
Daily Inspiration

"A love of learning has a lot to do with learning that we are loved."

- *Fred Rogers*





Morning Reflection

3-2-1

- Three insights
- Two questions
- One takeaway (something you will try)

Put your name on it. Then find a partner and check out the reflection cordel. Have a conversation about what you discover.

Activity to Unite

Marvelous Malala



Activity to Disengage Stress

Peace Out



Activity to Connect

Buddy Up:

Find someone taller or shorter than you.

Share:

If you had a magic pen, what would you do?



Activity to Commit

Group & Individual



Foundational Literacy: Creating a Language Rich Classroom



THE LEARNING ALLIANCE



Foundational Literacy

the ability to read words and bring meaning to text.

Framing Question:

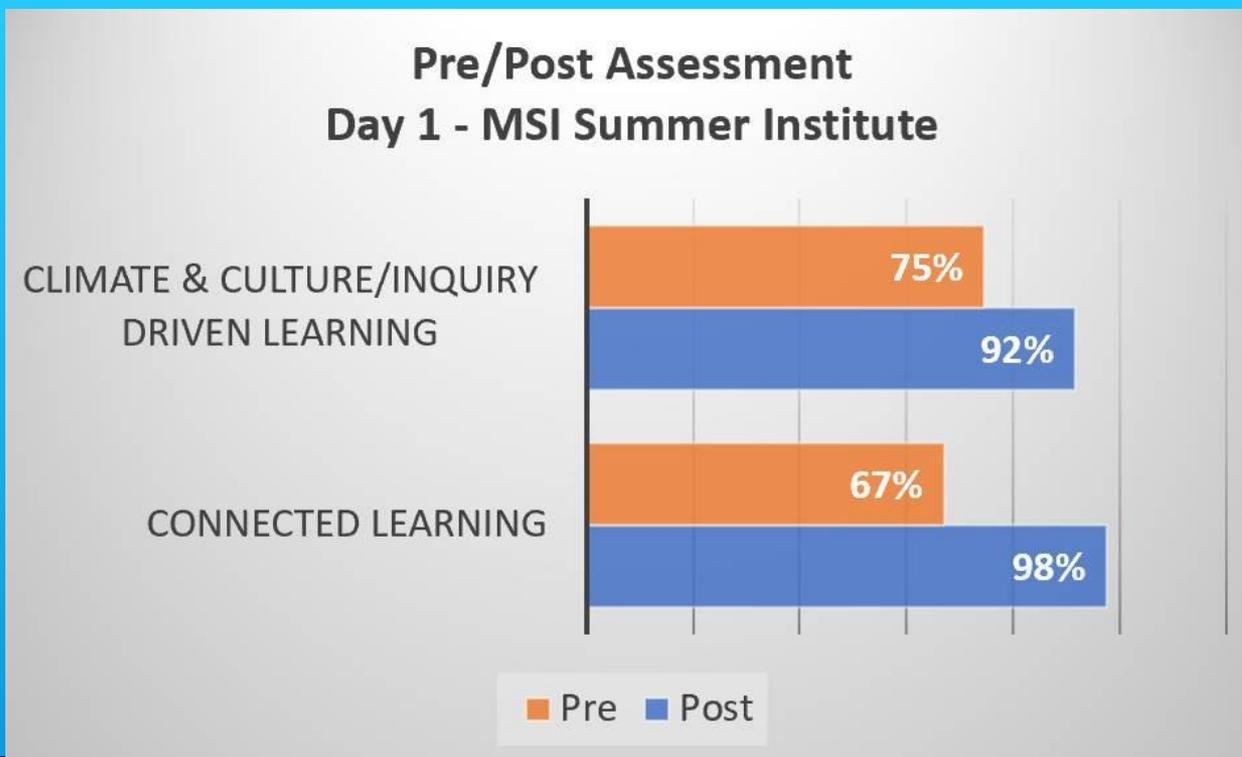
What are the essential skills students need to learn to be able to read?



Session Focus Question

How can we intentionally create meaningful opportunities for students to develop the critical **oral language skills** necessary as the foundation of literacy?

Yesterday...





Go Formative

How to Join

Guests

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

ZSHRPD

Essential Question

What makes someone amazing?

