

No worries.

Hey! Everybody! Welcome to 2023. Our first webinar of 2023, the new Year, which is like the year of literacy.

I'm sure of it. I'm Nora Shabazi.

I am the founder of Eley. Evidence, space, Literacy, Instruction, which is teacher, training, and student instruction to get everyone reading, writing, and spelling to their highest potential.

So, thrilled that you're here. Love having you here from all over the world.

It's always set to joy. And also whether you're here live, which is fun, especially.

Seeing all your faces, or if you're watching the recording at some time in the future, if you are here, live, if you would please, share in the chat where you're joining us from what you're hoping to get out of this, I just want to give you a little backstory of why, I chose

this topic, we have applied for an Eir federal grant, we meaning the University of Virginia with a You know, for Evely, for first grade class, and we kept not hearing.

If we, you know, got the grant or not, and we found out right before Christmas that we missed by 1 point with moving on, and got a lot of feedback from the 3 reviewers of it, and the the Grant writer the researcher and even the evaluator, we're really excited that we missed by

1 point I was not quite as excited, but they said, You know, that's really amazing that we got that close and also the feedback, one of the big things in the feedback from all 3 people were like, this is the same thing as phonics that's been around for decades.

And I was like, oh, that's not true. And so what do I need to do differently?

To try to explain better to people how this is not different.

And I came about. I had a whole thought process of how I was gonna go about doing this, and then I changed my mind this morning, and we made a whole different presentation.

And I'll tell you about that as as we go through so hopefully, you'll have to let me know if you know what I'm sharing, especially those of you who I know.

There's I see several Ely trained people on here, faces of that, but I obviously there's lots of people who are not.

But I'll love to hear your feedback in the comments about.

If this is making sense also, please be sure and share your questions. And and I'll so I'm gonna share my screen and we will get going

Hey! Nora? Can I ask? Just like a quick, clarifying question, can you hear me?

Okay, you just said how this is not different. Did you mean to say how this is different?

This is different. Yes, thank you, Hannah yes, it's been that kind of I I know I would say day, but it's kind of been week year.

It's not that much of the year. But yeah, so yes, this is very different.

Thank you for for that clarifying question. Alright! Here we go.

So let me get 2. My slide show from the beginning alright, and I'm gonna be doing videos on here, too.

So wish me luck with that I would. I tried to embed videos, but I didn't have enough time to to make that happen.

So how does ably incorporate structured, linguistically right?

You may be wondering, like, what the heck does that even mean where that come from which I'm going to tell you about just a minute.

You may have heard of this referred to as speech to print.

Starting from speech as far as instruction, linguistic phonics, which is actually incorporated in what I'm gonna tell you here, phonics, instruction starting from speech first as opposed to print, or some spell read which is kind of a something that just came about in a discussion that many of

Us, have been having about, how do we define this? And that?

Was it for just a small amount of time? That's kind of moving along as we are trying to refine and get clarity about this approach that doesn't clash with this term.

The same term that can mean other things. So that's where where that's coming from, and I will.

I will talk about that a little bit more. Okay. Exc excuse me and screen.

So, as I said, if you would share where you're from, what inspired you, what you hope to learn from tonight, I really love the comments, and I do read them all, not while I'm doing this.

So if don't comment to me also personally on here, because I won't, I'm not looking at those.

Our team is on here. Listen, Shannon, cricket and Hannah, and all.

They're around here, and they're doing all of that in the background stuff.

And I'm just paying attention to talking to you guys.

So if you have a question, do ask it, you know, to everybody, so that we can get that, or you can privately message our team.

Also they usually have that. They're, you know, unlikely team on their name.

So this is what my, what we are going to be learning today.

What reading and writing are in their simplest form, alright!

I'm going to talk about that, and how to how you teach and learn both reading writing, and spelling can be very simplified in accelerated, and it is an ably and and why and how that is okay?

And why when we're teaching from a speech, first, approach is effective and efficient, not just for spelling instruction, which there's a significant misperception that teaching speech first means just spelling.

But it means spelling and encoding, and it's part of a bigger picture of the all the components of reading is ready, as well as writing and spelling, and with Ely handwriting, too.

We. So we incorporate, very integrated, incorporating everything.

So we're going to talk about that, and I'm going to share some video examples of what this looks like with traditional phonics that's been around for decades centuries even.

And how it's different than that in in the look of the instructions, because that I'm always I'm a big one for a visual of trying to connect with something from being able to see it.

So I'm gonna share some of that in here, too.

So off we go.

Alright, so structured, linguistic literacy. What does that even mean?

And I have a shout out here to er insane. Who's an amazing professional.

She's a dentist, and she's also trained as Evelyn has been trained in many things to help her own children.

She teaches her, and she does volunteer some in their school to teach them, but she's pretty busy with her dental practice.

But she came up with this term that immediately resonated with me and this group, and you know of discussion that we talked about this.

So several of these people that started A, you know, a small group to discuss, how do we get word out about this type of approach?

More. So. So this term really was one that was like, Oh, that sounds, you know, that feels right to me, for sure it did and I woke up yesterday morning.

This is where I need to get a life, but I had the first thought in my mind was this next bullet point.

Now we have not we don't have an official definition of this.

We're working on it. And we were working on it.

And then this came to me, so this, and I thought, this is really what?

Ely is a systematic, explicit research. Aligned approach of integrated, accelerated instruction that teaches the components of reading and writing.

So not just decoding or incoming, but all of the components of reading and writing, leading with speech.

So the focus of our instruction is leading with speech, not letters.

So there there's 3 of us that are really looking at, you know, trying to get this out.

And then we're for our bigger group so that we can refine anything that we need to.

But that was something that I thought. Really, I think explains very well that this is not just a willy nilly go out, and you know, read books kind of things, but it's also not, you know.

So it has that systematic and explicitness. And it's based on the research.

But it's it's very integrated instruction that siloed. Not whatever.

So I feel like the definition is pretty good. I'd be happy to hear your thoughts about it, too, if you would like.

But again, many times, even we don't know what to call it alright, but it has been called by many people linguistic phonics, you know, coming from our our speech, which Diane McGinnis used, who you know of mine speech to print many people think that that means you know just

Spelling, and then the again the say spell read so, but all of those terms.

The first 2, anyway, have different meanings, and so we wanted some clarity.

So this is where that all coming from? Okay, alright. So the basis of a speech first approach.

So here is what we want to do with a speech. First approach.

We're transmitting the words that come out of our mouth.

Okay? Using the alphabetetic code. That's not been around for only a couple of 100 years.

Actually. So we're using the words that come out of our mouth to lead the instruction, not the code.

Traditionally in in decoding instruction, and encoding and, you know, decoding, stretching, especially the approach, has been to have the letters lead the way. Okay.

In this this man-made code, as opposed to the what we're saying, and and speaking alright.

So we want to translate the print that's on the page back to the code, that of the person who's talking to us from the page.

If that makes sense so, all of this is really wrapped around us, talking thousands of years ago, even hundreds of years ago, people would have to you know, have oral tradition where they pass down information, you know, by elders who told stories that was the only way you would have to, be, in the presence of somebody to, be

Able to hear and listen and learn from what they were trying to say, where writing made it, so that anyone anywhere in the world, or people who is no longer alive even could continue to communicate with people through their words, that they put on the page, all right, so speak speak our speech our talk the words that we say that is

What drives the instructions that I'm talking about with this structured when linguistic literacy.

And it's more holistic with all the different aspects.

The 5 essential components of reading as well as spelling, writing, and with us handwriting, too.

Here are some resources that Alyssa will share with you in the in the chat, and also will.

We will make sure that they are in the email you get with the recording is what makes apple unique.

There's a blog that just came out this week that we I wrote that kind of explains it from a little bit of a different perspective.

Our speech, to print and print, to speech. Webinar from the or the spring, still is one of our most popular webinars that people talk about a lot that really provides clarification for them.

So this is that's going to give you a little bit more of the in-depth kind of specifics.

So those might be things that you want to look at if you're like.

I know exactly know what she's talking about. Those things may help.

And then a A, podcast, that I was interviewed for called teaching the world other ways to teach reading, and we have heard literally from all over the world people who said this finally was like, Oh, I I'm I'm

much more.

Curious. And I'm actually even understanding more, because the challenge with talking about how we teach speech first in this holistic kind of way, an integrated way is very difficult.

