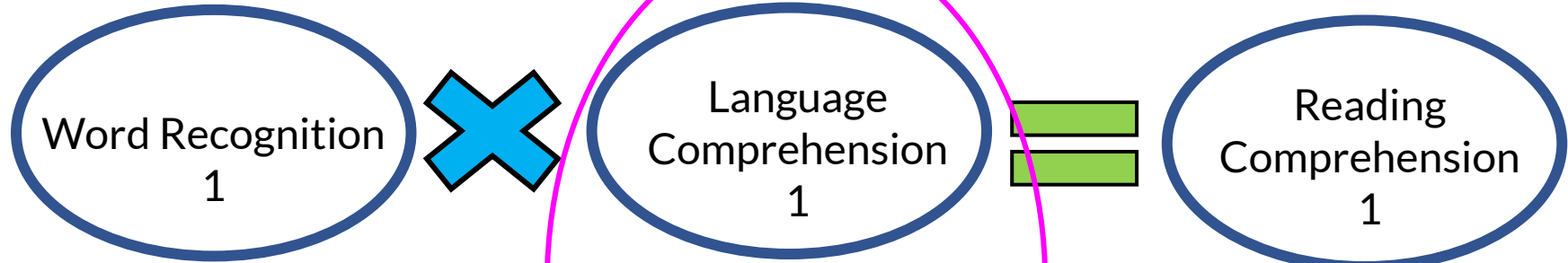
George Nagy

Gwynne Ellen Ash

James F. Baumann

Hugh Catts

Andrew Bremillier



- Phonological Awareness
- Letter Knowledge
- Phonemic **Decoding**
- Spelling (Orthographic Knowledge)
- Fluency

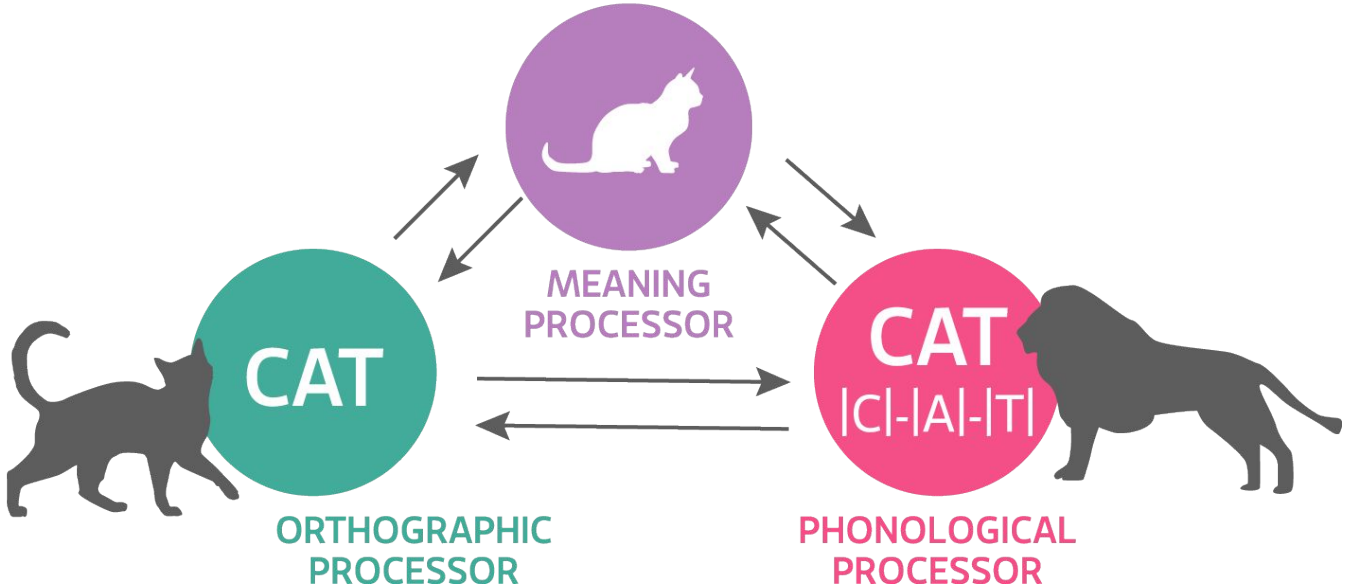
- Background Knowledge
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- Language Structures (syntax, semantics, etc.)
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- Purpose for Reading