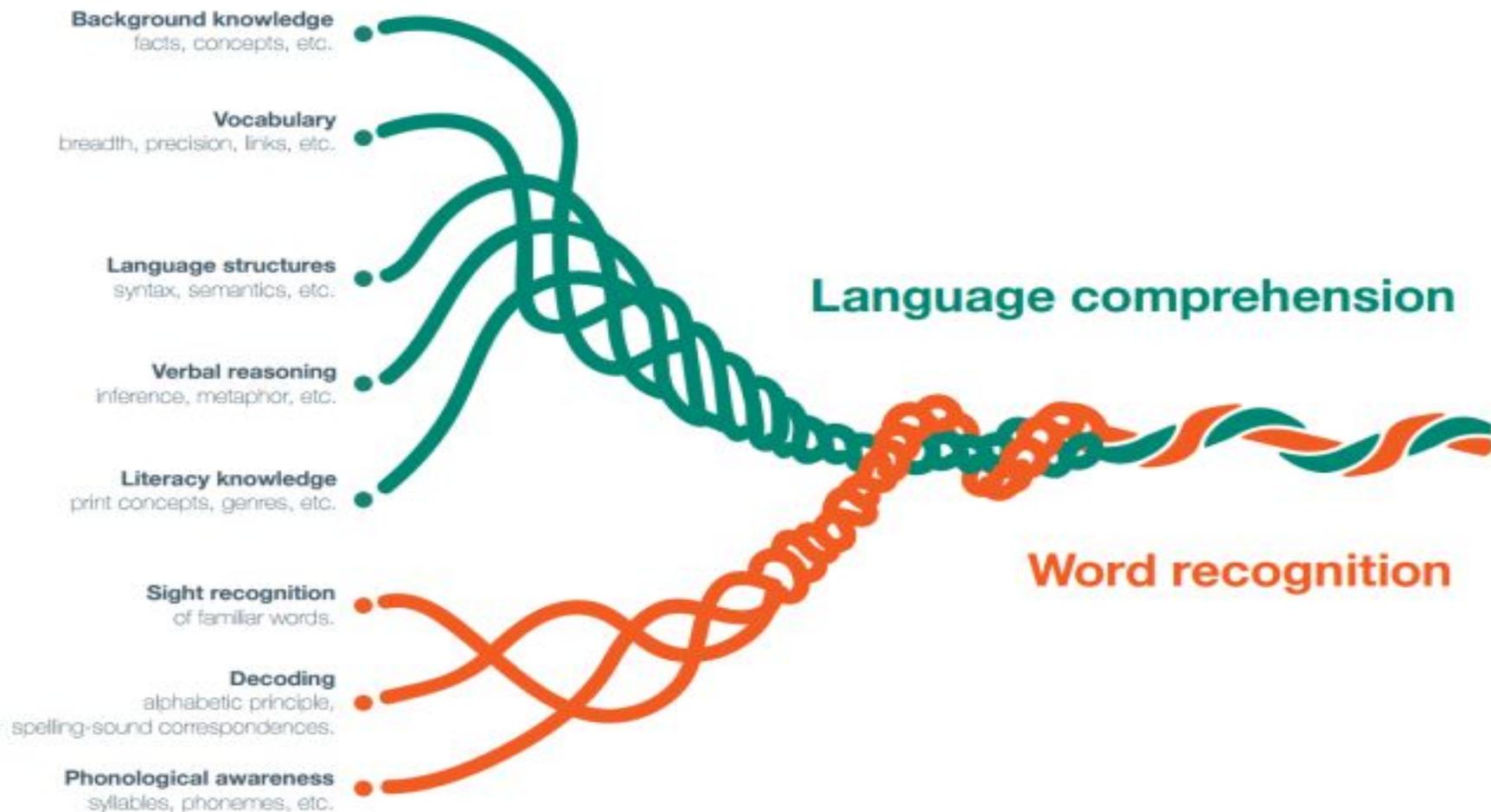




Learning Goals

- Understand simple view of reading and how word recognition and language comprehension lead to reading
 - Know the components of word recognition and language comprehension
 - Be able to use the simple view of reading to determine where the breakdown in reading occurs and inform instruction
 - Be able to support language development through conversations and read alouds
-

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷





Creating a Language Rich Classroom

*A Moonshot Talk
with Liz Remington*

Acknowledgements:

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

David Kilpatrick

Stanislas Dehaene

Susan Smartt

Kate Cain

Maryanne Wolf

Louisa Moats

Jane Oakhill

Rita Carter

John Dewey

Jean Piaget

Mark Seidenberg

Judith Birch

Nanci Bell

Russell Barkley

Jim Trelease

Alison Gopnik

Mark Seidenberg



STORYTELLING



Memorize 12 sentences.
There will be a test.

Read 12 sentences and form an
impression of the person who
wrote the sentence. (surprise test)

