



Morning Reflection

1 Wow

1 Wonder

1 Commitment to Action

Clip your reflection to the one you completed yesterday

Then find a partner and check out the reflection cordel.
Have a conversation about what you discover.



Activity to Unite

Ooh, Aww, Ohhh

Activity to Disengage Stress

Peace Out





Activity to Connect

Buddy Up:

Find someone with
different color hair than you.



DISCUSS with your partner your experience
with learning a foreign and/or new language.



Activity to Commit

Group & Individual

Foundational Literacy: Why English Is Hard



THE LEARNING ALLIANCE



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 Question

How can we unpack and understand the **patterns of our language** to be able to make **meaning** out of **words**?



Go Formative

How to Join

Guests

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

CLVZAH



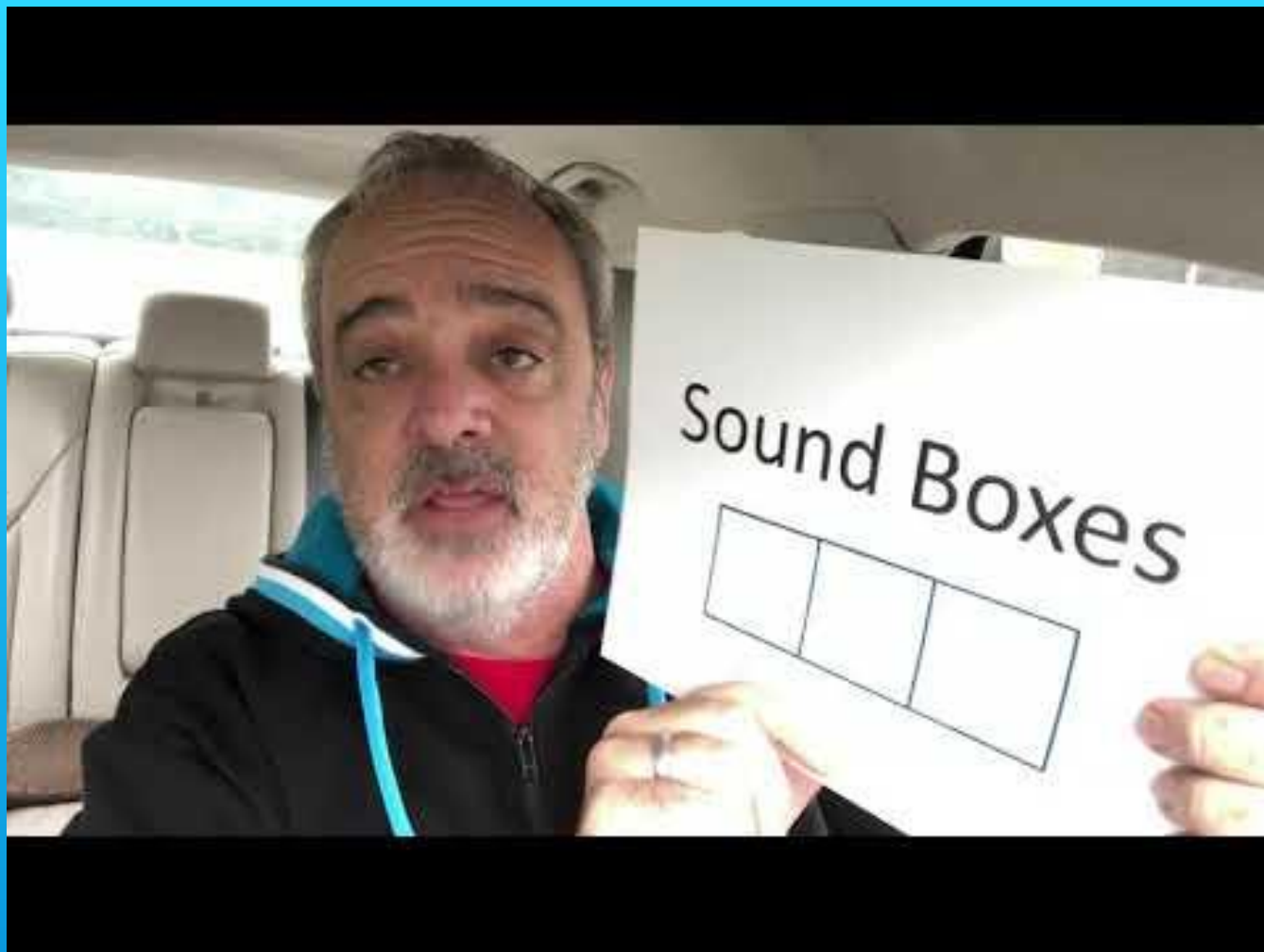
Session Objectives

- Understand how the brain maps sounds to print to make meaning
 - Identify the patterns in words and how to look for them
 - Learn direct, explicit and multisensory strategies to be able to teach phonics
 - Know that reading doesn't just happen - we have to build a brain that reads
-



Essential Question

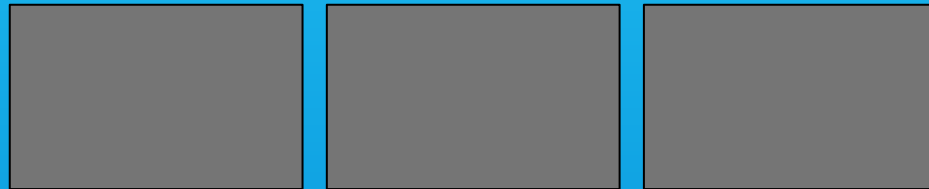
What makes us amazing?





How to move from Phonological Awareness to Phonics

**Strategy: Elkonin Boxes
(Phoneme-Grapheme Mapping)**



Yesterday

Subskill #5



Phoneme Segmentation

Provides each sound in a word with 2, 3, or 4 phonemes

For Example:

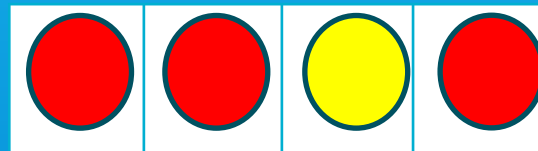
How many sounds are in “**stop**?”



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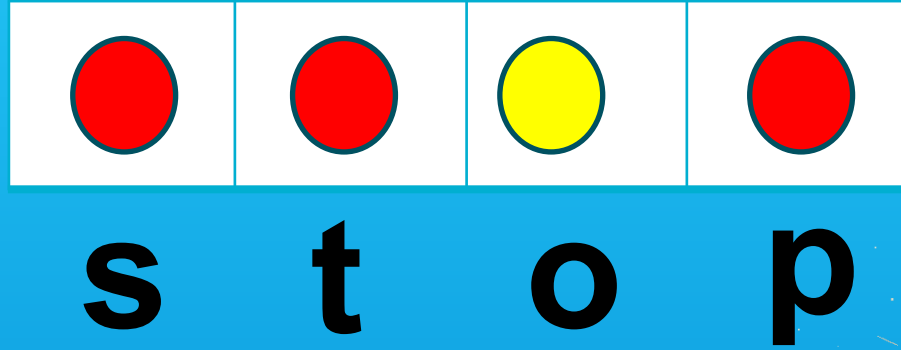
Draw Elkonin Sound Boxes

What are the sounds in “**stop**?”



Now it becomes PHONICS Instruction

What are the letters in “stop?”