LINGUISTIC PROCESSES

Previous sentence:
"I felt something small
brush against my foot."

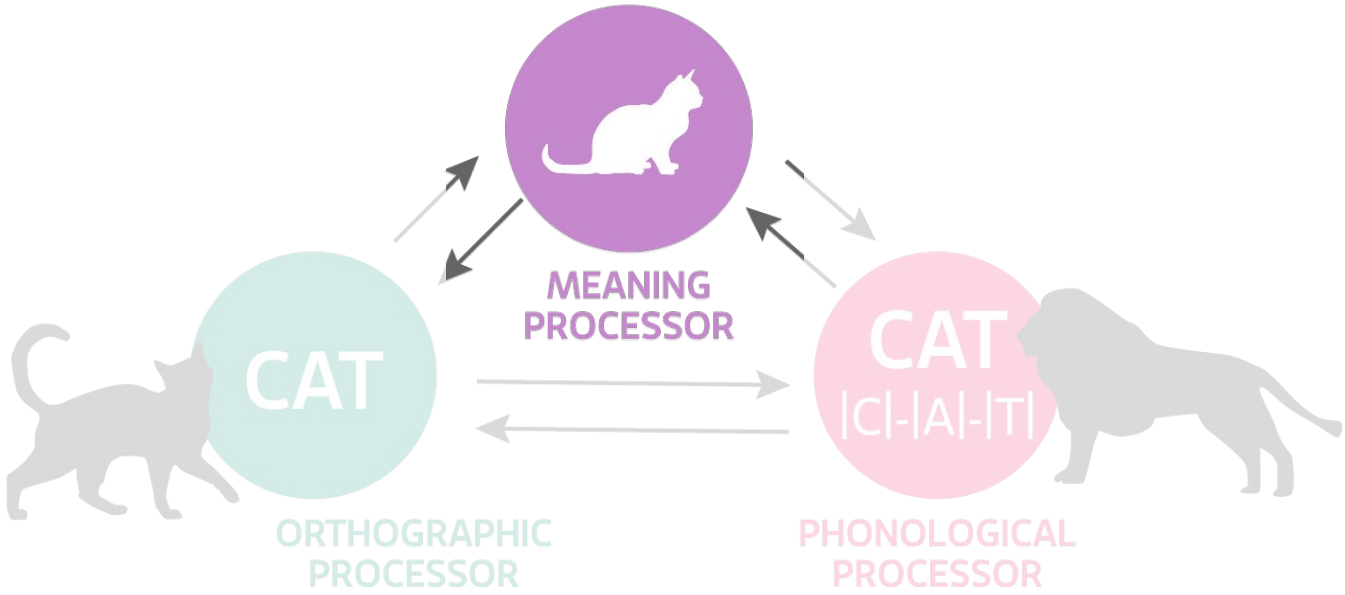
CONTEXT
PROCESSOR



LINGUISTIC PROCESSES

Previous sentence:
"I felt something small
brush against my foot."