SOCIAL ENCODING

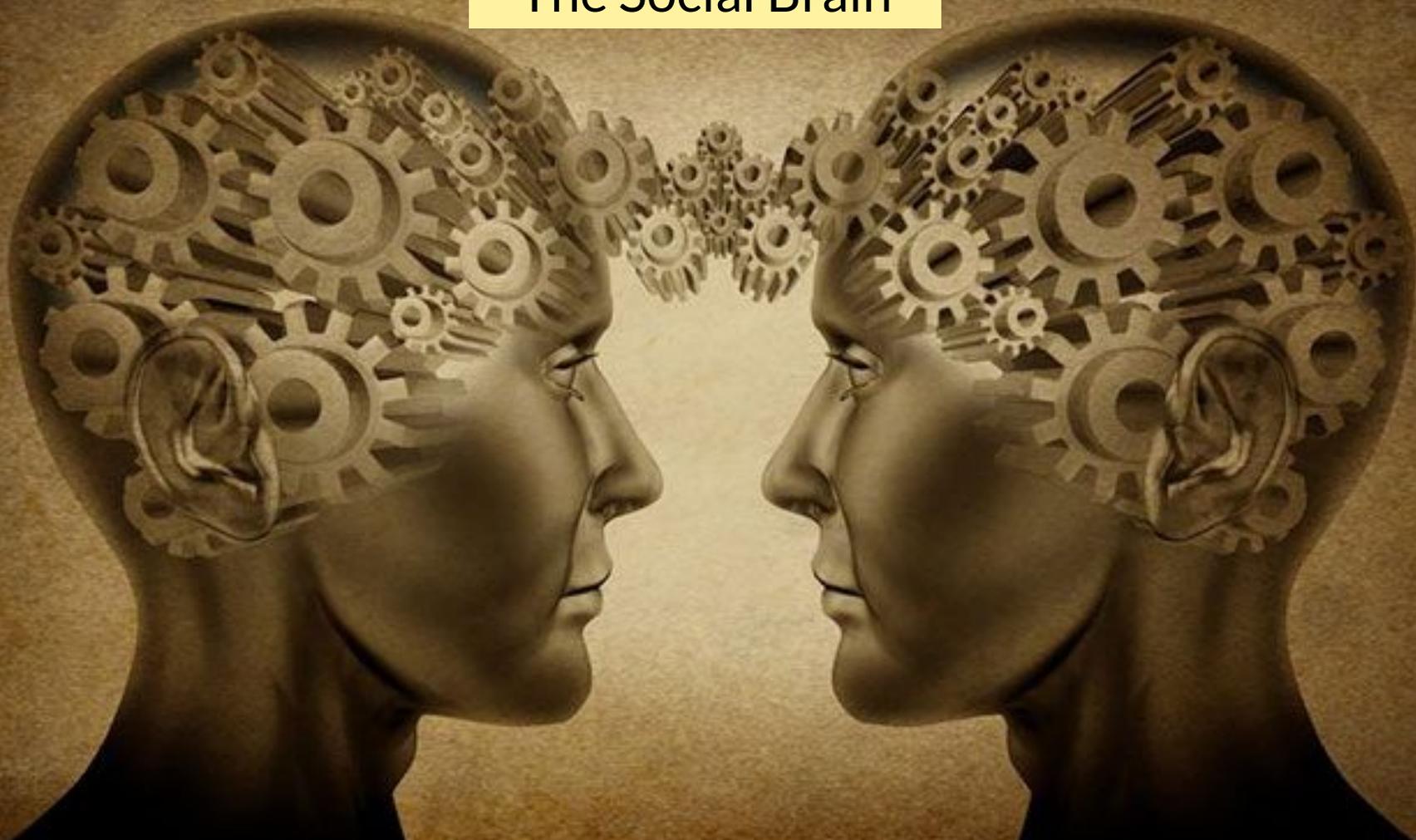


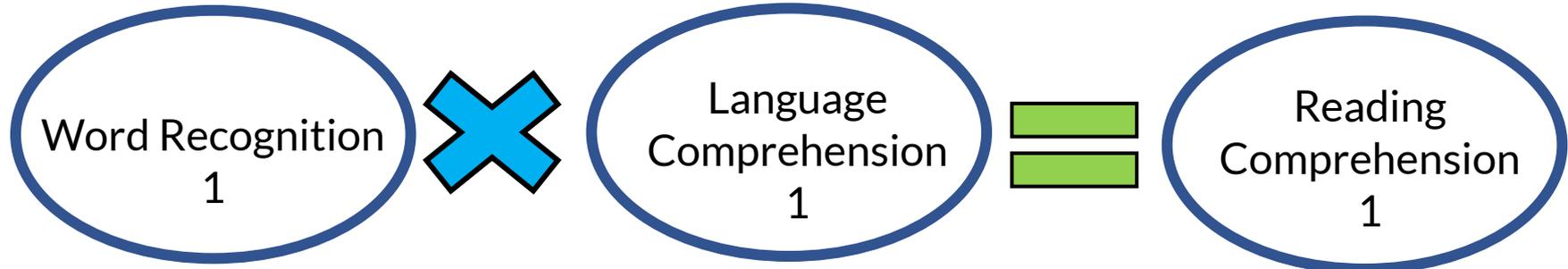
Read the passage and
memorize it.

Read the passage so you can
teach it to someone else.

SOCIAL MOTIVATION

The Social Brain





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



Would you ever target these skills in 3rd Grade and up?

How would you know which skills to target?

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



In a “**perfect**” world, how does instruction “look” when targeting these skills in K -2 **versus** 3rd Grade and up?

- Purpose for Reading



Prior to enter 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

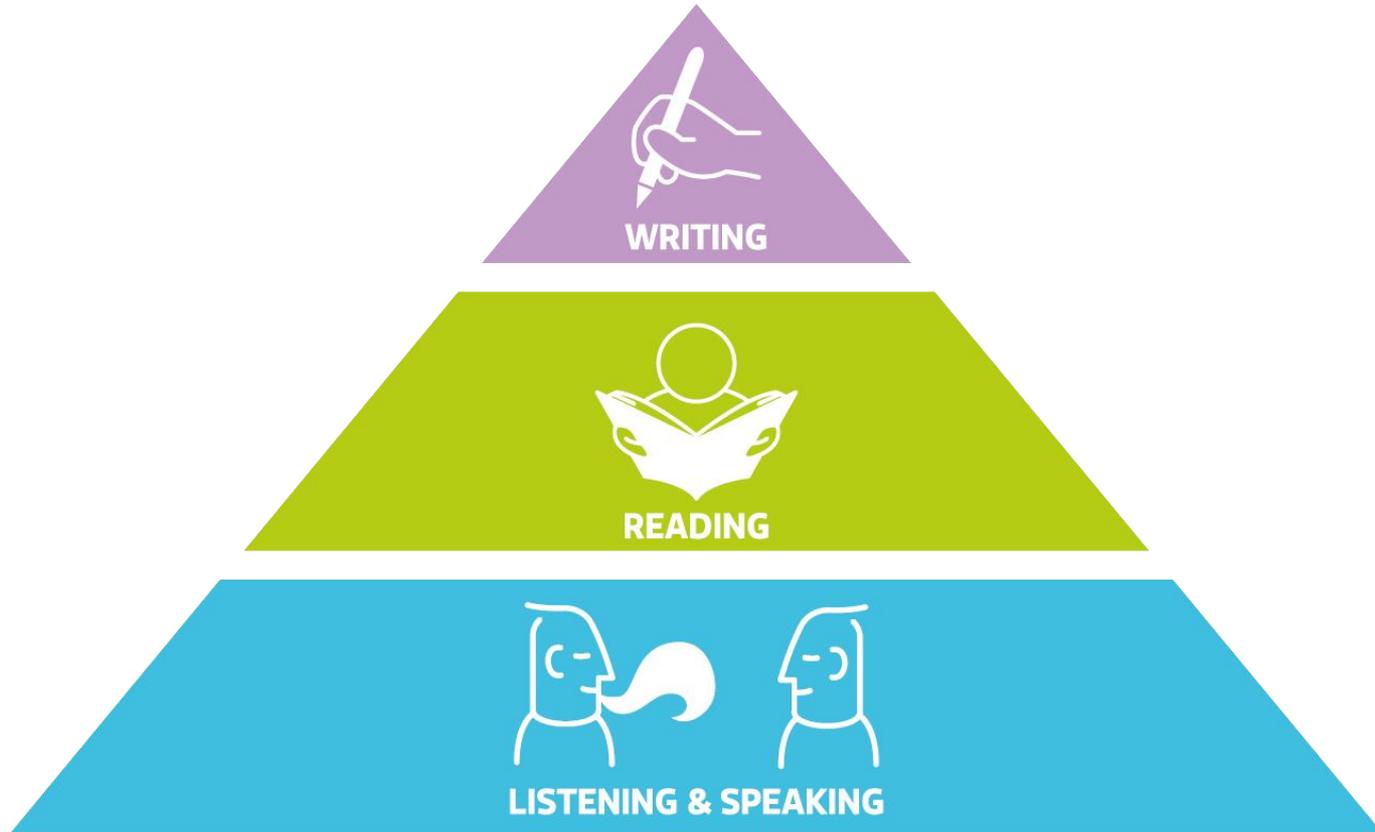


After entering kindergarten



**MAPPING SOUNDS
TO PRINT**

THE FOUR ARTS OF LANGUAGE ARTS



Key Idea: How do you grow Oral Language?