Regularly Spelled Words



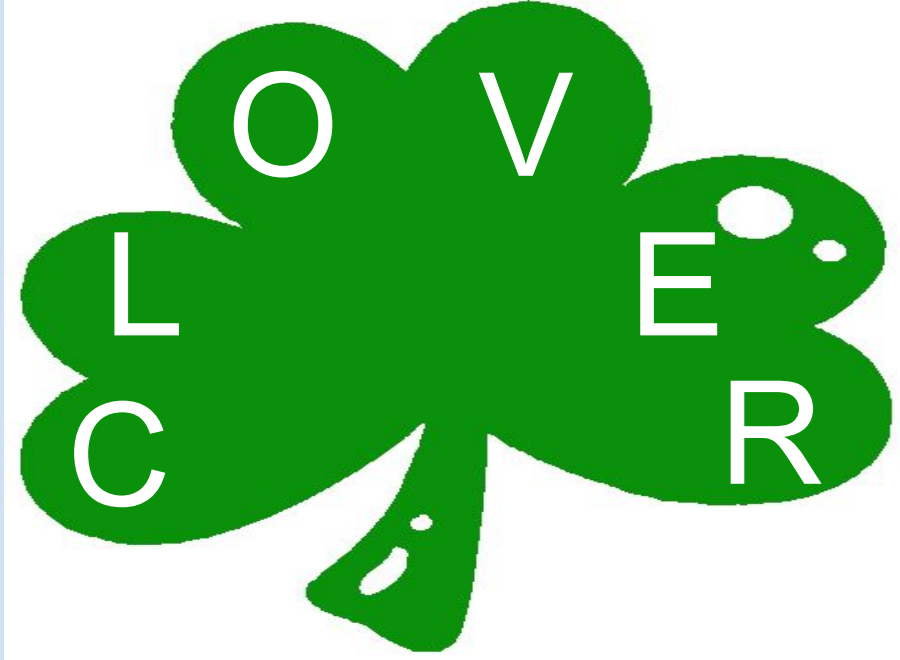


Six Syllable Types

Proficient readers notice the common syllable patterns in words. (determine vowel sound and decode quickly)

Struggling readers tend to map individual sounds on to individual letters thus not noticing the syllable patterns in words. (unable to determine vowel sound and decode slowly)

Pattern Recognition: Syllable Types



Closed

L consonant-le

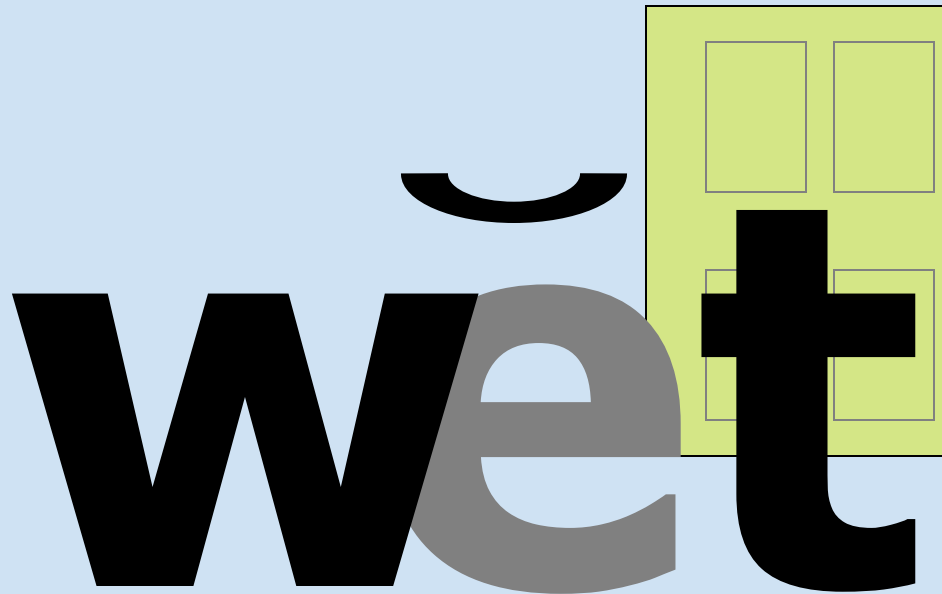
Open

Vowel team

E vowel consonant “e”

R-controlled

Closed Syllable: Short Vowel



Closed Syllable: b a t

- One vowel followed by at least one *consonant*
- Vowel Sound is usually *short*.
- Mark the vowel with a *breve*.

Closed Syllable Exceptions

—

ild

—

ind

—

old

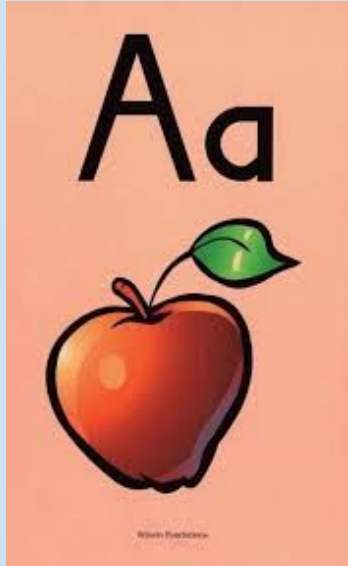
—

olt

—

ost

Vowel-Consonant-e Syllable



crave

v - e



Vowel-Consonant-e Syllable: b a k e

- If a word or syllable has one *vowel* followed by one *consonant* followed by an “e” the vowel sound is *long*.
- Draw a macron over the first vowel and slash the final e.

Vowel-Consonant-e Syllable

One
Syllable

t i m e
d r o v e

a p e
b a t h e

Vowel-Consonant-e Exception


~~-ive~~

Pattern Recognition: Syllable Types



Closed

L consonant-le

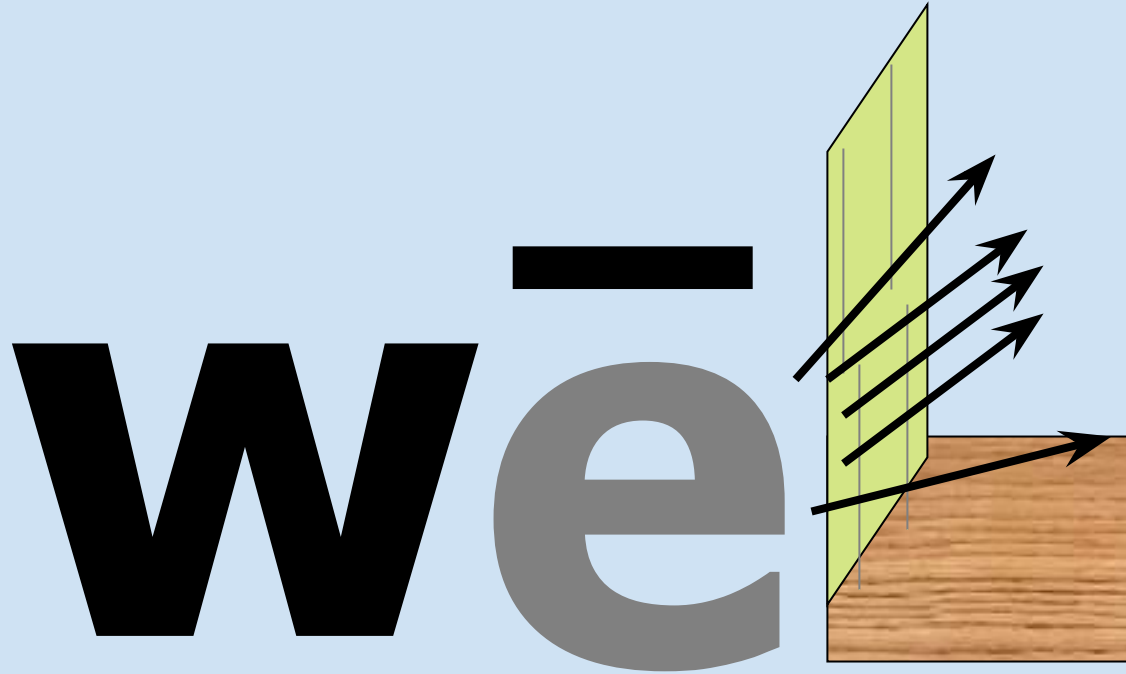
Open

Vowel team

E vowel consonant "e"