CONTEXT
PROCESSOR



Vocabulary Instruction

Vocabulary refers to the words we must know to effectively communicate

Types of vocabulary:



Listening - words needed to understand what we hear

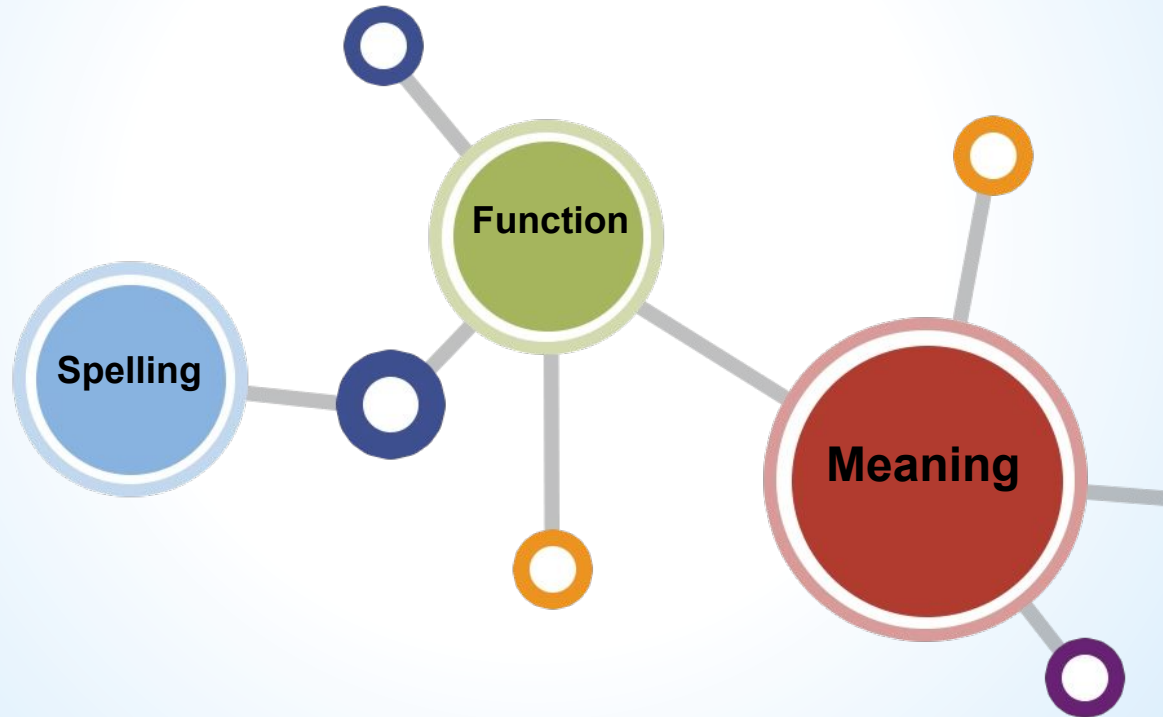
Speaking - words used when speaking

Reading - words needed to understand what we read

Writing - words used in writing

Key Idea 1: VOCABULARY IS THE HUB

We know a word by its parts and connections



Vocabulary teaching should take place in a rich context (Beck, Perfetti, and McKeown, 1982; NRP, 2000) preferably in long lasting work on important themes. The formation of connections (networks) between words should be actively encourage...It is further enhanced when they are given multiple opportunities to use new words in pre reading, during reading and in follow up activities.

- *Oakhill, Cain and Elbro*

Key Idea 2: Methods of Effective Vocabulary Instruction

Incidental (Indirect)

Rich oral experiences
Teacher read-alouds
Independent reading

Intentional (Direct)

Specific Word Strategies:

Provide examples and non-examples
Explain the meaning
Pronounce the word
Elaborate on the meaning
Provide opportunities for practice using the word in text

Word Learning Strategies:

Mnemonics
Contextual Analysis
Morphemic Analysis

Word Consciousness

Semantic mapping
Word play
Word histories and origins

RATING SCALE FOR WORDS

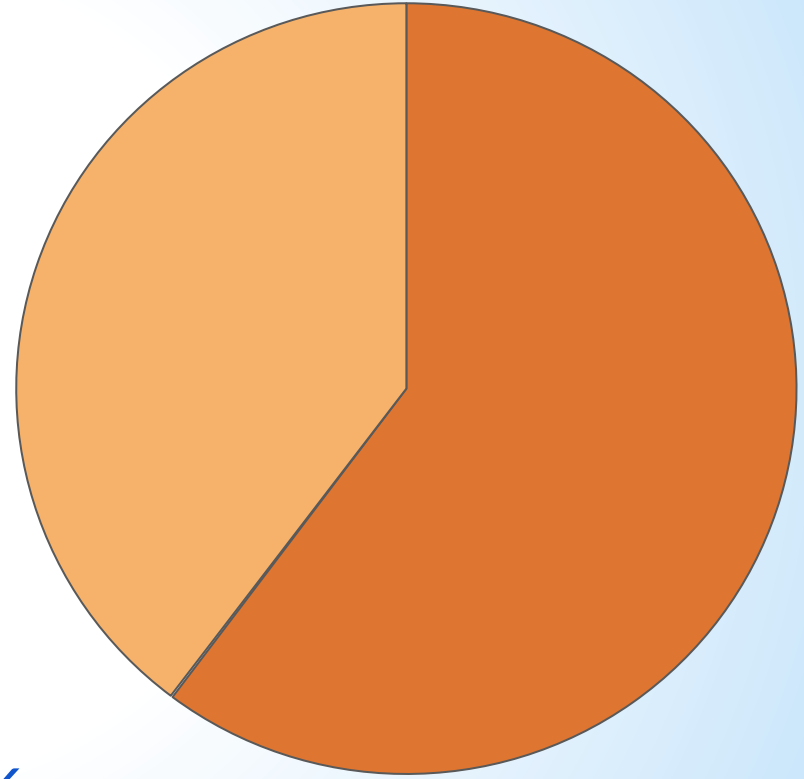
1. I have heard or seen this word before
2. I know something about the meaning
3. I can give examples of how to use the word
4. **I can produce exemplars of the word, e.g given house I can produce bungalow, cottage, manor, villa, etc**
5. I can explain the meaning (or different meanings) and provide synonyms
6. I can give theoretical definition of the word- defining features.

Oakhill, Cain and Elbro



Proportion of Variance

Vocabulary accounts for approximately 50-60% of the variance in reading comprehension for fourth graders.



- *Stahl & Nagey, 2006*

Children learn, on average, 3,000 new words a year with approximately 45,000 words known by the end of 12th grade.

- *Nagy & Anderson, 1984*

DIFFERENCE IN TEXT EXPOSURE

Number of words, per year, children are exposed to, compared to time spend reading each day.

90TH
Percentile

50TH
Percentile

10TH
Percentile

GRADE

5

<1 minute

8,000
words



282,000
words



4.6 minutes

1,800,000
words



20 minutes

(Nagy & Herman, 1987)

How we historically have taught vocabulary

bear

bear bearing bore borne
 1 (v) to support or carry something, as the ice thick enough to bear my weight?
 2 (v) When a tree or plant bears fruit, flowers, or leaves, it produces them.
 3 (v) you cannot bear something. you cannot put up with it, either because it upsets you or because you do not like it at all. My mum can't bear rap music. **bearable** (adj).
 4 (n) a large, heavy mammal with thick fur. The picture shows a young male grizzly bear catching a salmon.



grizzly bear

beard (n) the hair on a man's chin.
beast (n) 1 (old-fashioned) a wild animal. 2 (informal) a horrible or unkind person. **beastliness** (n), **beastly** (adj).
beat beating beat beaten
 1 (v) to hit someone or something many times. **beating** (n).
 2 (v) to defeat someone in a game or contest. Jonathan **beat** me at chess.
 3 (n) the regular rhythm of a piece of music or of your heart.
 4 (v) if you **beat** a mixture, you stir it up quickly with a whisk or fork.