1. Conversations

By giving our students practice in talking with others, we give them frames for thinking on their own.

- Lev Vygotsky, Psychologist

2. Read Alouds

A child's route to reading is not a solo journey.

- Jim Trelease, Educator & Author

Why Conversations, Why Stories?

The joy of being heard and understood.

- *Sherry Turkle, Reclaiming Conversations*

Implications for the classroom

- Traditionally all about the answers - it is about what the answers *mean*.
- Need to build narratives around *ideas*.
- Students to learn and remember in ways that are *meaningful* to them.

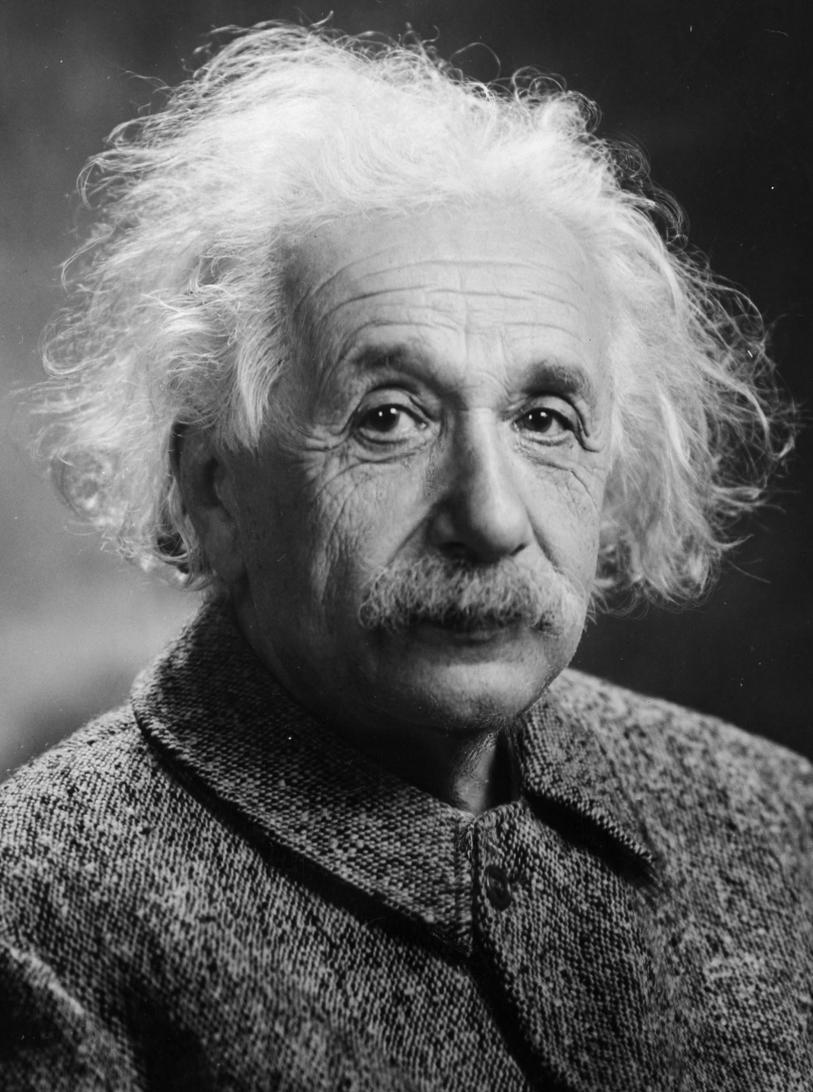
- Sherry Turkle, *Reclaiming Conversations*

You cannot think about something that you are not consciously aware of.

You cannot be aware of something that is not perceived at a sensory level.

You can't communicate if you can't add language to that experience.

Karl Pribram, professor & author



“If I can’t picture it, I
can’t understand it.”