R-controlled

Open Syllable: Long Vowel

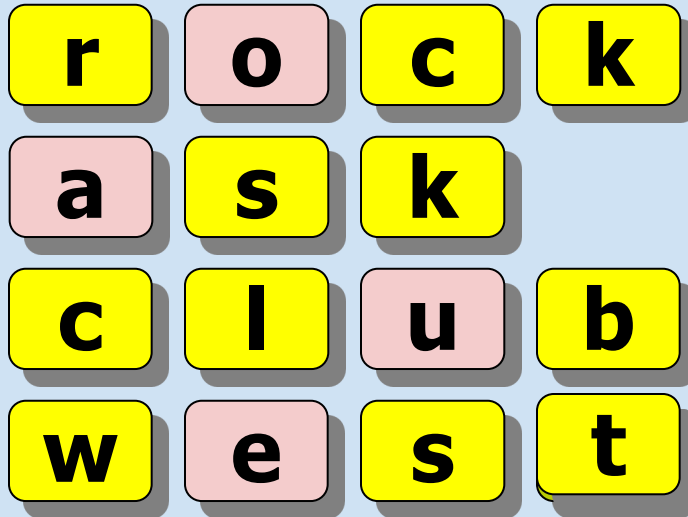


Open syllable: s h e

- One *vowel* found at the end of a syllable of word.
- Vowel sounds are marked with a *macron*.

Closed Syllable/Open Syllable

CLOSED



OPEN



Pattern Recognition: Syllable Types



Closed

L consonant-le

Open

Vowel team

E vowel consonant “e”

R-controlled

R-Controlled Syllable

R...r...r



The word 'card' is written in a large, bold, dark blue font. A black circle highlights the 'ar' portion of the word. A black speech bubble with a tail pointing to the 'ar' contains the text 'R...r...r' in white, bold, sans-serif font.

Ir...ir...ir



The word 'first' is written in a large, bold, dark blue font. A black circle highlights the 'ir' portion of the word. A black speech bubble with a tail pointing to the 'ir' contains the text 'Ir...ir...ir' in white, bold, sans-serif font.

R-Controlled Syllable: b ir d

- Vowel sound is controlled by the *r*.
- Circled the r-controlled pattern.

R-Controlled Syllable

One
Syllable

f or k

th ir d

Pattern Recognition: Syllable Types



Closed

L consonant-le

Open

Vowel team

E vowel consonant "e"

R-controlled

Vowel-Team Syllable



Double Vowel-Team Syllable:

t oy b ea m

- ***Two*** or ***more*** vowels together
- Many teams have ***more than one*** sound.
- Circle the vowel team.

Vowel-Team Syllable

One
Syllable

h **ea** **t**

m **oo** **n**

n **igh** **t**

Pattern Recognition: Syllable Types



Closed

L consonant-le

Open

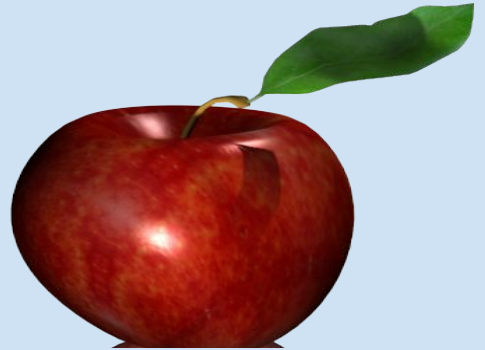
Vowel team

E vowel consonant "e"

R-controlled

Consonant -le Syllable: ap ple

- consonant followed by “L” followed by “e”, never the first syllable.



Consonant -le Syllable: ap ple

- Always found at the end of a word unless it is a ***compound*** word. (tabletop)
- Vowel sound is silent.

Consonant-L-e Syllable

t a b l e

b ee t l e

g i g g l e

Consonant-L-e Syllable

t a b l e

b ee t l e

g i g g l e

Pattern Recognition: Syllable Types



Closed

L consonant-le

Open

Vowel team

E vowel consonant "e"

R-controlled

Most Common

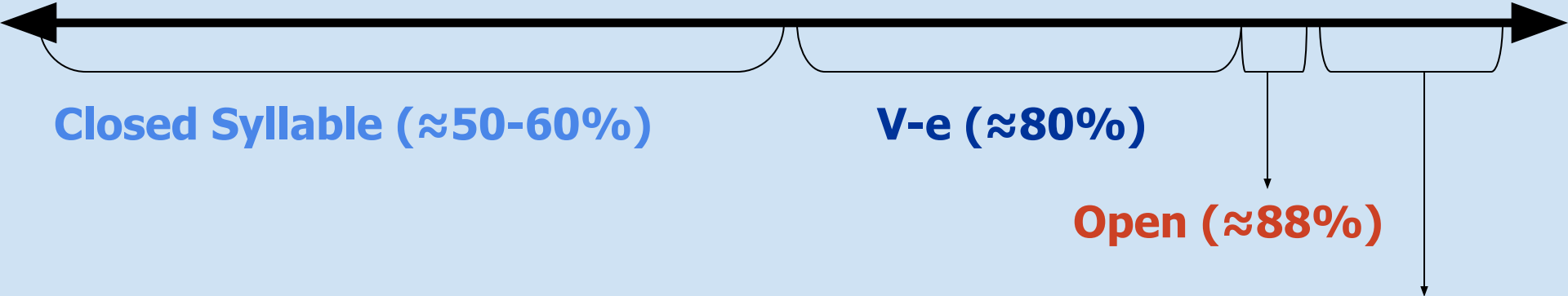
Least Common

Closed Syllable ($\approx 50-60\%$)

V-e ($\approx 80\%$)

Open ($\approx 88\%$)

**C-le, R-Controlled, Vowel
Team (\approx the remaining 12%)**



Candy Bar Activity



Directions

1. Go on a Candy Hunt to find a kind candy that matches each syllable type
2. Bring them back to the table
3. Match up the candy with your clover and make sure all syllable types are represented

What about irregularly spelled words?
(i.e. sight words or high frequency words).

jump

upon

the

iron

people

light

Common Definition of Terms

High Frequency Words (HFW) = words used frequently in grade level text

Sight Words = words that are securely part of a student's long term memory

HFW from
Wonders word list

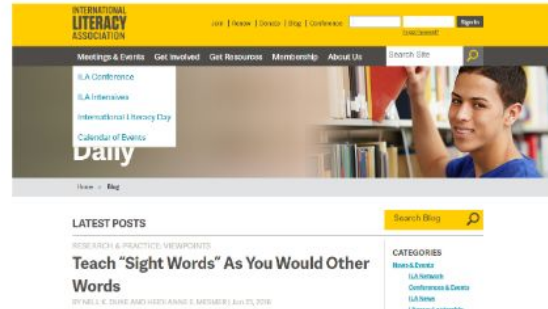
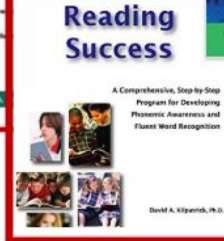
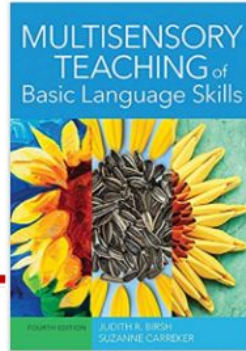
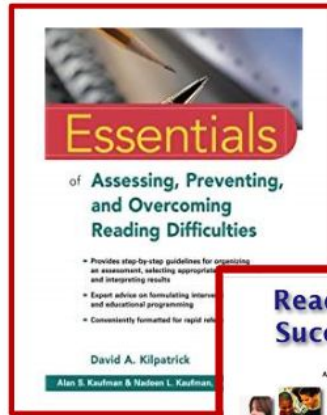
HFW from
Dolch word list

HFW from
Fry word list

What about irregularly spelled words?