Interestingly to describe with words. It's much easier to show than it is to describe.

And like I said I found out with that grant that I need to do a much better job of conveying to people what really is this right?

So that is that so, Shannon? I'm gonna pull Shannon on here. Can you unmute

Ready!

Okay, so Shannon is gonna be my student. And I'm gonna show you what I mean when I say, we're going from speech.

First, when we're actually decoding words, not just in coding or spelling, but decoding and reading words alright.

So, Shannon, go ahead and tell me the sounds into this work

Yeah, or E,

Say, a

Hey? Good, or a great

Alright. So I've gone from what she's saying now this can be the spelling for e right and greed is a word which is a whole lot of other stuff.

There's other webinars and stuff that I've done, that you can look at for that.

But I'm going with what she's saying. So she tells me the sound.

She says he, I just tell her. Say, hey, no big deal, and she goes back, and she segments that word and blends it together.

Now, when we're doing this in connected text, we do, you know, continuous blending all that kind of stuff which is all beyond what I'm gonna really be talking about here.

But basically, we use this same, we're going from our speech that the letters driving the instruction.

But our speech, and then connected to these letters, which are symbols for the sounds that are in the words, we say hopefully, that makes sense alright.

So this is what I did today. Switch up the whole entire thing that I had started to do with this webinar a couple of days ago.

I thought. You know I've never taught a traditional phonics approach or a balance literacy approach, for that matter.

But traditional phonics where you know we have. It's the same information being delivered in a traditionally different way.

And there's many, many people who are trained in Eley who have taught the traditional phonics prost money for many, many years, and then now teach Eley.

So I thought. I can't, I can tell you in theory, or some of these differences are but as far as really in practice, to be able to compare them.

And what is the most you know I don't know about important but significant differences I'm gonna ask these experts who have done it both ways so I'm going to share some of the things I started to take quotes out of what they done I sent a messenger thing and then a couple of

Emails. And and this hope, wonderful discussion started happening. So I started, I, what I decided to do is just pull out exactly what these amazing educators said and put them in here to help explain to you.

How this approach is very different from what they had done before.

Alright! So that's what I'm going to be doing in these next several slides, and in between, I'm gonna I kind of tried to group it in, you know, cast kind of.

And then I'm gonna show you a couple of videos of this is what it looks like with a print.

First approach. This is what what this instruction looks like with a speech.

First approach, like, ably, okay, so that's that's the layout. That's what we're gonna be doing here.

Alright! So leading with speech and sounds, now you'll notice the pink in here anytime.

We're talking about what we're saying. Our talk, the speech speaking, I highlighted that most every time hopefully.

It's in pink to show this is really really critical.

So Shelley Skooster which runs with Rooster, she told me, which you know you look at.

Her name is like oh, that could be Shster! What is what's going on here?

So she's got that ch is cut in that. Oh, for that!

That next spelling. So it's good name.

So anyway, Shelley said the main thing that she tells other people is that what ably is, and doing a linguistic phonics approach is starts from something that's natural, which is talking our our kids almost all come to school talking not all but the vast majority of them come to school and they're talking so it makes sense. It's not focusing on an individual letters of the alphabet and teaching one sound that goes with, you know, a letter.

And starting from what we're naturally able to do, and I think that's really really critical.

And that was a common thread. Through all of these amazing educators who were talking about this.

I didn't share all of those, but you know I share a few things from their perspective of this, so it cracks the code into a more logical, natural way.

And I think that sentence, or that piece of that sentence, is really really critical, because we want to go and have our kids be halfway around the track to start the race why not?

If you you know, if if that works, that's what we're doing when we're starting from what is natural, which is their speech.

Okay. And then Jen Newman, who is very also eloquent with explaining these kinds of things.

So this is, she was talking about what she used to do, and what she she now does here.

So, instead of starting with letter sound drills and asking kids what sound a letter makes the lessons.

Now talk about how our spelling system replicates the sound that we produce in words. Right?

So the sounds that you produce and then these letters are symbols.

We talk about what sound they say for a given spelling when they are reading.

Now this is small and subtle, but really important. We talk about the sound, the learner, the student, is saying, Okay, we don't say that a sound the letter makes because the letter isn't making any sound right we're making the sounds the letters represent.

The sounds. Okay? Subtle shift in language helps emphasize.

Oh, see, Jen says it right here. The idea that print letters is a code for speech.

Our talk right? That's really what it's all about.

And then, like all codes, it's logical in reversible reading and spelling, are 2 sides of the same coin and could and should be taught simultaneously.

So when we're saying we're coming from speech first, we're doing spelling, instruction and reading instruction.

We're not just saying, spell these words right? You spell the words to put your speech down on paper, and then you read the words and decode them to pick that using that same exact code to pick them up off paper that is the impetus of what we're doing.

Okay, we take the words that are in our head. This talk that we're story that we want to tell somebody, and we take them out and put them on a page right?

And then somebody else comes along, and they see this, you know story, your book, or whatever that we've written, and they can take that use the code knowledge that they have to bring that speech back off of the page and learn what is you know what was written, no one understand right?

So not just decode it, but understand. So you're communicating, even when you're not with somebody.

That's a beautiful thing. So that's what we're doing with the speech.

First piece alright. So now I'm gonna show I I have to go out of my Powerpoint and then back in.

So I'm gonna do. I'm gonna show you first what print first looks like when you're starting.

You know initial instruction with a student. Okay? And then what's speech? First?

What ably it in ably, specifically looks like when you're starting with a student.

So I'm not going to show you this whole video.

I'm just going to show you a little bit of piece, a little piece of each of them, so that you can see what the differences look like actually in action.

Okay, so let me get out of here. Please.

Alright. So the first one is what this looks like when we're talking and leading with the leader of of the instruction being print. Okay?

So the letters are first, and then the speech second.

D death, G, the h.

J. J. Kate, L. Good big hat.

Okay, so that's what we're talking about. Here's some letters what's the letter name?

What's the sound? Okay, that is leading with the letters first in the print first.

Now you're gonna see with this next little guy he's a 4 year old.

This is his first W. This we did some blending and segmenting stuff, just a little bit of practice with a couple of words before, but this is the first exposure to letters, sound combination.

He hadn't been pre taught. You know anything before this.

So this is how we lead with the speech first piece. So I'm just gonna show you a little bit of this.

And what he does, and how he does it.

First, what your mouse say. Like our game, we play with the sounds that's the first time a cat.

Yeah, do you know which one is? Do you know which one of these is?

Pull that down there and say, just like that. Now you do it.

Oh, my gosh! You're so smart! What's the next on here?

And cat. What's next? What do you say next? What's your mouse?

Say, right? Here, hey! What do you say? Say this up? Just say the air do you know which one is at?

Say azure put. Oh, my gosh! Can you have 5?

You're so good. What's the next number here?

Cat, what's the sound you hear? Oh, there's a cut here!

What do you hear? Right here, hat! And with this one cat

Stop him. Sorry about that.

Care to say that. Pull it down, and it's alright when I point I'm going to say it.

The new copycat, you ready?

Fact, they can't. Altogether. We're going to pretend my one's not even here.

Okay. We're going to just ignore him. Cat, all right.

Now, are you ready? We're gonna push him up and say, Come at now, it's your turn.

Push them up and say the sounds. Let me hear you start with this one.

It's amazing.

Okay, you ready liquor. This is the deal every time you say the sounds, and you keep your eyes right here on the board you're going to get a point.

Okay. So here's a rough Ronan and a Nfrenora.

When you keep your eyes down, and you say the sounds okay, you're gonna get a point.

So I want you to write this letter right here and say, started the fat dot.

Write it, and say, say it, point for you. What's the next?

7 cat, what's this next sound? You can. What sound what's this on?

Okay, so yeah, this one's@sostartatthefat.hook around.

Come all the way up to the top and back down and say, Yeah, yeah.

Was so good I'm gonna get a point because you looked at him.

But you said the sound. So you get a point. Keep your eyes right here.

Okay, but you last time in cat. What do you say? Last?

Say the sound just 8. Make that tall down and then cross.

Start right there. Tell down. Oh, I'm sorry. It wasn't very clear on that.

Was I tall? Down cross over? It's gonna go like that.

Put your marker right there, til down, lift it up, cross right here.

Class 6. Look at you. You made a word. All right, you ready copycat for me.

Sick at, now, what I want you to do now is write the word.