Einstein

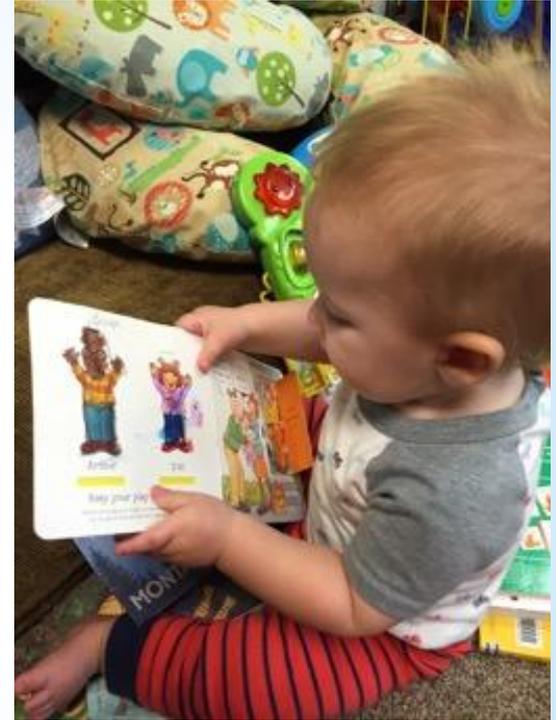
Listening Comprehension

A garden in which speaking, reading, and writing



Typical Developing Readers

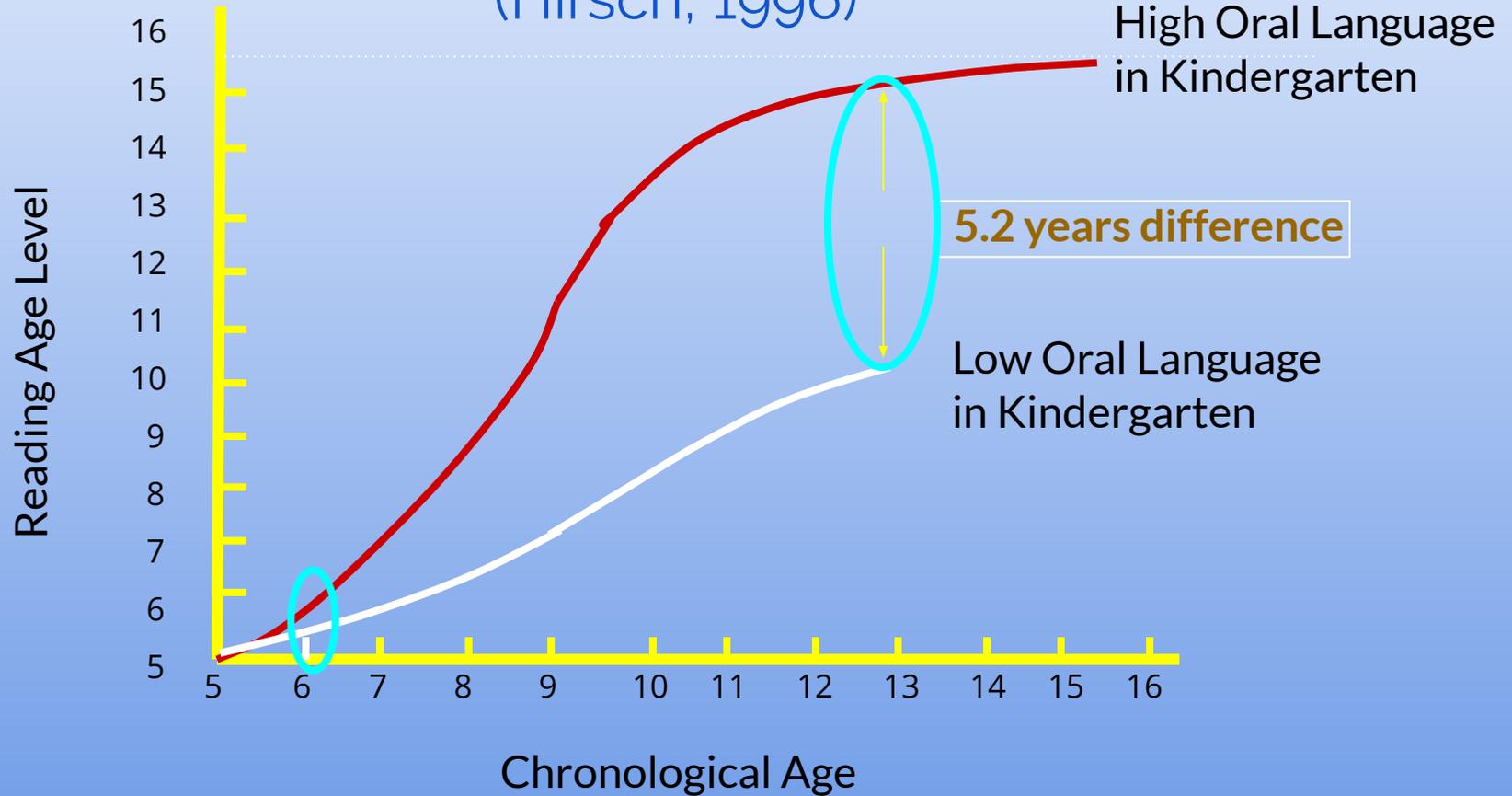
Reading will naturally develop in a child that has access to rich language experiences, explicit teaching in alphabetic code, and a variety of text.



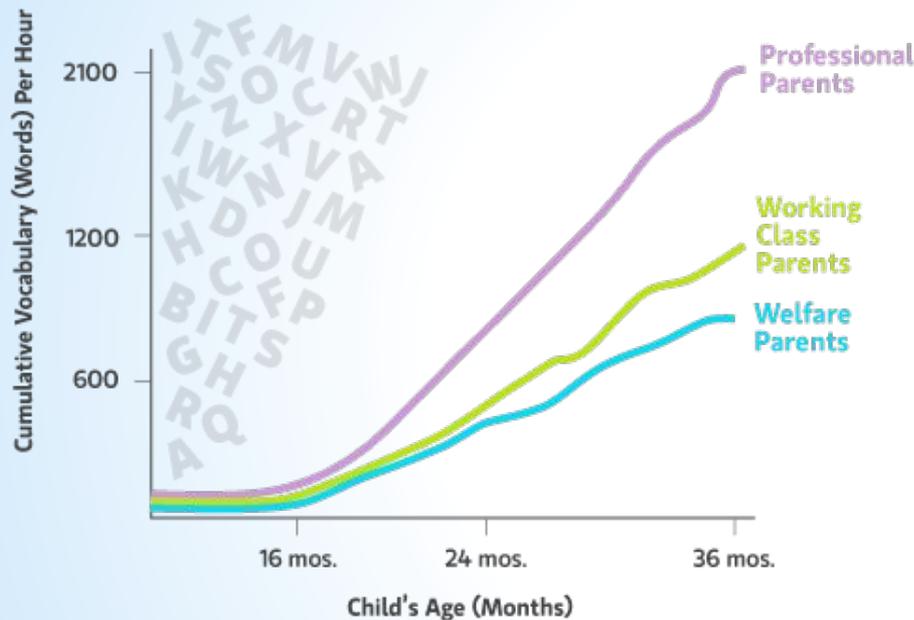
ORAL LANGUAGE development forms the foundation for vocabulary, phoneme, and metalinguistic skills.