(i.e. sight words or high frequency words).

Just some of the places the following information comes from..



Achieve the Core is a website launched by Student Achievement Partners, an organization founded by authors of the **Common Core State Standards**.

ACHIEVE THE CORE

If a **HFW** has an irregular spelling (Permanent or Partially Decodable) **or** the Spelling Patterns have not **YET** been taught (**Temporary**), these words can still be taught by:

- 1 – Identify the number of sounds in the word
- 2 – Match the sounds known (regular)
- 3 – Then identify the “new” sound or irregular part




●	●	●
●	●	●







1 – Identify the number of sounds in the word

2 – Matching the sounds known (regular)

3 – Then identify the “new” sound or irregular part - “This part sounds like..”

said

					
s	ai	d			



STEPS

Tell students that throughout the year you will be introducing them to high-frequency words that will appear in many texts they read. These words either do not follow regular sound-spelling patterns or contain sound-spellings they have yet to learn. Therefore, you will be teaching them how to memorize these words by sight. Knowing these words will help them become better readers. When introducing these words, you will use the same **Read/Spell/Write** routine. Describe the routine to students.

You will read aloud the word and they will repeat.

Spell aloud the word. Have children repeat.

Briefly point out any spelling patterns students have learned to help them distinguish this word from any other similar word and to ensure that students fully analyze the word.

Have students write the word multiple times as they spell it aloud.

could	for
what	can
can	this
this	for
for	what
this	could
this	can
could	what
what	for
can	what
this	could
for	can
could	Jody Your Name



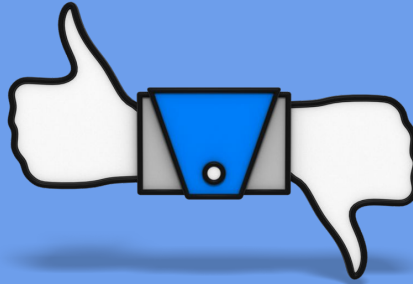
Did you use several multi-sensory pathways?

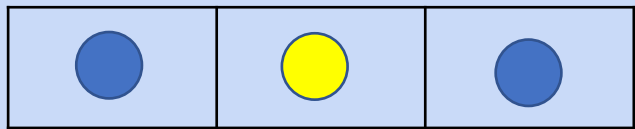
For Review and Reinforcement



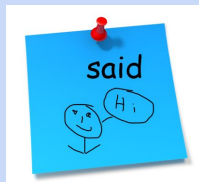
What about irregularly spelled words?
(i.e. sight words or high frequency words).

“Students are more likely to read words they have learned to spell than to spell words they have learned to read” – David Kilpatrick





Closed Syllable



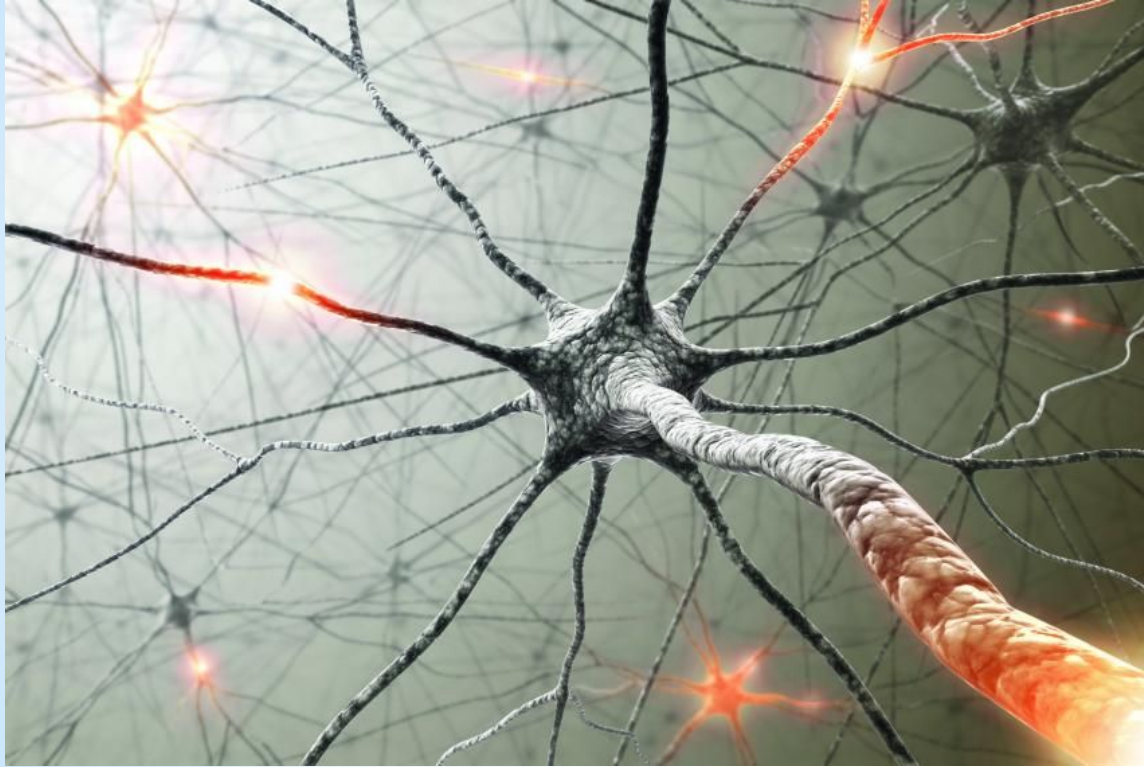
Open Syllable



-le Syllable



The lad said bye to his mom.
The people are going to the movies.



WHY READING IS HARD

*A Moonshot Talk
with Liz Remington*

Acknowledgements:

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

David Kilpatrick

Kate Cain

Jane Oakhill

Susan Smart

Jean Piaget

Nanci Bell

Alison Gopnik

Mark Seidenberg

Stanislas Dehaene

Maryanne Wolf

Rita Carter

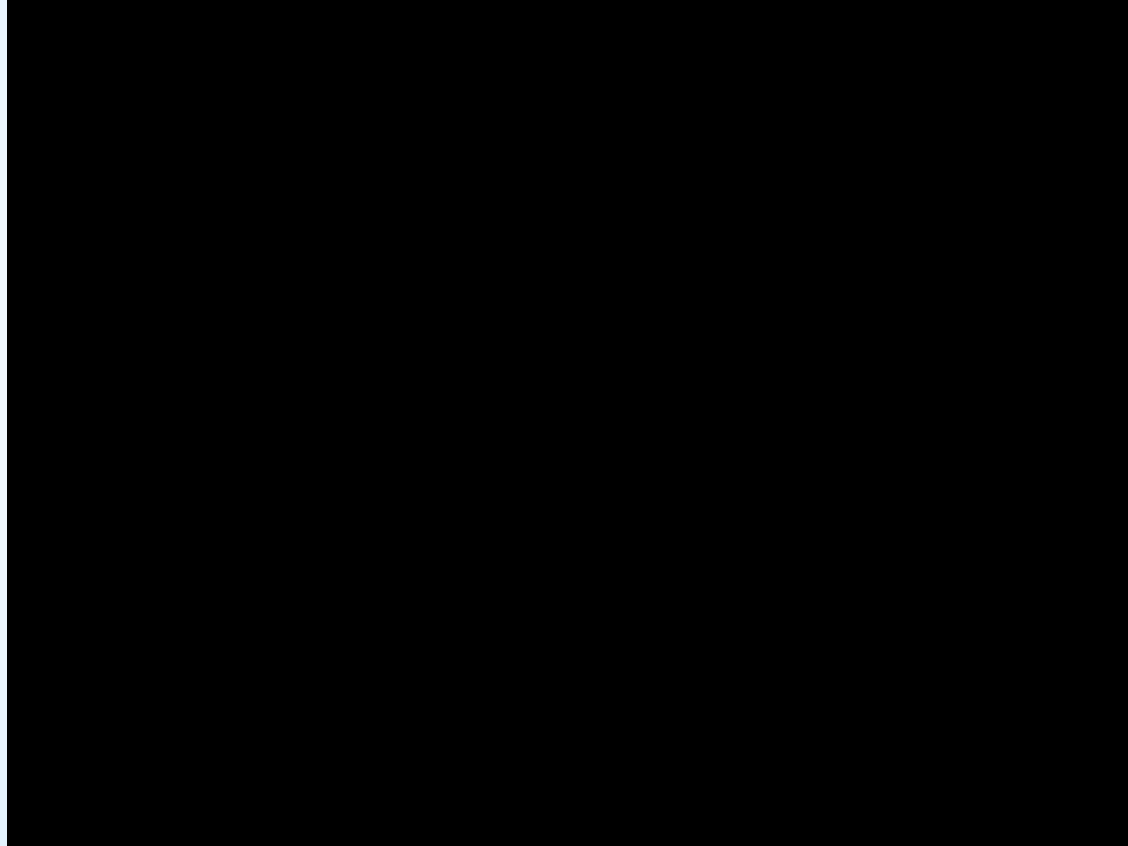
Russell Barkley

Jim Trelease

John Dewey

Judith Birch

Why do we need to read?



ASSESSING READING

The best reading assessment tool is the evaluator's knowledge of research on reading acquisition and reading difficulties.

(This is what can assist you on a daily basis)

Commercially available assessments are simply tools (**tell us WHERE a child is**) A skilled carpenter (educator) can produce high quality work (can effectively assess your students' needs and pinpoint WHY) without having the optimal set of tools.

- David Kilpatrick, author *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*

LANGUAGE HOURLGLASS


Prior to enter
kindergarten


After entering
kindergarten

SPOKEN LANGUAGE

PHONOLOGY

sentences
words
syllables
onset-rime
phonemes

1:1

digraphs
digraph blends
vowel teams
blends

word families
inflections
syllable types
suffixes / roots
word origin

ORTHOGRAPHY

WRITTEN LANGUAGE



Asking DAILY-
Where is the
breakdown?



MAPPING SOUNDS
TO PRINT



- 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



Asking **DAILY-**
**Where is the
breakdown?**

Word Reading Development



Asking **DAILY-**
**Where is the
breakdown?**



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



Phonic Decoding

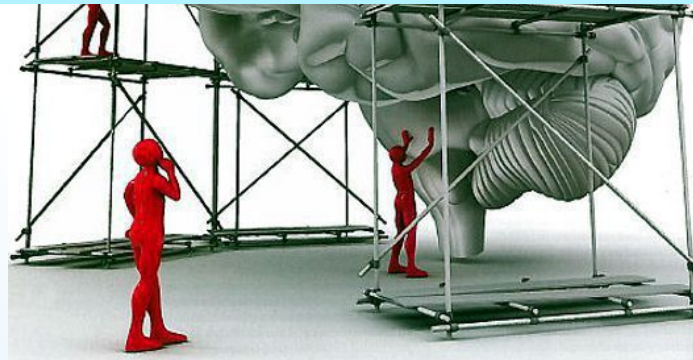
- Letter sound knowledge
- Phonological skills-early and basic

- Orthographic Mapping
- Spelling patterns-advanced PA skills
- Phonological Long Term Memory

Kilpatrick, 2015

Key Idea 1: Reading never just happens.
We build a brain that reads.

How do we as educators support
this process?

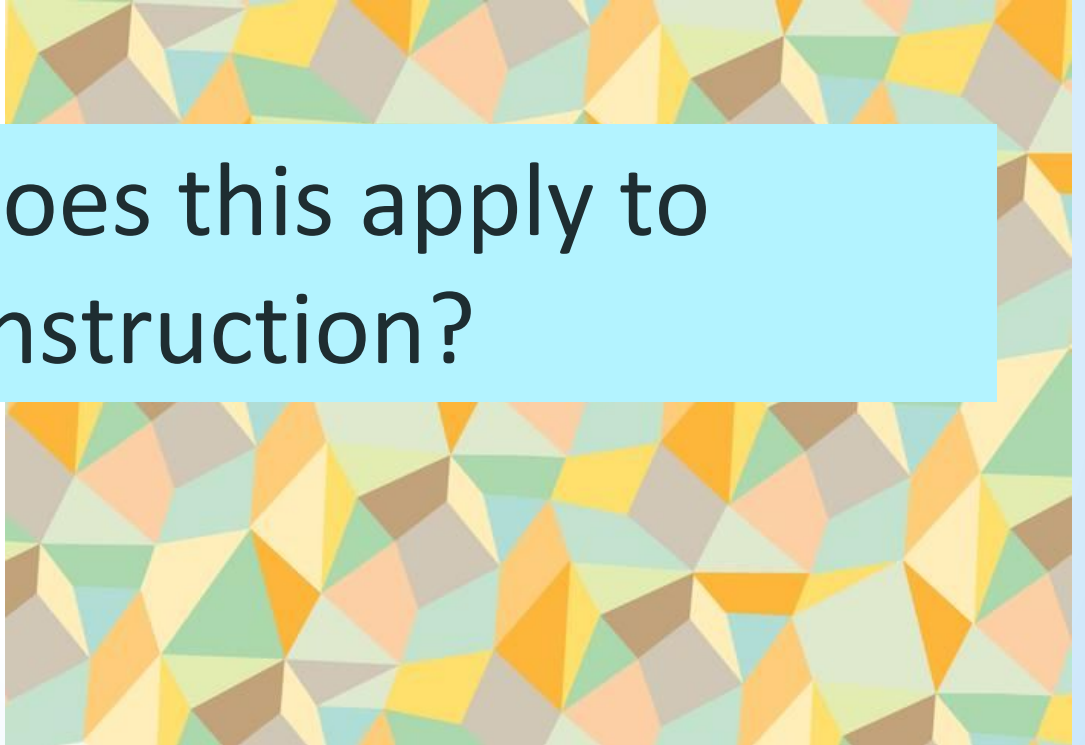


Key Idea 2: We are data hunters and gathers.

Our brains are
pa

How does this apply to
instruction?