beautiful (adj) very pleasing to the senses. **beauty** (n).
beautify (v), **beautification** (n).
beaver beavered beavered
 1 (n) an animal like a large rat with a wide, flat tail. Beavers build dams across streams to create safe areas for their lodges.
 2 (v) if you **beaver away** at something, you work very hard at it.

beaver's dam and lodge

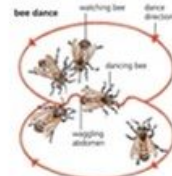


because (conj) for the reason that. I came because I wanted to see you.
beckon beckoning beckoned (v) to make a sign to someone, asking them to come. Jack beckoned for us to follow him.
become becoming became (v) to start to be. When did you first become suspicious?

bed (n) 1 a piece of furniture that you sleep on. 2 a place in a garden where flowers are planted. 3 the bottom of an ocean or river.

bedclothes (n) sheets, covers, blankets, etc.
bedridden (adj) if you are bedridden, you are so ill that you cannot get out of bed.

bedroom (n) a room used for sleeping.
bedsitter (n) a rented room that someone lives and sleeps in.
bee (n) a flying insect with yellow and black stripes that makes honey. A bee lets other bees know where food is by performing a "dance" in which it waggles its abdomen a certain number of times. Also see **hive**, **honeycomb**, **insect**.



beech beeches (n) a tree with a smooth, grey bark and leaves that spread outwards.

beef (n) the meat from a cow, a bull, or an ox.

beefy beefier beefiest (adj) (informal) big and muscular.

beehive (n) a nest or house where bees live. See **hive**.

beer (n) an alcoholic drink made from malt, barley, and hops.



beetroot (n) a purplish-red root vegetable. See **vegetable**.

before 1 (conj) sooner or earlier than. The time before last. 2 (adv) earlier. I've been here before.

beg begging begged (v) 1 to ask someone in the street for help, especially for money. **beggar** (n). 2 to plead with someone to do something.

begin beginning began begun (v) to start. **beginner** (n), **beginning** (n).
begrudder begrudding begrudded (v) to be jealous or resentful.
behalf (n) if you do something on behalf of someone else, you do it for them, or in their place.

behave behaving behaved (v) 1 to do and say things in a particular way. Matthew behaved very strangely. **behaviour** (n). 2 to act properly and avoid being noisy or causing trouble.

behind 1 (prep) on the other side, or towards the back of a thing. Get behind me! 2 (prep) further back or in a lower position. Joshua finished the race behind me. 3 (adv) not making good progress. I'm behind with my work.

beige (adj) (n) a pale brown colour. **beige** (adj).

being (n) a living thing.

belch belches belched (v) 1 to let out gases from your stomach through your mouth with a loud noise. **belch** (n). 2 to send out fire and smoke.

believe believing believed (v) 1 to feel that something is true. **belief** (n), **believer** (n). 2 to support someone or something. I believe in rights for children. **believer** (n).

bell (n) 1 an instrument which makes a ringing sound. Bells are often tapered cup shapes and have a clapper hanging down inside them. 2 (informal) if

something rings a bell, you think you have heard it somewhere before. 3 a bell-shaped object, especially on a musical instrument. See **brass**.

below 1 (prep) below 2 (adv) below 3 (v) to shout or roar. **below** (n). 2 (informal) (plural) an instrument used for pumping air into something like an organ or a fire.

belly bellies 1 (n) the stomach, or the part of a human's or animal's body that contains their stomach and bowels. 2 **belly flop** (n) an awkward dive into water in which you hit the water horizontally instead of vertically. 3 **belly button** (n) see **navel**.

belong belonging belonged (v) 1 if something belongs to you, you own it. **belongings** (plural) (n). 2 if you belong to a group, you are a member of it. 3 if something belongs somewhere, that is its proper place.

below (prep) 1 lower than. The temperature is below freezing point. 2 at or to a lower place. The captain of the ship went below deck.

belt 1 (n) a strip of leather, cord, etc. that you wear around your waist. 2 (n) a moving band of rubber, used for transporting objects or for driving machinery. **conveyor belt**. 3 (v) (informal) to hit someone hard. 4 (v) (informal) to travel very fast. 5 (n) an area or a strip. **commuter belt**. A belt of rain.

bench benches (n) 1 a long, narrow seat for several people, usually made of wood. 2 a work table in a workshop or laboratory.