Another point for you all smush together like you would write it. If you're writing me a story about a cat like Oreo. It looks like this

Okay. So you see definitely the difference in the approach there. Alright.

So, instead of going the letters and the letters in isolation, we are going to with the speech first.

What we're doing is we're going from what he already knows as a 4 year old, the word cat, we're accessing each of the sounds he has practice and segmenting, of course, right?

And then we're matching the spellings to the sound.

So now we're teaching him the code. And then he says the sound is, he writes so it's going to help hook that code in there and then he reads that he pulled, lends it back together.

Now, at first, of course, we are doing some parroting, some modeling, and all of that, but he gets to feel it out of his mouth.

Each of these sounds that are put together in a something that's meaningful and relevant, which is a word.

So this is how we're actually teaching him that this is.

And this is at, and this is the next word I actually with him.

The next word we did was fast, but normally I would.

The next word I would do like be something like tap.

That includes, like 2 of the same sounds and spellings as this word, but not necessarily in the same order, type of thing.

So then he gets more exposure to that. So that's that difference between leading with print and leading with speech.

Right. So if you have questions, be sure you ask those in the in the chat, because we'll make sure that we get to those Shannon will be helping us with that at the end here.

So let's see, so patterns, predictability and interleaving.

So with Eley we look a lot at the patterns our brain, they we we just suck up patterns as with, every, even in utero, before we're even born.

But for sure afterward board. So we're, gonna you know, capitalize on that with ably and really point out patterns and how they, you know, work in the world of literacy, reading and spelling, writing, and then the predictability.

There is a lot of predictability in the English alphabetic code.

If you know how the code works right, and then in their leaving, we are going to do kind of space learning, spiraling, not mastery, learning, but spyer spiraling, so that they which is what the research shows is really the best way for learning.

Okay, the research. I'm learning shows that. Okay, so this is from Nicky Prattie.

If you guys are not familiar with the speech to print linguistics, phonics, exploration page I hide on Facebook.

I highly recommend that you go to that. Nikki is the one who founded that page, and she has, you know,

all of these guys in their thinking is very different than my thinking, which is wonderful, because so I learned so much from them in their perspective. So this.

Is what she was talking about. As far as this, go goes, Evelyn presents the code in a way that helps a new reader trust that our written code can be predictable.

So many people, even up through 60, 70, 80 year olds, say, oh, there's a logic to this.

I had no idea. I thought it was just some random thing I had to memorize, right?

So so that really decreases anxiety when they know and can trust, that the code's predictable right from the start.

It creates the sense that of confidence, by providing a big picture view via focus on one vowel sound, not necessarily spelling editor.

By doing this, children can attend to and digest ways. One sound can be represented.

So what she's saying is, I'm gonna say, this sounds there's a lot of different ways that that can be spelled.

So it's organized by patterns and predictability and all kinds of information like that.

With explicit instruction, and then application very big an application, too.

Okay. Alright. Jennifer said. Here, as far as this speech to print helps all kids access speech.

Oh, that speech to print helps all kids access speech sounds is crucial, and the focus on interleaved.

Which again, is that space, practice and interleaving practice rather than waiting for mastery, which really slows kids down.

And that is the you know, people. A lot of people have a lot of angst kind of about how accelerated the instruction is with Ely in different structured linguistic literacy approaches, and that is a lot of it is that we are not waiting that you have to master.

This before you move on, cause. That's not how humans learn best.

Right. So we do that interleaving and and space practice, and repetition in a little bit of a different or a lot of a different way, quite honestly.

And then our Shelley skooster, says I also really like to emphasize the ebay or speech to print or structured linguistic literacy.

How we're what we're calling here focuses on patterns rather than rules.

And the millions of exceptions to those so-called rules.

This is really a bugaboo for so many learners, especially those who are sub-literate and struggling readers, and also for teachers and people who are teaching them are like Whoa, wait a minute.

We have this rule, and now we have exceptions. 60% of the time.

And there's so many exceptions. So I have to remember all that stuff and sticking in my brain and hold it in there and know when to use it, why and how.

And it causes a lot of confusion instead of learning, for sure.

So looking at patterns and noticing those because our brain learns that naturally is very different than being taught rules, and then having to learn exceptions to them.

Okay. And gen, again, Eley develops phenomena, proficiency by integrating and into every activity.

And this is means our knowing about what sound goes with the letter, knowing how to segment sounds, knowing how to blend sounds, knowing how to substitute sounds like Shannon did in the word great. Okay, she said.

E. There, I just said, say, hey, that can be. Ea can also be a must be add, there's other things that could represent, too.

But I just give that information so that they understand I can use all of these skills phenomena, awareness skills right as well as understand about the code and learn how it that there's a logic to it once again.

And it encourages an accelerates also that self teaching.

Hypothesis. So because you're taught the skills and the concepts and the information in a way that your brain learns best.

Starting from speech, which we, you know most everybody is very comfortable with, because we do it from a very young age, really decreases anxiety and increases success.

All right and decreases frustration, which is an another thing that I hear a lot about with kids or with those who move over to teaching Ely

Alright. So now I'm going to talk about patterns, predictability and interleaving how we go about teaching these unique aspects of the English alphabetic code. Alright.

So I'm going to show you first way. And I had a really hard time.

Actually, I couldn't find anybody teaching. Actually, kids, the videos I have are from ebay video.

So we do, we have thousands of videos actually of teaching kids in classrooms are in one.

I want a small group, or whatever. But I couldn't find any online.

So I'm showing this this cute young lady is teaching how basically it's teaching the teachers how they can go about teaching the kids so I'm gonna show you that. And then I'm gonna show you how we go about teaching patterns and predictability and all with explicit instructions in a

kindergarten classroom. Alright. So I'm gonna pop out again here

So I think now

Oh! There we go! Alright

Okay.

Okay, is that cute

Where she starts.

Introduce it? Is it the fun song? So I think, when to value, go walking the first one does the chopping and says it's Nate and the kids love it.

So say it again. Here we go. Went to about the walking.

The first one does the talking and says it's me.

So one thing kind of get the hang of that song you can always introduce it that way, and then I'll show you what it means.

So we have the Val team

The first one is going to do the talking. There are 2 vowels that are walking, and this first one's going to do the talking, and when we say, do the talking, it means it's going to say its name instead of saying, a that's not how we decode this work.

We'd say E, so I usually underline, and then I'll put some letters out at the beginning and at the end to explain what I mean.

So if I see this word am I going to sound it up?

It, and fat word? No, we know that you eat, says E. E.

E. Says E. The first one's doing the talking, and it get ready

Beat. So this is just how I would introduce it at the beginning, and how I would contextualize it and explain to the kids why I'm teaching this to them, so that when they get to a word that has 2 vowels, they'll know already how to decode it so these are the 4 valines

That your student will so, just as I taught you to practice the letter sounds, and the Bossi are, you'll exact

same when you're practicing these ballotines.

So watch me as I practice. I say E. E, says E.

Again. Get ready e

E, a, says, e, e, a, says, E,

Again. Get ready. E. A. I says, a a. I says, a a.

I says a O a. Says, oh, a says, Oh, I can get ready.

Oh, all of these! The ball team were honestly they were just looking at the First Level

Okay. So you get an idea of the approach that happens when we're we're leading with print.

Alright! You get out of here

There you go. Let's get out of here. Okay. And now I'm gonna show you this kindergarten classroom.

They have done this sort and I'm gonna kind of show you the end where we talk about the patterns and predictabilities and and that type of thing with them.

This big.

3. What about Blake? Do we hear the sound? E, and Blake?

Give me a thumbs up if you do and it'll give you a thumbs down if you do not.

Some of you do, and some of you don't. So let's check with our ears.

Ok, ears, do we hear E. And Blake tell me your sounds.

What do you have? That's not the sound easy, is it not to sound?

E. But what's next is that? E, what's next?

Not the sound even. What is that? The sound? E, so do we hear E.

And Blake. Well, do we call him Blakey? Even if we were to dot Dash's name.

Say, as i.in dash, let me hear you. So this is a two-letter spelling for we don't have the sound, E.

And Blake, even though we have the letter there, we're not hearing the sound.

E, are we? Well, they're all silent. This is just part of a spelling, because none of them are talking right.

If I listen. They don't talk. It's just a two-letter way to spell cook like in like, and make, and all kinds of great words right?

So Blake, when we're doing a or cuff he can go on those sorts, but not in alright good work, guys.