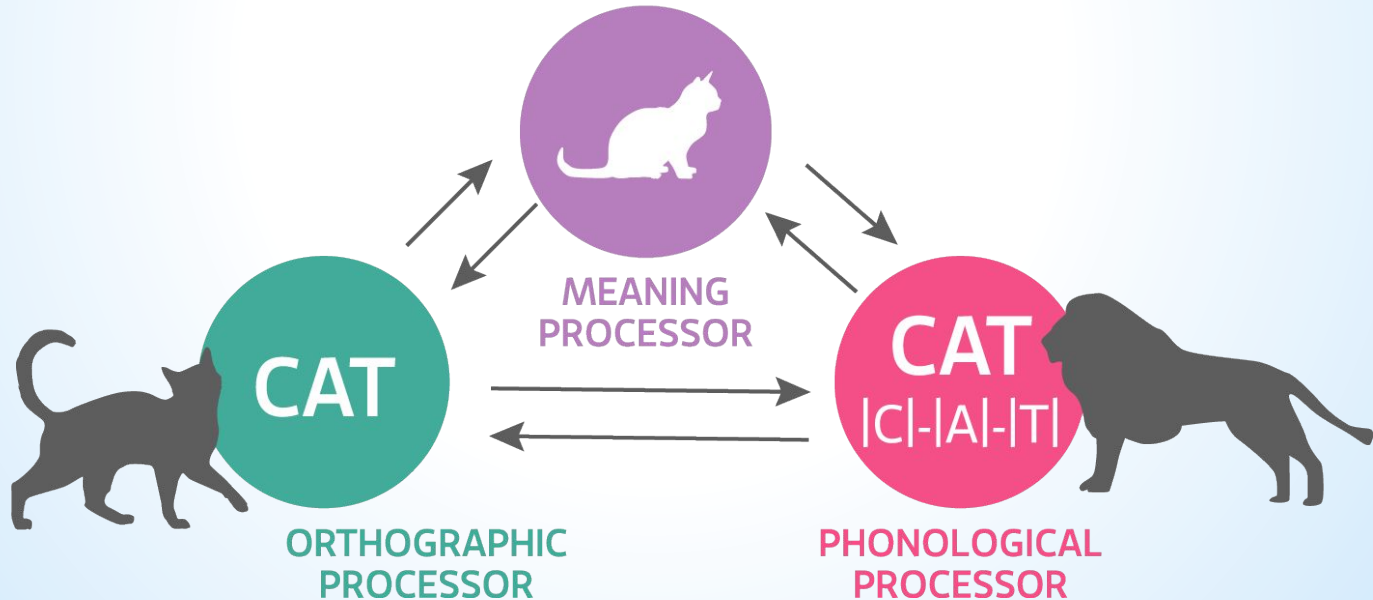
We respond to
repetition &
novelty.



LINGUISTIC PROCESSES

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

CONTEXT
PROCESSOR



300 Milliseconds of Fame

First 150 ~ decoding

Next 150 ~ meaning



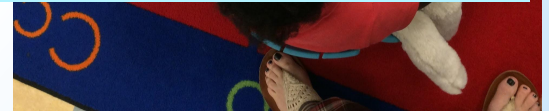
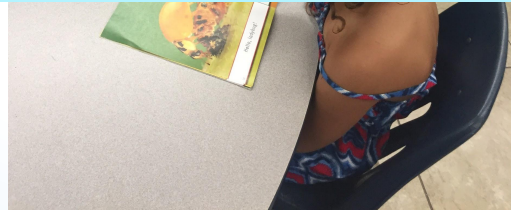
Good instructional practices treat reading skills as **highly interdependent** and teach them in concert, not in sequence.

- Erika Christakis, *The Importance of Being Little*

Key Idea 3: Explicit instruction with practice accelerates this process.



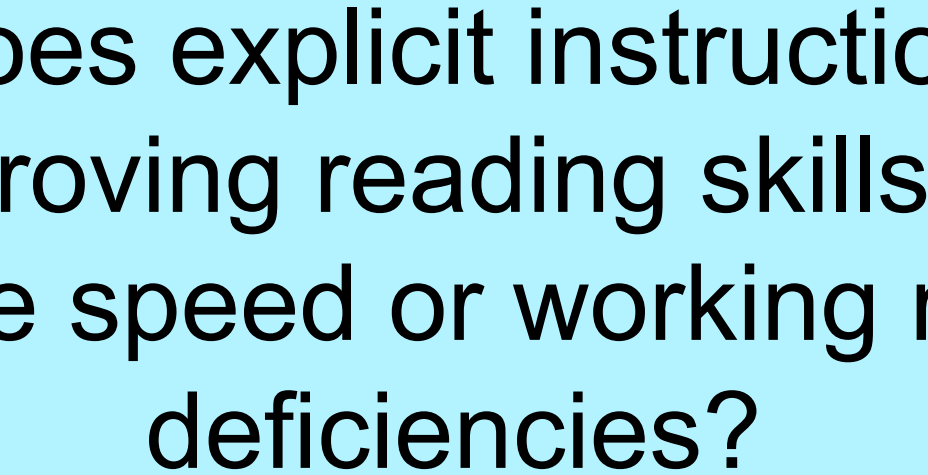
How does the combining of these 3 codes (orthography, phonology, and semantics) accelerate the process?



Children who have early and intensive training in **phonics** tend to not only have better word reading skills, but also have superior comprehension skills.

- *National Reading Panel 2000*

Key Idea 4: Poor readers have impairments in one or more of these systems

A background image showing a desk with several books and a small plant, partially obscured by a light blue text box.

How does explicit instruction help with improving reading skills, even if there are speed or working memory deficiencies?

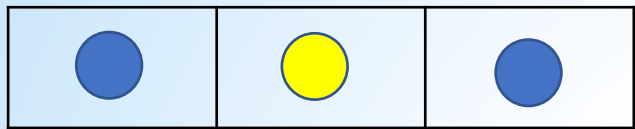
How does this apply to instruction?

How do we as educators support this process?

How does the combining of these 3 codes
(orthography, phonology and semantics) accelerate the
process?

How does explicit instruction help with improving reading
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deficiencies?





go



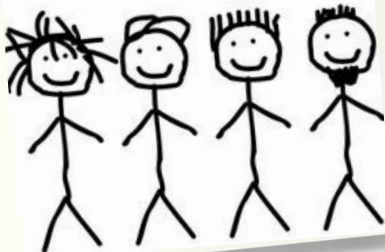
said

Hi
there

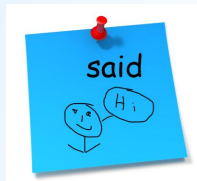
lad



people



Closed Syllable



Open Syllable



-le Syllable



The lad said bye to his mom.
The people are going to the movies.