The **bench** is the word used collectively for a group of judges or magistrates in British courts.

bend bending bent (v) 1 if you bend, bend down, or bend over, you lean forward from your waist. 2 if something bends, it changes direction by turning to one side. The road bends to the left. **bend** (n). 3 to change the shape of something so that it is no longer straight.

beneath (prep) 1 underneath. We hid beneath the bedclothes. 2 lower than or not worthy. It's beneath my dignity to talk to her.

beneficial (adj) Something that is beneficial is good for you.

benefit benefiting benefited 1 (v) if you benefit from something, you gain an advantage from it or are helped by it. We really benefited from our holiday. **benefit** (n).

2 (n) money paid by the government to people who need it, such as people who are poor, ill, disabled, or unemployed.

Bengali (ben-gan-lee) (n) a language spoken in Bangladesh and the Indian state of West Bengal.

benign (adj) harmless. The tests showed that the lump was benign.

best (adj) 1 cooked or cured. 2 (slang) dishonest.

bequeath bequeathed (v) to leave something to somebody in a will. **bequest** (n).

bereaved (adj) A person who is bereaved if a friend or relative of theirs has died. **bereavement** (n) a drink.

berry berries (n) a small, often brightly-coloured fruit, found on bushes or trees.

berth berthing berthed 1 (n) a bed in a ship, train, or caravan. 2 (n) a place in a harbour where a boat is tied up. 3 (v) (informal) if a ship, it comes into harbour and is tied up.

besides 1 (prep) as well as or apart from. Who went to the match besides Jim? 2 (adv) also or in addition to this. I hate boats and, besides, I can't swim.

besiege besieged (v) to surround a place in order to make it surrender. Enemy troops are besieging the castle!

best 1 (adj) better than everything else. 2 When you do your best, you try as hard as you can to do something.

best man (n) the friend of the bridegroom who helps him at his wedding.

bet betting bet (v) 1 to risk a sum of money on the result of something, such as a horse race. If you guess the result correctly, you win some money. If not, you lose money. **betting** (n).

2 if you bet someone that they cannot do something, you dare them to do it. I bet you can't climb that tree! 3 (informal) if you bet that someone does something, you predict that they will do it. I bet Mona trips over that cat.

betray betraying betrayed (v) 1 if you betray someone, you deliberately let them down or do something to hurt them when you said that you would not. **betrayal** (n). 2 if you betray your feelings, you are not able to keep them hidden.

better (adj) 1 more suitable or higher in quality. 2 no longer ill or hurting. 3 better off richer.

between (prep) 1 if something is between two things, it has them on either side of it. Dale stood between two trees. 2 from one to the other. We threw the ball between us.

3 somewhere within two limits. Nadia left between three and four o'clock.

beverage (n) a drink.

beware (v) (no past tense) if a person or sign tells you to beware of something, they warn you to look out for something dangerous or harmful.

bewilder **bewildering bewildered** (v) to confuse or muddle someone. **bewilderment** (n), **bewildered** (adj).

beside (prep) 1 on the far side of something. We couldn't see beyond the bushes. 2 if something is beyond you, you cannot understand it.

beyond

Why this DOESN'T Work

Research Supports:

- Direct and Explicit
- Multiple opportunities in varying contexts
- Active and generative tasks

How do we remember words?

- Intensity of **emotional** association and **experience** with word.
- **Frequency** encountered in writing.
- Does it follow a **pattern**. Good readers attend to the internal structure and details of a word (reduces memory load).
- **Connections** to others already known. Networks (web) of relationships based within and between words.