The Effects of Weaknesses in Oral Language on Reading Growth

(Hirsch, 1996)



LINGUISTIC EXPOSURE



Children who hear more words in the first three years of life learn language faster than those who hear fewer words.



The poorest children heard **600** words per hour, children of working class parents heard **1200**, and children of professionals, **2100**.



By the time they enter kindergarten, children from lower-income families hear up to **30 million** fewer words than children from higher-income households.

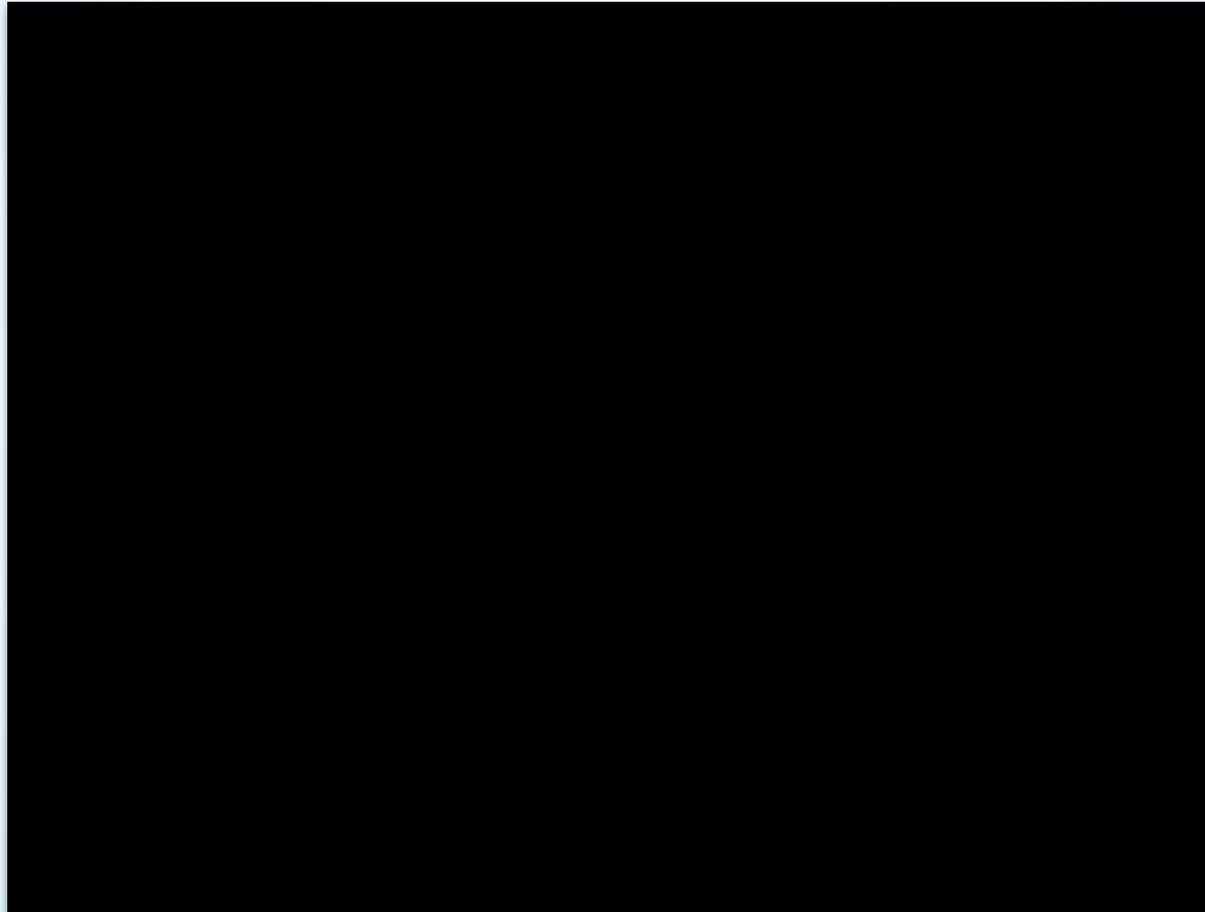
It is critical to talk, sing, and read aloud to children daily from birth.

THE IMPORTANCE OF NARRATIVE

Inference making abilities when children are age 4 predicted their vocabulary knowledge 1 year later, which predicted listening comprehension (Lepola et al, 2012)

For older children the ability to tell a good story in correct order and sequence of sentences at age 7 to 8 predicts reading comprehension 3 years later (Oakhill and Cain, 2012).

THE ART OF CONVERSATIONS





How do you think Oral Language impacts and influences reading and writing abilities?



Turn and Talk
Share out



WHY ORAL LANGUAGE?



Permanent
record of thinking



Thinking guided by print



Allows for an invisible cognitive process to be made visible and developed fully

Key Idea 1: INTERACTIONS ARE THE ENGINE OF THE CLASSROOM



Layered Approach to Literacy and Learning

SEE IT

BE IT

FEEL IT

Visible Thinking Routines

- Goal oriented in that it targets specific types of thinking
- Gets used over and over again in the classroom
- Is easy to learn and teach
- Can be used across a variety of context
- Can be used by the group or by the individual

For Teachers:

- Focus on Integration with Existing Content
 - Think about what topics are most appropriate for their introduction and continued use.
-

Visual Thinking Strategy

Zoom In



What do you see?

*What do you
think it could be?*

*What do you
wonder?*



*What new things
do you see?*

*How has this
changed your
thinking?*

*What new things
are you
wondering about?*



What new things
do you see?