So we discovered a new spelling that one likes to be at the end.

Sometimes in the middle of words, never at the beginning. So boys and girls, if you look up here taps on your marker, I need eyes on me on the count of 3, I forgot to give you points.

For that 3 points. If all eyes are on me at C, 3.

3 eyes on me, 2 eyes on me, one all eyes on me.

Oh, whew! That was just in the nick of time!

Stephenie Marker like I asked Sir have on your marker.

Thank you. Ok, when you look at this, where do you see this?

E spelling? Is it at the beginning, the middle, or the end?

Where do you see it? Middle? What about this one? Mostly it's in the middle.

But once in a blue moon at the end. What about this east spelling?

Do you see it at the beginning, middle, or end? Where do you see it?

Yeah, that one likes to be in the middle. These 2 are most common.

This one can be in the middle if we did the word field or chief. Ok.

But he's not as possible. What about this ease spelling?

Is he at the beginning, the middle, or the end? Where is he when we have another vowel?

You know, you guys know about your vowels that give us volume.

These are your vowels when there's another vowel.

In a word, and this letter is at the end, not next to a vowel, but next to a non-bower, consonant, the sound, you say, almost all the time.

9 times out of 10 is E. So when you see another vowel in the word, and that's at the end, I want you to try E first.

What about this ease spelling? Where do you see that?

That's at the end of teeny words, where it's the only bowel like he.

Me, be we she, or, in the middle of bigger words.

Okay, so you get the idea. There.

Alright. So the approach to how we're gonna deliver this to kids is significantly different.

The on the cute girl on the left was very much focused on the letters and the, you know, like the 2 miles go walking, which is a rule that works only less than 50% of the time.

So then, like when you have Ea is a like Shannon did, and great that information is not going to follow through, because the code part the letters leading with a letters is that what do I want to say?

It's I had the word. It's not consistent.

It's not predictable. Okay, it's more chaotic.

And so then the kids have to learn this, and then they have to learn.

All the exceptions to the rules, and then they have to learn, really applying them in print.

And when you go from speech first, because, as you can see, when we did this sort, of course, they're spelling, because they were saying, Is they write. But they were reading these words also.

So you're going from organizing in a very, very different manner.

Alright. So that is that now another thing this was there was so many of these I couldn't put even half of them on here from the feedback that I got from these educators, and how the teaching of multi-syllabic words and reading in trade books was really really unique and different with

Ely alright, so I I'm sharing quite a few things, and then I'll show some some video with that, too.

So Nickiat, even amongst structured Linux literacy programs, Ely has the best method for multi-syllable reading and spelling. It's fantastic and unique.

We do even our kindergarteners get into multicolored spelling and reading very real, you know, before halfway through the year, and our older ones spend the majority.

And I say, older middle of first grade, and beyond spend the majority of their time in multi-syllable instruction.

But we're moving from what they're saying, and not all of the abstract stuff that they have to try to know, to try to fit in with the, you know, leading with the print.

Okay. Nikki, Prattie said. Further confidence is built through brilliant eldly, multi-silbo word work is scaffolded.

Scaffolding is really important, and reinforces that our spoken syllables have reliable graphings or spellings without distracting their mind with rules okay, so that's the whole thing.

We want to free up their kids minds. And the teachers, of course, too, and make it so that it's as simple as possible to get to the code and become accurate.

And automatic at both reading and spelling. Okay, Sandra Kimm, she, I love this.

Thank you, Miss Sandra. Who's recovering, as we saw at the beginning.

Here I don't know that I've ever mentioned the brilliance of the ably authentic, or as I. She's actually said, she didn't know if I've ever mentioned it, so I put I've meeting me, but she didn't mean herself.

She met me teaching spelling of words, and in the article which is phonemic awareness, and encoding or spelling, obviously multi-syllable reading words in the article.

So they're decoding, and we teach vocabulary there to support for reading in the article training, fluency, and all the other things, too, in the application, because the application is used.

Then bringing all of the pillars together for the summary, including our writing, spelling, handwriting, all of that your lessons meaning ably, beautifully incorporate everything in one swoop Ely is not a phonics, program.

And that's a interesting thing, because people we've had schools.

That approach us and say, Oh, we want to use you for a phonics program.

Now do we teach decoding? Of course? Do we teach it phenomenally, absolutely.

But it's like saying that we're just the engine to the car.

We're not just the engine to the car. The engine, the car, the car isn't gonna go if you don't have the engine, so we certainly have a very strong engine.

But we actually have all of the car, not just the engine, so you can't run the car without the engine, and you can't run the car with only the engine right?

So it's all of these things all together. So she said, you cannot come here to.

Once you listen. Some programs with basically traditional phonics programs.

And then Sandra also said, like Marnie, Mark Ginsburg, who is the founder of reading Simplified, which is another structure in linguistic literacy program, and she has a wonderful webinar that we I have the link

we will share with you.

Of a third approach is is basically what it's called.

But she said in her presentation, speech to print, really addresses set for variability.

So when you have, which happens all the time, in multi- syllable words, like in the word great, you read that as greet, and you pull it out, that E, and push in that a.

And we have to do that all the time where it's doing phenomenon, phoning, substitution in the context that's why we learn folding substitution so that we can actually use it in the context of words.

Okay, so it has a bigger mood on reading than does phonemic awareness.

So there'd be a ability to actually apply it. So it's using phonemic awareness, but applying it in when we're managing the code with reading.

And again from Nicki Prattie ably also developed explicit lessons to reinforce that sense of confidence by pre teaching just enough multisyllables to cure that confidence into authentic print with ably we move very quickly to reading into whatever you want to call it non

Decodable and 9 level books, or just books. You know that you buy from a store, or get in the library, or whatever.

So whatever you want to read. So we move very quickly into that.

Not and just have kids are adults, or whoever's reading wing it right?

We provide them with that foundation and that scaffolding to become accurate in that reading, and then provide the support so they can become accurate and automatic, freeze up their brain to comprehend high-level thinking.

All the things that we want when we're when we're reading right?

Which is the whole point. But we've got to have all of those you know. We have to have all those components of the car working together.

Beautifully alright, and then you get to do what you need to do, which is, drive the car

Alright! This is from Nicky Pry, too.

I was thinking about. Oh, that this was something I thought was interesting about this.

Is she read? Jan Hasberg's latest article about Felicity?

I think she reads every article about everything. I don't know how she does it.

She her wealth of information really take advantage of it on that speech to print Page, she said.

You want to higher rate of fluency in the initial code.

The initial code means one letter, one sound words like cat that Ronan was building her fast, or, you know, slip that kind of thing because you want children to practice perfect and develop a trust in the code, but ably provides that ongoing trust in the extended code, so when you have a

Eigenvalues, A, and neighborhood right? Or or that code, that's, you know, more advanced.

Alright and more complex, I would say, and multi-syllable word.

The mental game matters. And this is a really important thing. My, my, our next webinar is, gonna be about anxiety and trauma and stress with with the come around reading.

So we really need to, as far as the mental game does, matter and I appreciate that, Mickey, you talk about that alright, so I may show you what it looks like with multi syllable words again.

I couldn't find an instruction that actually showed it.

But this this one's pretty good because she's going through the word with the instruction.

And then I'm going to show you a first great classroom now I do want to say these words that I chose for these first graders are not words I would have chosen.

The teacher was not comfortable, moving them past 3. So really 2 syllable words in first grade when she wanted me to show her 3 and more syllable words how it would work with their first graders.

So they had been doing ably, of course, and I in their room.

Are all these character trait words. So I pulled those character trait words off. Some of them were like 6 syllables long. And I, that's what I taught the kids. So you'll you'll know that as far as a little bit of context alright so our last little Video, show here

That's my, okay.

Alright, so this is the multi-syllable.

I forget what we're she has, but we'll see in a second

Let's go through the routine one more time with this word, look for prefixes, look for suffixes.

Look for spelling patterns, you know, and the 6 syllable types.

The first part of the word has a closed syllable.

The second part of the word has an arc-controlled syllable.

Next sound out each part, and blend the word together. Next say the word fast.

Last read the word in the sentence, let's go over it.

One more time.

Okay. So that's the process that they're using to teach a multi-syllable word.

Okay? And then here's an example of what it looks like when you're going from a orientation of speech.

First.

Underlying. That's just a spelling, for they can be sometimes.

