



# How is EBLI Different?

## Teacher Training

Traditional Instruction	EBLI
Scattered: 'many tools in your toolbox'	Systematic: all-in-one tool
Programs used that deliver materials that are unique to the program.	System of strategies and activities that are easily infused into all reading, writing, and spelling instruction
Teachers are encouraged to teach by delivering materials and generalizing instruction.	Teachers are taught to teach to the students and individualize instruction.
Provides repetition through worksheets.	Provides repetition through explicit instruction then reinforcement in authentic reading and writing.
PD consists mostly of delivery of information and materials.	Teacher training/ PD is hands on and interactive.
There is little or no support for teachers after the PD is finished.	Teachers receive follow-up support in person as well as online.
The focus is on delivery of prefabricated materials.	The focus is on teaching and supporting the teacher.

## Student Gains

Traditional Instruction	EBLI
The goal is for students to make one grade level gain in one year of instruction.	Typically, students make one or more grade level gains in 12-24 hours.
Students typically remain stuck at a 3rd grade level.	Learners of all ages and ability levels improve their reading ability.
The goal is for the student to reach grade level in reading.	The goal is for learners to reach their highest reading potential, often above grade level.





## Student Instruction

Traditional Instruction	EBLI
Focus is on comprehension and assumes students will pick up the code mostly on their own.	The English Alphabetic code is taught explicitly.
Focus is on letter names.	Focus is on sounds.
Letter names and/or sounds are taught in isolation.	Sounds are taught in the context of words.
Extra rules / songs / 'noise'	Instruction is based on only what is necessary to learn to read well.
Quantity is a priority and quality is not a focus. <ul style="list-style-type: none"> <li>- Guess or skip words when reading.</li> <li>- Inventive spelling encouraged.</li> <li>- Write without concern about spelling, punctuation, grammar, or capitalization.</li> </ul>	Quality is a priority then move to quantity. <ul style="list-style-type: none"> <li>- Read words accurately.</li> <li>- Spell words correctly.</li> <li>- Write with correct conventions.</li> </ul>
Self-correction is depended on and is often inaccurate.	Error correction is done in the moment, right when the error occurs.
Most words, especially sight words, are taught by whole word memorization.	All words, including sight words, are taught by sound.
Reading and spelling are taught separately.	Reading and spelling are taught simultaneously.
Code instruction is largely skipped and pattern books are used to encourage reading by memorizing and looking at the pictures.	Code that is taught immediately is reinforced by reading text that uses the code that has been taught.
Students are encouraged to guess words or put in what they think makes sense for unknown words.	Students are taught to accurately read all the words in the text.
Students are encouraged to read books based on the levels.	Students are encouraged to read books about what they are interested in.
Instruction is mostly visual.	Multi-sensory instruction with a strong emphasis on auditory plus simultaneously seeing, saying, hearing, touching.

## Cost and Materials

Traditional Instruction	EBLI
There are lots of materials to purchase.	Very few materials are needed to teach EBLI to students.
Cost per student is typically thousands of dollars.	Cost per student (in a class of 30) is about \$70, including materials.
The recurring cost for more materials or licensing is significant.	Recurring cost after initial investment is \$0 - \$5 per student.