How has this
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What new things
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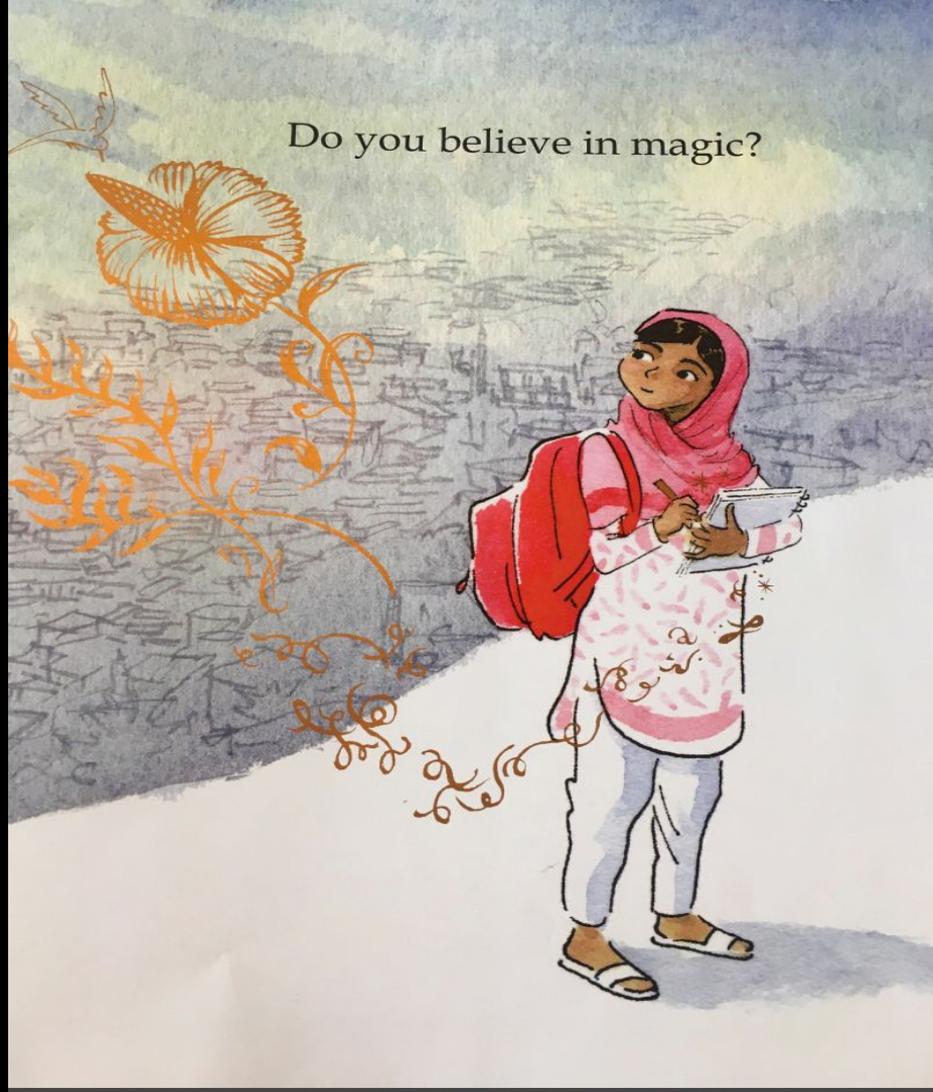
*What new things
do you see?*

*How has this
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*What new things
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wondering about?*

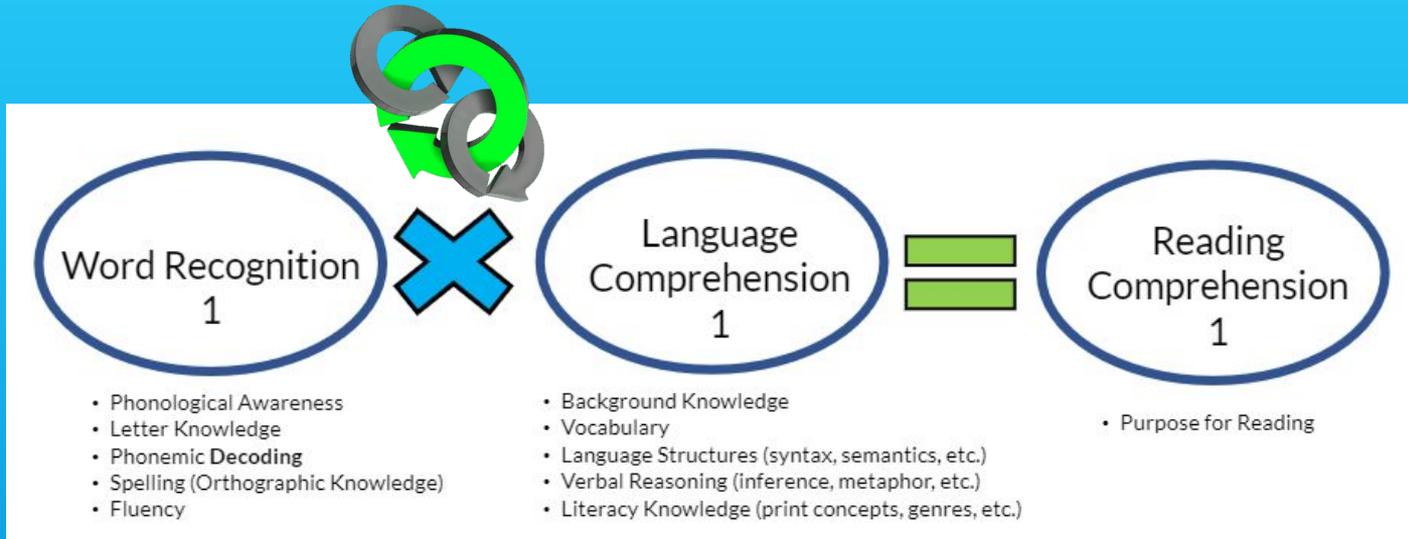


What lingering questions or wonderings do you still have about this image?