I want to hold that

But in the middle of words a good bit. It's just going to be

Where did I want to start? I wanted to do 1 20.

Say it again. Was very good. Patience. Raise your hand if you can.

Oh, oh, I'm gonna show you this, too, because this is a little love

Tell me, what does it mean? If you have patience, let's see who.

Yes, ma'am.

Oh, those 2 were very cute, anyway. Let me start back over here at 1 28 was where I meant to be

Say ready! Tell me the sounds

Say tell me again.

They!

Say a tell me again

That's long, but I like every single one. Let me hear it again.

Or you got to open your mouth all these times or you let me hear you one more time.

Say shh

Oh, don't forget this poor guy. He's gonna be sad.

You got to say it. Just follow my marker. Don't panic because he's big.

It's not a big deal. We're just gonna do one little piece at a time. Okay, let me hear it again.

Stay near, and then zay, are you ready? That's here?

Yeah.

One more time, or yes, don't forget the Z. This is the guy you guys are leaving out. Okay?

Z a. What's that piece? So when we get there, say, Ze, are you ready?

Let's hear one more time.

Beautiful. That is a big word with 5 whole syllables.

That's crazy, isn't it? Organization? What do you think that means?

Okay. So there you go.

Alright! So that's that difference of orientation.

Alright, going from their speech with what they can do, even though it's 5 syllables long as opposed to all of this print-focused information that can feel overwhelming, especially for all of the words that we have to learn right.

We're going to have 50,000 words in our reading vocabulary by high school.

So that's where that difference lies and looks the integrated piece of Ely is really very, very critical and meaning that we're not going to teach phonemic awareness by itself, and spelling by itself and vocabulary over here, and you know, phonics over there

We're going to integrate them. So with that multi-syllable split word reading that I just did with that that classroom in a very ugly shirt, by the way, got rid of that long ago.

This is awesome. Things that are are being taught in that activity.

It's not just like, Oh, okay, let's teach a multi.

-syllable word we're teaching all of these things that are unique to English, that up to 4 letters can spell a sound, the same sound, could be spelled in different ways.

We're teaching, you know, the phonemic awareness all over the place. They're segmenting.

They're blending. They're every time they're doing air correction.

They're doing phoning substitution so many things they're also recommended recognizing patterns and syllables.

We talk about the prefixes and the suffixes as when we're talking about the meaning of the word.

We taught we were training, processing, I mean, there is so much buried in that activity that it's like fertilizer to their brain, and that that integration helps make it meaningful and relevant to kids right and also makes them move to that self teaching quicker and the application in text

When reading, and also with, and spelling when writing. So all of those things are going to help accelerate what is going on as far as instruction alright.

So that is it, as far as you know what it's gonna talk about, with the differences of Evelyn.

I'm hoping that you guys you know, got some clarity from that.

I'd love to hear your feedback also if you came on later on or in the middle.

Please be sure and share where? Where you're coming to us from.

I always love that. What you're hoping to get her, which did get and questions.

We're going to do questions here in just a second.

Couple other things. We have a new website that has been under production construction production.

Whatever you want to say for almost a year, and I'm very excited about it, because I am not a website writer, or whatever I've been writing website and it's like Whoa, it's gonna be a really huge experience thing.

And it's gonna go live. During the middle of the night on January 28, so that when the people tell us that typically things don't go totally smoothly so it will be in the middle of the night on a weekend, but we will we have been hearing feedback, and

More now that more and more people are coming to our website like, Wow, that's an unorganized website.

Like, we know, we've been putting a lot of focus on our training teachers and teaching kids and all of those, a lot of different things, a variety of things.

And so that had been on the backbone or some.

But it's coming up, and it will be so. Watch on January 20, ninth, and we'll be happy to hear your your feedback about that.

Another thing that's really exciting. Distinct magazine on Sunday I think it is January the fifteenth. Somebody can correct me if I'm wrong.

Of that day. See the Saturday or Sunday, I think, is their second anniversary.

It's at online magazine. And they are devoting the entire issue to structure linguistics, literacy.

There's I don't know 15 or 16 contributors, I believe all of them who have created a system.

It's this, I I've written an article for them for for this issue, or they've taught it.

They've learned it. They're, you know, all of these people who have expertise in talking about this from different perspectives and angles, really excited.

It is an app, and there's going to be free access because of their anniversary issue, and because they really want people to be reading this from January the fifteenth to the twentieth.

So please watch for that on January the fifteenth we're putting it out on our Facebook page.

And we're gonna have a you know, the 5 days that it is free.

We're gonna keep sharing the links. So watch for that. Check it out.

Share it. Away with everybody. Zara, who is the the publisher of this, is just a delightful, amazing person who is a mom, also started into this literacy journey because of like me, her own child's struggle would literacy.

So, and the links for to access these apps, both for apple or you know, iphones, or those kinds of things, or Google, whatever it's called android devices.

They will be in the chat, and also we will put them in the follow up email.

So we're really thrilled about that. Another thing I talked about our er grant that we did not get.

But we will get next year, I'm sure I had meant to make a video.

We there was a University of Michigan study on Evely done. And I'm going to make a video. It's not going to be till tomorrow, though, because I ran out of time today was done on Evelyn 2,015 and nobody really asked us about it and but the last month we've had

A ton of people asking about it, and I'm going to explain that in the video so hopefully that video will be done.

And I'll be in your email that goes out tomorrow.

That's my goal. First thing tomorrow morning, hopefully, so that I can explain that I got a chance to do it

on a couple of times I typed it all out for some people that were inquiring and I'm like this is kind of silly.

I need to do a video so that anybody who will has these questions can learn about that.

And also ably data from schools. We've had people ask about that back in 2,005 or 6 somewhere in there.

We'll share this, too. But we had an independent person go to several schools who taught Emily, and got and collected data, whole class, and one-on-one instruction, and had a document I think, is Matt Burns, who many of you know he's very Engaged in spectacular as

Far as research aligned instruction and he's at a university.

Iris, Minnesota, and Missouri, M mixed up, but I think it's Missouri I don't know, or Minnesota one of those 2.

But anyway, he analyzed it all in, got a effect, sizes and everything.

So there is a compilation of that. And we really again had been on the back burner schools often time or people will send us their data until we've got our online instruction.

And now it's a requirement of of certification.

However, when when we started, that requirement was the first year of Covid, so this year we're going to be getting a lot of data from our Ely Trained teachers all over the country in the world, and we're real excited about that.

But we'll share what we had before, so you can see anyway, from first grade all the way up to twelfth grade some of the kind of gains that can happen both at the word level as well as comprehension and stuff.

Okay, so that is coming, to our next. Webinar is going to be around something that's just been in our face continuously lately.

Trauma and anxiety surrounding, reading the angst and and I don't know heartache and all of that of it's been around for all the decades we've been doing this work, but it just seems to be really kind of amping up and the trauma of course of

Our students and our learners that they experience, and some of the things that we do, you know, to kind of help them with that.

What we know, I will certainly share, but also the trauma of the teachers.

There's a lot of trauma for teachers, and there's ton of trauma for parents, and I can say that from both teaching a lot of kids and adults as well as teaching teachers and being an engaged in that as well as being a parent who you know even that trauma from my

own daughter struggles 25 years ago, rears its ugly head often, and you know, and has me in tears.

In the middle of a conversation, so it never occurred to me until about 2 or 3 months ago to think that there was the trauma of the parents, you know, and really even the time of the teachers.

So I want to talk about that and and share some things that hopefully will be helpful for all of you who are interested, because it's a really big hindrance to a lot of things in life not just in reading, but for our sweet learners. And for everybody.

In this, in the space. So that's coming up next.

And now we are ready for my favorite part, which is questions, alright.

Alright!

That's okay.

Alyssa. Sorry, Shannon. I hedge backwards on my thing all mixed up, so shoot

Okay. First question from Shannon Miller. Curious how this compares to Montessori writing and reading instructions in the early years

Yeah, that's a great question. Shannon met Miller, which makes me think of the gymnast.

That was the Olympic gymnast.

I expect that, said her, but maybe it is the Montessori interestingly in the States.

Anyway, I don't know where you're from, but in the United States their approach to teaching reading is different.

You know. I wonder if Lindsay Journal is on.

Here too, is different from my experience. That we've worked with, because in Italian which is where Marie amount of stories from in Italy and the Italian language learning to read is, it's a very transparent language to learn so they learn it very quickly because it's pretty much a simple

Code, one letter, one sound, no problem. It's not a complex code like English.