ASSESSING READING

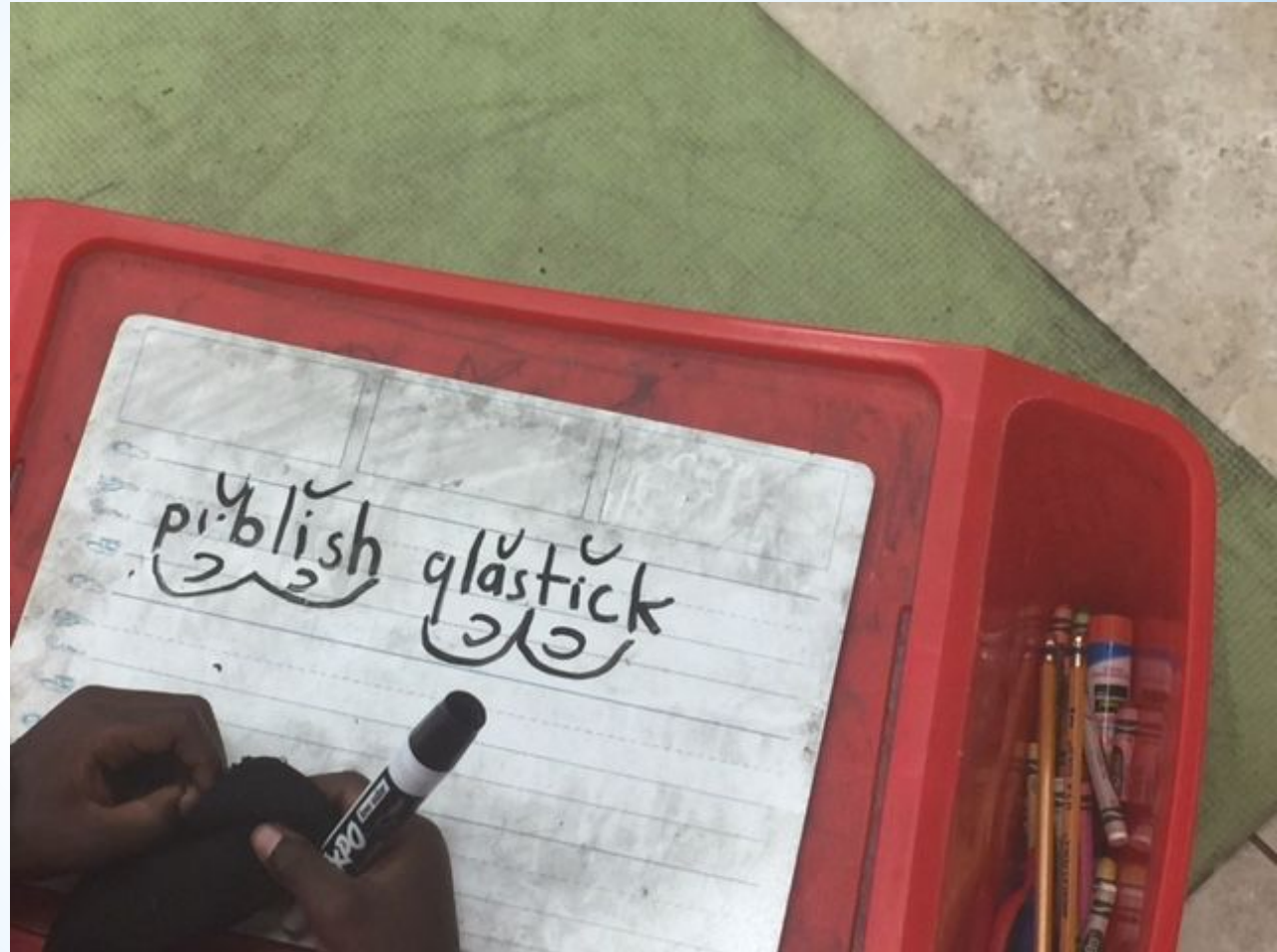
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- David Kilpatrick, author *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*

Error Analysis



Jokester Time





Break



LANGUAGE HOURGLASS


Prior to enter
kindergarten


After entering
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SPOKEN LANGUAGE

PHONOLOGY

sentences
words
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phonemes

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digraphs
digraph blends
vowel teams
blends

word families
inflections
syllable types
suffixes / roots
word origin

ORTHOGRAPHY

WRITTEN LANGUAGE

 
**MAPPING SOUNDS
TO PRINT**

Body Language

Let's recap in multisensory ways

Learning Orthographic Patterns

Comparison, sorting, and classification are much more effective than rule recitation alone for learning about patterns.

Moats, 1996

There are 6 syllable types and 4 common division types.

VCV

relish

rel ish

VCCV

happen

hap pen

VCCCV

ethnic

eth nic

VCCCCV

construct

con struct

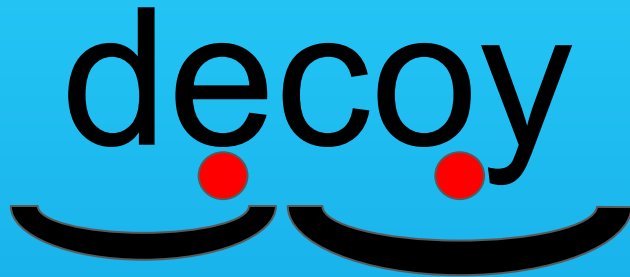
DOES IT FOLLOW A PATTERN?

Attending to the internal structure of words

SPOT & DOT

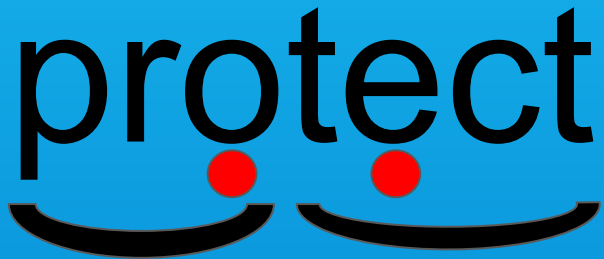
Pattern: Vowel - Consonant - Vowel

decoy



The word 'decoy' is shown in black text. Below the 'e' and 'oy' are two red dots, each with a black curved line underneath it, indicating two syllables: 'de' and 'coy'.

protect



The word 'protect' is shown in black text. Below the 'e' and 'ect' are two red dots, each with a black curved line underneath it, indicating two syllables: 'pro' and 'tect'.

Pattern: Vowel - Consonant - Consonant - Vowel

invent



The word 'invent' is written in a black sans-serif font. Below the letters, there are two red dots. A black curved line connects the first red dot to the second, passing under the letters 'n' and 't'. This diagram illustrates the Vowel-Consonant-Consonant-Vowel (V-C-C-V) pattern of the word.

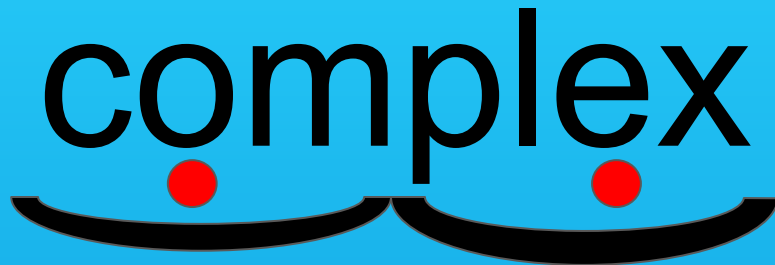
forbid



The word 'forbid' is written in a black sans-serif font. Below the letters, there are two red dots. A black curved line connects the first red dot to the second, passing under the letters 'r' and 'd'. This diagram illustrates the Vowel-Consonant-Consonant-Vowel (V-C-C-V) pattern of the word.

Pattern: Vowel - Consonant - Consonant - Consonant- Vowel
VCCCV

complex



The word 'complex' is written in a large, black, sans-serif font. Below the word, two red dots are positioned under the 'o' and 'e' respectively. Two black curved lines (arcs) are drawn below the red dots, one under 'o' and one under 'e', indicating the VCCCV pattern for each syllable.


children



The word 'children' is written in a large, black, sans-serif font. Below the word, two red dots are positioned under the 'i' and 'e' respectively. Two black curved lines (arcs) are drawn below the red dots, one under 'i' and one under 'e', indicating the VCCCV pattern for each syllable.

Pattern: Vowel - Consonant - Consonant - Consonant- Consonant -Vowel
(VCCCCV)

instruct



The word 'instruct' is shown with two syllables. The first syllable 'in' is marked with a red dot above the 'i' and a black arc below it. The second syllable 'struct' is marked with a red dot above the 'u' and a black arc below it.

northwest



The word 'northwest' is shown with two syllables. The first syllable 'north' is marked with a red dot above the 'o' and a black arc below it. The second syllable 'west' is marked with a red dot above the 'e' and a black arc below it.