Zoom In

Let's make those connections



Spotlight on Formative Assessment

Check Mark/Plus Sign means CORRECT		Ask ?	Complete sent / ?		
Minus Sign - INCORRECT					
#	Student Name				
1	Sue	✓✓✓✓	+		
2	George	✓✓✓✓	+		
3	Denise	✓✓✓✓	+		
4	Juan	✓✓✓✓	+		
5	Abby	✓✓✓✓	+		
6					



Who is asking and forming **but** the
Who needs more instruction with
questions **correctly** grammatically
how to form questions?
correct?



Reflection IQ

- 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
-

Jokester Time





Break

Key Idea: How do you grow Oral Language?

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- Lev Vygotsky, Psychologist

2. Read Alouds

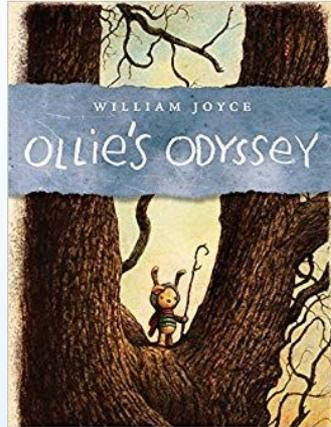
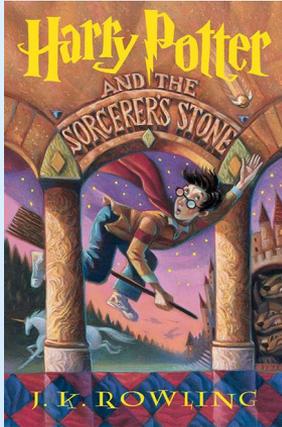
A child's route to reading is not a solo journey.

- Jim Trelease, Educator & Author

READ ALOUDS

Unstructured

It is never too early to start chapter books!



Structured Dialogic Reading



Why Read Alouds?

Being read to is a predictor of reading ability.

Why and What does it develop?

Turn - n - Talk

6 things being read to develop

1. Phonology
2. Empathy
3. Attachment
4. Executive Functioning skills
5. Print concepts
6. Thinking

- *Maryanne Wolf*

Implications for the classroom

- *Teacher led dialogic instruction* - direct instruction with feedback and questioning
- *Student led dialogic learning* - discussions around a text or topic and visible thinking strategies that are inquiry driven

Interactive Read Aloud Strategies

- Introduce the text
- Read the Text
- Respond to Text
- Revisit the Text



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Planning Your Questions

C - Completion Questions

R - Recall Questions



O - Open Ended Questions

W - “Wh” Questions

D - Distancing Question



Question Detectives

C - Completion Questions

R - Recall Questions

O - Open Ended Questions

W - “Wh” Questions

D - Distancing Question



PEER

- Prompt
- Evaluate
- Expand
- Repeat



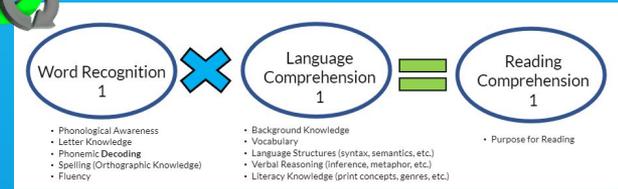
Your Turn

Use the template in your folder to develop your own questions as you listen to the second half of the text.



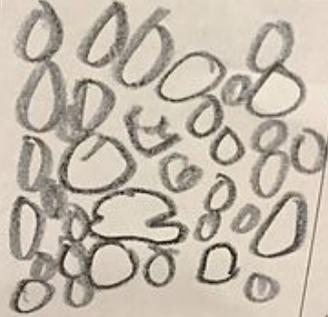
Interactive Read Aloud Strategies

- Introduce the text
- Read the Text
- Respond to Text
- Revisit the Text



Color Symbol Image



COLOR	SYMBOL	IMAGE
		
Explatn. I choose this color because it stands for Deval because the Amer. cars brak the treaty.	Explatn. This stand s for anger because the indians wher mad at the Americans for braking the treaty.	Explatn This is because I fall ashamed to be a American. The bones make me sad because of what they did to the Indians.

= bones



Interactive Read Aloud Strategies

- Introduce the text
- Read the Text
- Respond to Text
- Revisit the Text



Key Takeaways & Go Formative

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Guests

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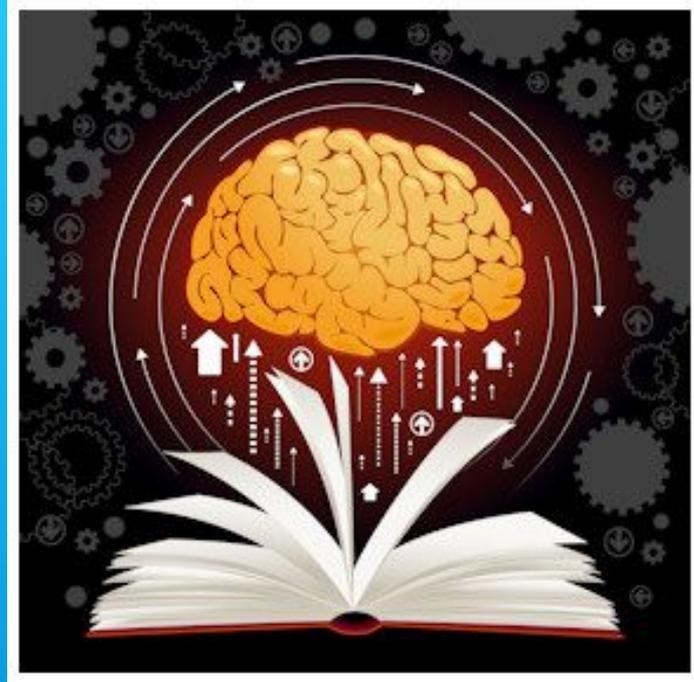
JBZXMB



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
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-

Transfer & Apply Knowledge





Lunch 12:00-12:45

SHARE YOUR
LEARNING

#Shareyourlearning

@TLA_Moonshot @MoonshotMoment

#MoonshotinAction

#MoonshotInstitute