So I yes, Hi, Lindsey, you are here. I don't know if you wanna pipe in on this, because Lindsay actually is a trainer in Montessori schools, and she could answer this question better from my experience with the Montessori schools.

We've worked with. They all do something different. Lindsay, can you?

Can you speak to that

Sure. No, no, I'd be happy to really quickly. I don't want to take time from all these important questions, but yes, I think monastery got a lot right in going speech to and and doing things systematically, but much of it pertain to the the very simple.

Code. You know the one to one correspondence, and as Nora saying, once you get into the more comfort code, things like the vowel teams working together and so on.

She did not work that out because it was Natalia so you've got a lot of different reading programs being offered at monastery schools in the States. Some are better.

Hmm.

Some are worse, but I don't think any of them compared to what you get in, Eley.

So that's my answer.

And Lindsay is a new newly and how long we've been doing it? Not very long.

Few months.

She's nearly doing apple. So she yes, and she's done her homework, too, which is she's been delightful to talk to.

So yes, hopefully, that helps which is really not very helpful, but a a variety of things.

So I can't. I can't speak to what I'm not sure what she's referring to.

Alright! What else, Miss Alyssa

Okay, this name is fun. Tiberius Errington, I believe when working with the kiddo and the S. 2 P.

Model. How do you get the kiddos to stop doing or applying the rules

It's an interesting question, you know, at our reading center, where we have been for years, have had lots and lots of kids, I'd say 90 to 9% of them have had more of the balance literacy things that are because the Orton gillingham or rules, based instruction kids have that hasn't

been much of their instruction when they they're getting tutoring outside of school.

Typically they go there. And and so it hasn't been as much.

Now it's becoming more. And there's a lot of people on here who we, including all those people who we talked about from the thing that that can answer, that what I have done before and it's more the older they are, the more that they're holding on to those rules and this is what I will

say to them, I want you to take those rules, and let's set them outside of the door.

I know that you know them, and I know that you worked hard to know them and learn them.

But let's just shift this. So it's a shift.

Just like guessing. Okay, you're guessing. And it's not serving you really.

Well, you know those rules, and you can see that in. Yeah, maybe some people can say something in the chat.

Some of these people who have taught the world's way, and also have a lot of kids who have had rules and instruction, because many of our trainees right now, I mean, hundreds of them actually have taught with the rules and all before and now they've recently come to Eley and so their kids that they're

teaching have been taught that way, because that's how they talk and now they're shifting.

So that's a great question to ask somebody other than me, because I don't have that much experience of actually teaching the kids that have had that I have some.

And and that's how I you know, do it. I'm gonna show you a way that's gonna work faster.

If we take all of that that's clogging up your brain and and set that aside.

But most it's like all humans when you find a process that works significantly better in easier and faster, you naturally go.

You know your natural way is the path of least resistance, and and it's so much easier to get rid of the rules than it is to get rid of guessing from my experience.

So, yeah, if you guys who have that experience with sharing the chat, that would be really helpful

Okay from Nava, Kelly, Neva, or Neva, looking for a targeted intervention for junior high students who are lacking foundational reading skills

Yeah, which is most of them, unfortunately, yes, Ely is your is your answer.

That is what we are really exceptionally good at.

I would love to have a world where at least taught in K 3 classrooms, and we don't have the need for that.

We're hopefully in my lifetime. We'll get close to that.

But right now they were not there. So at our reading center the majority of our clients, not all, but the majority, are second through senior citizens.

Second grade through senior citizens and a lot in that middle and high school, and we will find interestingly, when I was researching Reading to help my daughter, and then when I you know, opened

my reading center and then created Eby.

And all this good stuff, reading obsessively, which many of you who are learning about this can relate to this about teaching, reading, and research on reading so many things, said once, somebody reaches third grade you're they're not going to be able to learn to read or it's going to be much more challenging

Or much slower. And the interesting thing for my experience, and all of us with Ely is like the exact opposite is actually the reality where they move twice as fast or 3 times as fast, and much less time. It's crazy.

How quickly, and you'll see that data that was shared the link in the thing about the you look at the high school almost all of them were special LED kids.

I don't know how many was in that group, but couple dozen at least, and they were mostly special LED, or very low, many, many years below grade level in the average amount of instruction.

I'm not gonna say it out loud. But look at, look at that data, and you will see how much faster they move, including comprehension.

4 or 5 grade level gains and comprehension in a matter of hours.

Yeah, so we love middle school and high school. Now they they have a lot more trauma and a lot more anxiety, unfortunately, and they're much better at hiding, not nearly as good as adults, but they're pretty good at it.

And so those are some things, but once they see that you're gonna teach them in a way that really makes sense, and it's making a difference.

And they can actually really read something that they'd like to read.

They become on board real quickly. So yeah, and we can connect you with people who who teach ably at the middle school and high school level, too.

So you can talk to other people who are in your own situation.

If you email us info at Elycom. Okay.

Okay, okay. Shannon? Miller asked several great questions.

Okay.

So we're gonna do another one. How do you know which spelling to use for the sound?

For a specific word.

So when you're spelling a word

I think yes, like how you would know which

How do you know which? To use if you're writing the word, you know, conscious, or something like that?

Well, you're taught explicitly, but there's a lot of ways to spell the sound, and then you do what with Eley.

What you do is you spell conscious how you're going to spell conscious, and we'll show you what that is a way to spell.

But in this word this is the spelling, so we we show them with our instructions explicit instruction.

We have that explicit. That's front-loaded with a lot of explicit.

And then it fades away to support and it's some explicit instruction then mostly support with it.

And it's like raising your kids. We want to move them to independence.

But the more that they understand about the code, the more practice they have writing in fixing.

You know the misspellings that there are, the more they the faster that they move to the self teaching and then the more they read, and then the more they read they look at conscious, and they know, oh, I've seen that this an amazing novel I've been reading.

And I know that, just like what I do. Sometimes I like.

There's something wrong with that spun. Usually I didn't say myself, but sometimes I got the wrong spelling for a sound.

And so it's a process, you know, just like for for all of us, for sure.

So they know at first we teach them explicitly, then we apply, we apply through writing, they do writing, they do. Writing on the whiteboard. We support that.

There's webinars on that, too. With their spelling, and then we gradually release them to independence again.

Just like your kids going to go up to college or out into the world, not right away. We don't just do that.

We, we provide that gradual release of stuff, and that's what we do with spelling to installing is very much more challenging.

Cognitively than reading, and almost always it lags behind.

But we teach them in the same lesson at the same time they understand.

Yeah.

I had a quick thought about this, and I'm not sure if this is what she was getting at, too.

But if you try to figure out what what spelling would go, or what letter would go with what spelling to does that make sense like if you're like, would in like in the word rain?

They're going to know that AI go together. But would would I go with my a or my end? What do you mean? I don't know if that was part of it, too, of like, how do you know I could be wrong? But

Oh! Oh, we teach you that. Yeah, we have a Co chart that we show you.

And we, you know all of those things again. It's part of the integration is like, these are different ways to spell a. You don't need to memorize them or anything and we teach the kids the most common ones usually depending on the grade you know, little grades we start with fewer.

But when we move into second, third, fourth, tenth, we teach them 6 or 7 ways to spell a sound, to help them organize this concept of the code.

The same spelling can be sound, the same sound. We say, can be spelled in a lot of different ways, and so they start to, you know, know that in the good news is, and and ably teachers know this, too, that especially in multi-syllable words.

Sometimes the spelling does, you know, can go with one sound or another.

Really, and in the end, instead of having much heartburn over it, if they read it right, and they spell it right, they and they know what it means.

We've done our job. There's a lot of flexibility

Would you mention, maybe the group that we, the new group that we have on Facebook, where people can connect

Oh, yeah. Yeah. The Ely community, Shannon. Will you put that link in the in the chat?

And and put it on our list to send out with email to yeah, this is something that's pretty new.

And it's because we've been having so many people who are like exploring ably and kind of wondering about it.

And the community consists of a lot of people who are wondering about it and asking questions as well as people who are trained in it.

And are, you know, have been teaching it, or parents of our kids that ask questions there are 2 kids that we teach.

Ily, too. So it's a great, is a great resource to ask questions and get information from others.

Who are, you know, learning more about this approach in general. And Ely, specifically, yeah.