- *Louisa Moats, How Spelling Supports Reading*

The more you know about a word the quicker and faster you will decode it and bring **meaning** to it.



Manipulation + Meaning = Memory

1. Multiple Exposure
2. With deep understanding
3. Connected to what they know.

Anita Archer's Mnemonic



Reflection

I/Q

Jokester Time





Break

THE ARTS AS A TOOL FOR LEARNING



Music Activities



Storytelling



Drama & Theatre

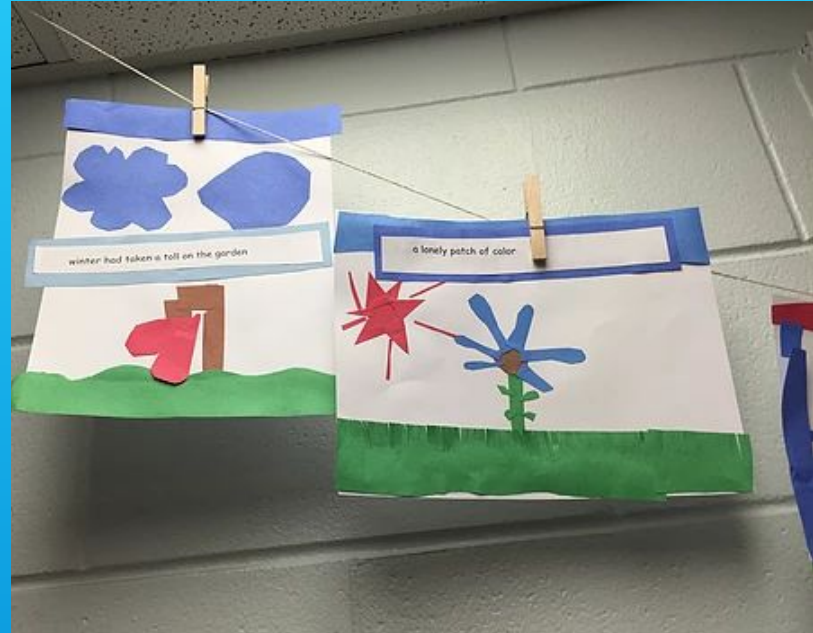


Visual Art



Being Read Stories

Visual Vocabulary



Visual Vocabulary

Word or Phrase

people all over the earth

Image



Reflection

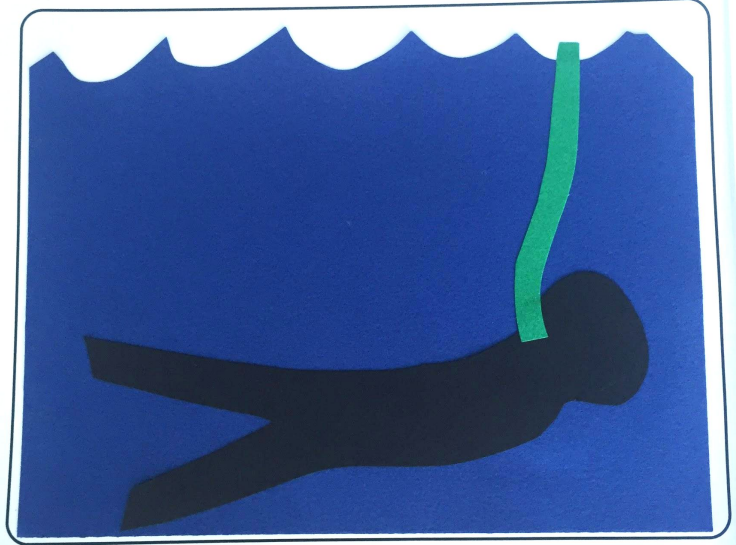
I can "see" the crowd gathering... many heads ... the silhouette of the earth ripples ... up close ... and far away ...

