



How is EBLI Different? *Student Instruction, Student Gains, Teacher Training, Cost*

Student Instruction

Traditional Instruction	EBLI
GENERAL PHONICS WHOLE LANGUAGE/ 3 CUEING SYSTEM	Evidence-Based Literacy Instruction
GENERAL	EBLI
Focus is on letter names.	Focus is on sounds.
Sight words are taught by whole word memorization on flash cards.	Sight words, and all words, are taught by sound.
Reading and spelling are taught separately.	Reading and spelling are taught simultaneously.
Instruction is mostly visual.	Multi-sensory instruction with an emphasis on auditory first, then visual.
Teaches one or a few of the components of literacy.	Comprehensive instruction in and application of phonemic awareness, phonics (without rules or drill), vocabulary, fluency, comprehension, handwriting, spelling, and writing.
PHONICS	EBLI
Letter names and/or sounds are taught in isolation.	Sounds are taught in the context of words, including beginning reading instruction.
Blends and word families taught and memorized /bl/ /ack/ or /c/ /at/, /b/ /at/.	Sounds are taught to the smallest unit for improved reading and spelling /b/ /l/ /a/ /ck/
Songs / 'noise' are taught to try to explain the inconsistencies in the English code.	Instruction is streamlined, explicit, and concise without extra information.
Sound to symbol (phonics) and syllable rules and exception to rules are taught to try to explain inconsistencies in the English code.	Tendencies and patterns are explicitly taught and applied, avoiding the need for rules that are inconsistent and difficult to apply.
Drill of rules	Hands on, multi-sensory instruction where students are simultaneously seeing, saying, hearing, touching as they are learning
Instruction utilizes extensive worksheets and materials.	Instruction utilizes whiteboards, markers, and books.





WHOLE LANGUAGE/ 3 CUEING SYSTEM	EBLI
Students are encouraged to guess words, skip words, or put in what they think makes sense for unknown words.	Students are taught how to read words accurately then automatically.
Whole word memorization	All words taught by sound.
Looking at the picture is encouraged to figure out the words.	Reading the words on the page accurately is taught so students can read the text.
Taught to look for little words in big words ('phone' has 'one' and 'on'), rhyming words (tomb, comb, bomb), words with same spelling at beginning (camp, city) and other inconsistent strategies.	Taught to read all words left to right all the way through, that the same spelling can represent many different sounds, and that sounds can be spelled in many different ways.
Students are taught to write without concern about spelling, punctuation, grammar, capitalization, or error corrections.	Students are taught how to write accurately with correct conventions and all errors are corrected.
Focus is on comprehension and assumes students will pick up the code mostly on their own.	The English Alphabetic code is taught explicitly and applied by reading and writing.
Students teach and attempt to correct each other's reading and writing.	Components of correct reading and writing are taught and modeled, then students are given support plus error correction continuously improve their reading and writing.
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.
Reading and writing independently and extensively is how students are expected to learn to read and write.	Students are taught how to read accurately, then encouraged to read more.
Students are encouraged to read books based on the levels.	Students are encouraged to read books about what they are interested in.
Inventive spelling is taught and encouraged in writing.	Students are taught how to spell correctly and spelling mistakes are corrected by the teacher and applied by the student.

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 in reading.	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.





Teacher Training

Traditional Instruction	EBLI
Scattered: many conflicting tools in your toolbox	Systematic: All-in-one tool used across all instruction
Some students are not able to learn to read.	If a student can talk, they can learn to read.
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, provide immediate error correction, and differentiate within whole class instruction.
Provides repetition through worksheets and drill.	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.
What works for some students won't work for others.	All students, from valedictorians to cognitively impaired students, are taught the same skills, concepts, and information to advance their literacy abilities.
If students don't progress, they are labeled and/or expectations are decreased.	If students don't progress, they are given more repetition and focused error corrections.

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 hundreds or 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 per year.