What happens when you have more than a 2 syllable word?

argument



The word 'argument' is shown with three red dots positioned below the letters 'a', 'g', and 'u'. Each dot is connected to a black curved line below it, representing a syllable. The first syllable is under 'a', the second under 'g', and the third under 'u'.

powerful



The word 'powerful' is shown with three red dots positioned below the letters 'o', 'e', and 'u'. Each dot is connected to a black curved line below it, representing a syllable. The first syllable is under 'o', the second under 'e', and the third under 'u'.

DOES IT FOLLOW A PATTERN?

Attending to the internal structure of words

POVERTY

POV - ER - TY

EXPECTED

EX - PECT - ED

INTERNATIONAL

IN - TER - NA - TION - AL

MENTRABE

MEN - TRABE

SHOTLET

SHOT - LET

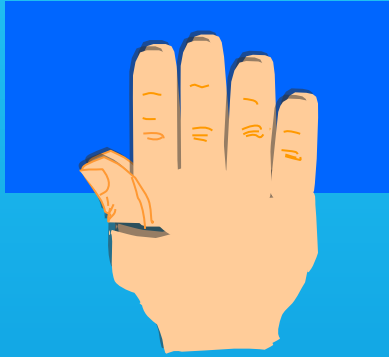
FRENTLAP

FRENT - LAP

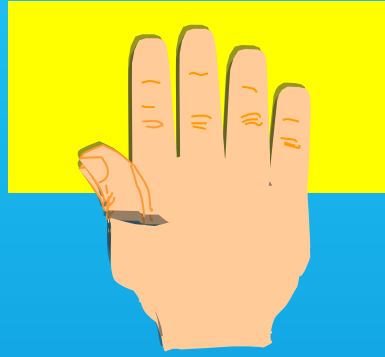
Simultaneous Oral Spelling (SOS)

Multi-Syllable Words

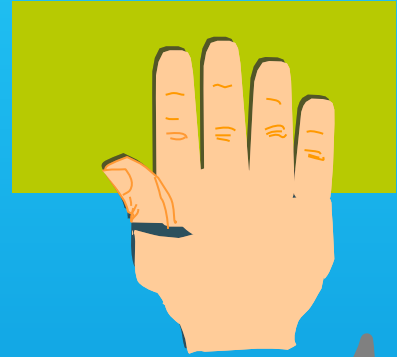
con



fis



cate



confiscate

Let's Apply!



Targeted Instruction: Focus on Learning

- **Direct**: the teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.
- **Explicit**: Nothing is left to chance; all skills are taught directly
- **Systematic**: Sequential steps are followed to take the student from limited or no mastery to complete mastery of a skill.
- **Strategic**: teaching students efficient ways to acquire, store, and express information and skills.

FCRR Glossary of Terms, 2005



Key Takeaways & Go Formative

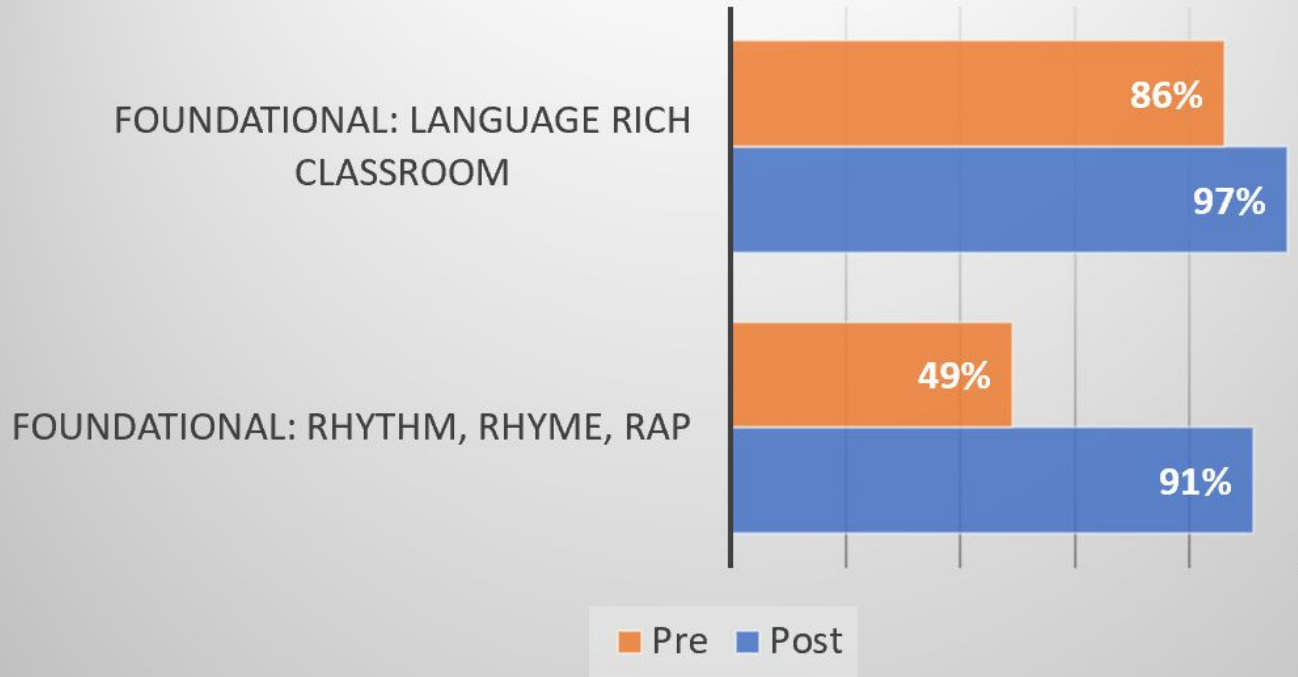
How to Join

Guests

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

NFGRCP

Moonshot Summer Institute Pre/Post Assessments Day 2

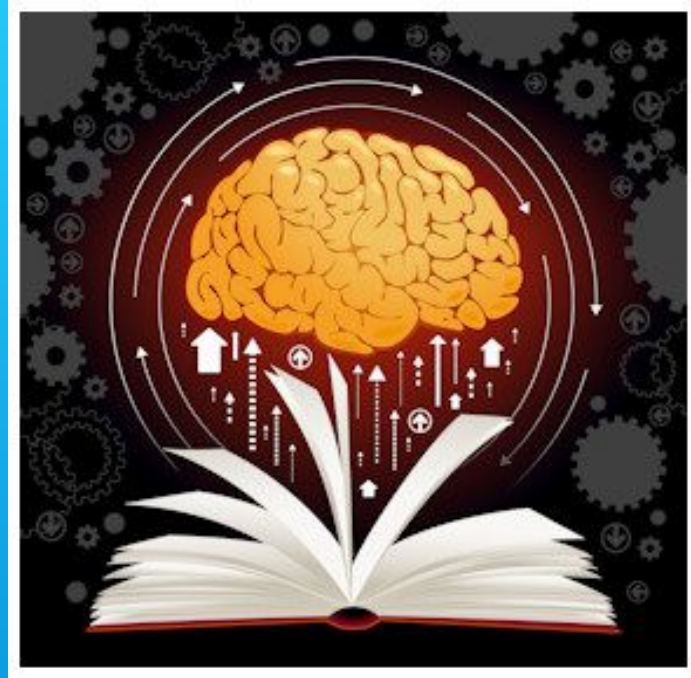




Reflection I/Q

- Write your individual insights and questions on separate post-it notes
 - Share out insights and questions at table
 - Share out whole group
 - Facilitator adds insights and questions to chart paper
-

Transfer & Apply Knowledge





Lunch 12:00-12:45

SHARE YOUR
LEARNING

#Shareyourlearning

@TLA_Moonshot @MoonshotMoment

#MoonshotinAction

#MoonshotInstitute