Visual Vocabulary

Word or Phrase

a man who hid underwater by breathing through a long tube

Image



Reflection

I love this activity. It is a great way to bring a story to life. "Engaging" "Creative"

Story Nuggets





Oh! Make It Flow

A Moonshot Talk with
Liz Remington

Fluency as the bridge to comprehension



KEY IDEA 3: Fluency Defined

ACCURACY

AUTOMATICITY

EXPRESSION

First, foremost, and forever
accuracy must precede fluency.

- *Jan Hasbrouck*

What is Decoding Fluency?

“Fluency is not a matter of speed; it is a matter of being able to utilize all the special knowledge a child has about the word--its letters, letter patterns, meanings, grammatical functions, roots, and endings--fast enough to have time to comprehend.”

- *Maryanne Wolf*

Chunking Example: Accurate then Automatic

C...a...t

3 chunks to a novice reader

Cat

1 chunk to a skilled reader

Grandma found a cat.

16 letters, 4 words, 3 spaces,

1 chunk to a skilled reader

Oral Reading Fluency (ORF) by grade & reading level

Grade	Percentile	Fall	Winter	Spring
1	50th		29	60
2	50th	50	84	100
3	50th	83	97	112
4	50th	94	120	133
5	50th	121	133	146
6	50th	132	145	146

FLUENCY and COMPREHENSION in the CLASSROOM

1. Focus on Prosody
2. Teach by using **longer complex texts** with repeated readings
3. **Chunk** it down

Nutty Professor

1. Read material silently first
 2. Read material once and scoop
 3. Re-read using a dramatic voice
 4. Re-read using a dramatic voice and gestures
 5. Re-tell without the text-teach elbow partner.
Can use pictures to anchor thinking.
 6. Re-tell or act out without text while partner asks questions. Can use props.
-



Why Oral Reading to Support Fluency?

Builds Community

Creates Confidence

Connects Spoken and Written Language

Strengthens Decoding Skills

Strengthens Comprehension Skills



Key Takeaways & Go Formative

How to Join

Guests

- 1 Go to goformative.com/join
- 2 Enter this code:

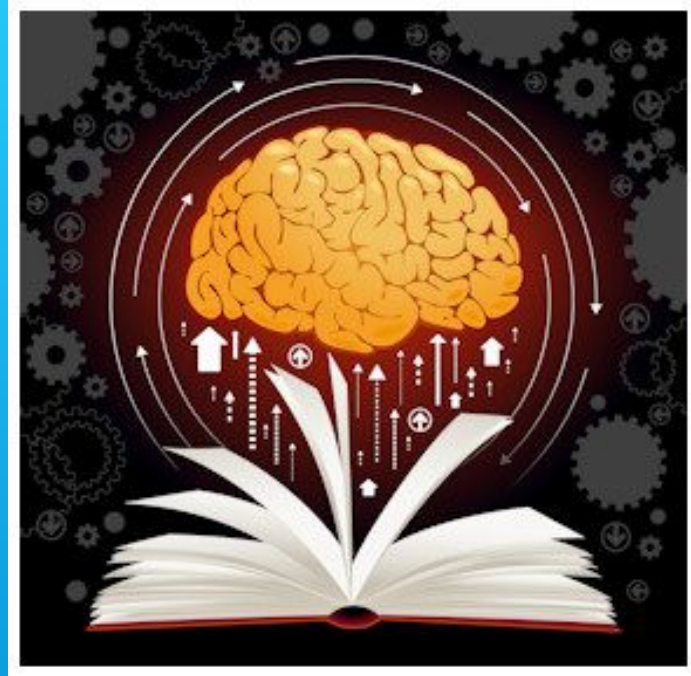
AVMNOC



Reflection

Insights/Questions

Transfer & Apply Knowledge





Lunch 12:00-12:45

SHARE YOUR
LEARNING

#Shareyourlearning

@TLA_Moonshot @MoonshotMoment

#MoonshotinAction

#MoonshotInstitute