Okay. The next question is from Stephanie says, I find that my older students will look at the whole word to figure it out before we start.

Tell me the sounds, any suggestions.

Is this? Is this Suprema Edley, teacher or not? Every teacher we

I am not sure it just says Stephanie.

Okay, so what we do at Edley, anyway, is, if you shout out the whole word, because many, many more kids have memorized lots of whole words right?

And they may know them doesn't mean that they know the code.

So they understand. With the Ely process that you follow the process, and if you don't, we have these behavior management things that we do to encourage them to follow the process, and and then it just becomes once we train them in how this process works they do that and that controls impulse control issue you know

Those impulse control problems, kids that are impulsive, which we all have taught those.

If we teach, it, it really helps train that to control that impulse control stuff, too.

So we tell them and then you make it challenge enough. You're teaching words that they know all the words, and they know how the code for it.

It's kind of not a good use of your time for that kind of instruction.

We? We make it really challenging to try to create some, you know.

Ensure that there's going to be some errors that we can correct, and they can learn how to do that process because they're going to be doing it themselves to you know that that phoning substitution in those big words and stuff

Okay. Shannon Miller, how about kiddos who have specific accents or speech patterns that may affect their writing?

If going from speech to print.

Yeah. The beautiful thing about going from speech to print, is it accommodates all dialects and speech patterns quite frankly.

So our our friends down under in Australia, New Zealand, and some in England.

They have different dialects, can it? Some parts can't it? Some parts Canada, too.

So what you see say what sound you say for that you match your spelling in your dialect.

Actually now speech is if we're talking about articulation, speech, articulation issues, interestingly, when you separate the word into sounds and put it back together, have no idea, love, some research on that.

What we have found in our center as well as in schools that we work in is that these kids with our significant or or even that so significant articulation issues improved really a lot very quickly because we're talking about those sounds and isolation.

And immediately putting them back into the word. So yes, very again.

Able. The is very forget giving, because it has to be flexible.

We have to be flexible and not this rigid thing, because our our language is not that right?

So. Yes, it it really going from a speech first, or a structured linguistic literacy approach is really accommodating for that

Okay, how this is. Shannon Miller. Again, I'm not really trying to.

I just bouncing around, and she's got different ones at different points. How do you recommend working with kids who have limited fine motor skills

We train them? Yeah? I'm assuming she's talking about handwriting, which we she just showed me a picture of a teenager that she's working with.

The could write, do our handwriting? Do our handwriting?

Webinar and if you're training able, do do that process.

But she, this, this child, at 15 or 16, I think wrote 6 letters in a minute, and and most of them, I think maybe we're not in order.

And they were all uppercase letters, and she just showed me that he'd written the whole alphabet.

Now he's started, maybe 4 weeks, 3 or 4 weeks ago, once a week with her.

But we train them, and all of that is included in, and what we do, as far as with instruction.

So, instead of thinking well, we have to accommodate, we look at the behavior that they have, and what do we need to do to break it down so that that weakness can become a.

And it works really quite beautifully. Yeah.

Okay. There's a couple kind of different questions. Nava Kelly, how does this multi syllabic strategy?

When you were doing the on the whiteboard with the first grade transate to student, applying it independently in their reading

Yeah, well, it's the whole point. So if it doesn't, we're in trouble.

Because what we do usually when we're teaching now that I didn't with those, cause, I mean, they were on the back of the wall, and they had to read them up there in a little thing, explaining what each of these things are.

Their behavior, or whatever it was, the character traits. So what we do a lot of times with ably, we'll do it first at the beginning of instructions.

Whereas they have a pattern that's part of you know the sound that we're teaching that week like if it's or or or whatever.

But really what the vast majority is is, we pull the multi-syllable words from text that they're actually going to read.

And so we make the text challenging enough. So they have lots of 3 and 4 and 5 syllable words.

We pull it from there, and then they apply this split word reading that they're doing.

We're still doing split word reading and text. We're not splitting the work.

It's a strategy that all great readers and writers are read readers.

Another one for writers we do, but that they use when they come across words.

They're not sure so when we're supporting them and reading, and they come across a multisleboard that we hadn't pre taught, or they're not sure we coach them through the strategy.

But pretty soon it's just like a lot of things.

Once you become automatic they don't need to be coach, because they know how to do that process.

And then, yeah, the application if you're doing any kind of instruction that doesn't transfer to application, we need to look at what we're doing and and adjust it for sure.

So the application is of utmost priority. Great question, yeah.

There was another one kind of tied in with that one.

It said, how did you break up the word for the first graders before you started scooping up parts

Well, you know all those pink sounds speech talk by what my mouth is saying.

Alright! Truly it. This is how we approach. So this is how I okay.

If you want to know how I split conversation, don't know why that came in my head, but kind of conversation. This is what I'm gonna do.

I'm gonna sing it because our syllables are loud, soft, soft, soft, soft, soft cloud.

So when I syn conversation, that's how I'm gonna split.

It pro fascia no pro fat sha! No, that sounds like I'm NASA, and I'm going to talk about prefixes and suffixes and root word meaning, and all of that kind of stuff.

Of course we're going to use that great opportunity. We're dealing with the word talk about what it means, of course, but I am not going to split it by any rule, by any dictionary.

By, I'm going to split it. By what I myself and everybody takes with them.

Their mouth, in their ears. So I get to choose when they're spelling.

They they could choose. But I get to choose when we're going to do the split word reading, because I put the words up there and so, and we we we do that for our teachers.

At first, you know, we gradually, gradually, release our teachers, too, in our training.

But yes, that's how we decide. What's our mouth saying

Okay. Couple more here. Kimberly Hart. At what point in the school year do Eley taught kindergarteners transition from decodables to reading authentic texts

That's a great question, is Julie Van Layer. Julie?

I see you right in the middle, Julie, do you want to answer that, Julie?

Is a kindergarten teacher, so she can in a high

I am, but I was just saying something about Acadians in the chat, so can you repeat the question

I'm sorry. Yes.

Yup!

When is your kindergarteners transition from decodable text to authentic text?

I have some my kids on back. I want to see.

Thanksgiving is. Some of them were cracking out.

The Dr. Seuss books, and they were. They were reading Dr.

And see.

Seuss. So some of my ha! My higher kids that came in ready to learn they've been looking at regular books through the last few months.

Yeah.

So I and I think I love that that answer, because that's the answer for all it's gonna be, you know, there's gonna be differentiation in there. Some kids are gonna be in decodables longer. And some of them will move will by the end of the year. What would you say, Julie

I would say almost all of them. Last year I had a struggling reader.

It was more that she always missed school, but she brought a simple chapter book, and she's like she's she was, say, during racist.

Can we stay in and read this together? And so she had huge motivation to read that chapter book.

So if a kid brings me a book, we'll read it together, or you know we'll do read, read back

Yeah, yeah. So that supported reading piece. Yeah, could you guys get great questions? Thank you.

Julie, thank you, all of you guys, for jumping in and helping out here

Carrie nobles, what approach would you take with students whose first language is not English?

Same Ely works, especially I don't know why, almost better for ell students.

Curious about that, too, but I've never, you know. I just know that itself.

From my experience. I don't have any research on that.

So I don't you know. Push me on that as far as but this is what I find and what teachers tell us to, especially when they're you know they have a lot of El students. It makes sense, you know you think about Spanish-speaking kids especially we have a lot of Arabic speaking

kids, too, that really fly, for whatever reason, with that Spanish is a very like Italian.

It's a very transparent code, right easy to learn for them.

They're like, you guys have lost your mind. What are you doing with 20 ways to spell?

And all this kind of stuff, but we organize it. We take the chaos and make it, you know, organized for them in a way that like oh, alright!

This isn't as crazy as it appears to be when I understand how to manage it.

Okay.

Yeah, I would start with the ugly apps, too, depending on your age to ably apps are really good

There was a question about the Abbey apps. See if I can find.

I think it was asking the difference between Ugly island and ugly space.

I want to get my first graders on, and I'm not sure which one to have them start on

Yeah, you know, if they know Evely Island is 3 year olds.

Start with it. Actually a lot 4 year olds, and they need oftentimes we'll need have a parent that's that is help them with us, especially the handwriting piece.

But it starts with one letter spelling. So Cbc words.

Cbc Ccbc. In that in Ably Island, and every space is really a continuation.

The end of Ely Island is like some diagrams like Sh, and I I don't remember.

How's that for fun? But there's 4 of them in there, I know that.

And the stories that are attached to it, and all the activities.

And then ably, space is a continuation, and moves into more high frequency.

Words multi-syllable instruction, all that kind of stuff in ably space. Yeah.

And then the site, words by sound. Really second ish graders, and older adults use that one a lot.

It teaches the high frequency words by sound. It also teaches homophones, and includes some writing with corrections in it, for that that app, or at least site, works by saying

Okay. Shannon Schloss. What might spell, read, look like with the seventh grader?

What does a complete lesson look like? Is there a scope in sequence?

There he is. Yes, there is a scope in sequence, and his complete lesson is bluey.

But I certainly can't explain it. It starts way far more ahead than what you think I would say.

Look at some of our other webinars. There's a lot of places in there where I share about how we and I can't in my brain off the top of my head, tell you.

But there's things where we actually show and share some of the activities we do not start with.

Cbc. Or Cb. CC. Words, or that kind of thing.

We start with 2, 3, and 4, you know, up to 4 letters can spell us sound as our first lesson, and we move very quickly, and we move multi syllable would happen.

It depends, you know, and how long you have them. Half hour, an hour, or whatever.

But typically for us, multicellable instruction would happen in the first lesson.

For sure. In the second lesson

Okay. There are some great comments, can I read a couple real quick from Sandra, from Sandra?

Is it? Commit? She said. Julie, all my kids clients have said, why did no one teach me this before the brains crave this information?

One that's cute that somebody keeps asking. They want to know about the twins

They? They are, darling. Yeah, they're growing like weeds.

We're like, Wow, they're like 9 pounds.

They're like the first and third percentile couple of weeks.

And like, how are they? The first third percent down? They're doing beautifully. Thank you.

I have twin grandsons that are now 7, 8 weeks old, but they're going to be 2 months on the sixteenth.

So they're doing really, really, wonderfully. I got to see him over Christmas.

I'm gonna be able to see him again next weekend.

So, yeah, and she's doing really phenomenally well, is, you know, juggling.

That was little tiny babies and a 22 month old.

So, yeah, all as well. Thank you for asking

Okay.

Noah. I had a great share, but I don't know if I can.

Oh, yes, go ahead, Sandra, please do share away, my dear

It's Sandra. Hmm! So one of the things that I didn't mention that I think, is really important to mention is, once you teach the kids the ugly strategies, all of my kids I mean, I have 4 kids I've never and I taught for 20 some years.

Yeah, that's

They're like doing this all on their own now. So like my, so my littlest one is 8.

She grabs the blank. There's an activity called.

Listen, tally right, and say she grows blank. Pages of it, and carries around on a clipboard.

Finding words in our house to write segment. The words, and I've just never seen that type of carryover with any other we've done all the programs, and I think it's empowering to her because she can do it.

And she doesn't need like one. She knows it. She doesn't.

She gets right every single time

Yeah, that's the Santa. Thank you for sharing that.

And that you know the engagement is unbelievable, but it is like a code like somebody's actually told you on the back of the cereal box what the code actually is, and then you can.

In this like. Wow! Let me challenge me more. Give me a harder one, you know, but don't get me a hard one when I don't have a clue.

What the code is, or I only have part of the code kind of thing.

So thank you, Sandra. That was a great share. I appreciate you popping in about that, and that is a thing that teachers tell us to.

My behavior problems go down. The engagement goes up. Our kids.

The discovery one of the best ways to learn is to discover these kids will be finding words on the shampoo bottle, which is some crazy words on the shampoo, BoT, and all over the place to see if they can stump their teachers dump their classmates or you know try to figure out

That, and so that that self teaching piece moving to the self teaching and the excitement of the self teaching is kind of out of this world.

So, thanks, Sandra, that was wonderful. Well, that's Miss Alyssa.

This is another, a little comment from Joe O'connor.

It says this is slightly off topic, but your class management is so wonderful to watch.

Nora, think all of those things you incorporate

Thank you. That's been a lot of years of, you know, learning from my mistakes with that.

But I appreciate that. Yeah.

Okay. Never amid the Kelly. I want to know how to say that.

Okay, I'm targeting a group of junior high students with the appropriate training.

Be K. 12. Remediation? If so, what materials will be? Will participants receive as part of the training

If you would email us@infoate.com.

I can send you a document that shows you all of that.

But basically you get everything that you need for the background and theory.

So for your kind of training, which takes about 4 or 5 h, and that's kind of a stretching, depending on how you learn, you know, that should give you plenty of time and it also gives you everything then that there's training that's on going with each activity.

As you learn it, and the student instruction happens at the same time so it's basically everything that you need except for whiteboards and markers and erasers, as well as extensive, extending the reading, which is basically books so we give you articles and we give you some decodable stuff that

we're like. Do the articles, please, especially for another child.

But really get into a book that they want to read, and I think Sandra couldn't could I tell?

We are always saying to our people that are teaching ably, here's the deal they don't want to read the codeable stuff. They don't want to read these articles that are just like, yeah, they want to read what they want to read.

And they really want to read a real book. You can move them into that very quickly forever.

And if you want to motivate them, do that. So we we we coach you and teach you how to do that too.

So we give you really everything that you need. You need to print some stuff.

You need a computer, that kind of stuff. But yeah, every it's we've done all the work we do.

All the lesson, planning I've never known a teacher that says, Man, can you give me some more stuff to do because I've got all this free time?

Not one ever, ever so we do everything to take that anxiety off.

You get enough anxiety. You don't need it. We don't have to go.

Look here and look there, and that's what Julie is just like. Oh, my gosh!

What do I do with all this free time of mine? So what she do?

She grabs up kids from older grades and teaches them during her free time, and all that time she used to do doing lesson planning and stuff.

So.

And it's neva. Thank you for clarifying this.

She wrote it in the text, Neva, okay, when is the documentary?

This is from steeler. It says, When is the documentary with David Chop going to air

Well, there's private showing some that have their screenings, not proteins, screens.

I need to use that terminology that are having many of them.

I talked to Nick just the other day, and his, he said they didn't make.

We didn't make it into what is it called?

No yes.

Whatever that one is in Utah. The big. Thank you. Yep, so. But there's like the largest. I don't know.

I I am pregnant system. But anyway, we have a lot of things that are good, and it looks like, he said hopefully.

The fourth quarter of this year, now, what I've learned about film stuff just from being on the outskirts here is that there's a lot of it's like building a house.

It's gonna be done here, and maybe it is, and maybe it's not.

So you know, there's just a lot of factors in there that I had no clue about whatsoever.

So it's getting out there. It's going to be at a lot of different conferences that are coming up, and a lot of other places, you know, many people are hosting screenings and stuff.

I know so. Yes, so how about that? A long way to say I'm not really sure.

Hmm.

Okay. But do you want a couple more? What are you thinking?

What that

Okay, there's a couple about the spelling patterns and referring to when you showed the I believe it was kindergarten lesson with showing E.

Yeah.

So would you add E y, or would it be too many patterns

Yeah, typically with kindergarten, we start with 2. We move to 4. We get to 5.

Yes, no, in first grade, and older we for sure, do we usually do the first, you know, the more common ones never do.

I teach 10, or 15 or 20 of the ways to spell because you're not teaching it for the content per se.

You're teaching it to show the patterns, and you're teaching it for them to understand the concept that the sound E can be spelled on a lot of different ways, and we don't make them think that these are the only ways they and we don't even teach all of this there's about

44 sounds. We teach way of as percentage of those, because the spellings, you know, like, maybe 10 different sounds.

Okay, not the other 34. Because they don't need that content.

Piece. What they need is the process, and then they apply it.

Oh, yeah, this is that can be in buzz, and that can be.

And is, I get it because I know that concept and I know that 2, 3, and 4 others can spell sound, too.

And it's no big deal cool. They just their brain has picked up those patterns, and they just automatically apply it.

Which is where that self teaching comes so fast. I'm curious.

Yeah.

Neva asked if you use a sound wall, and Shannon Miller said so.

How are all these spelling patterns collected or displayed, or are they, for example, how or would you at all do a work wall

Yeah, I always thought I know what what we call the sound wall is very different than what it sound law has become in the last call to sound, while the last couple of years we've been calling it to sound well for lots of years.

But what it is is like that esort. We then put it up on the wall, and then somebody may come in and say, What about Monkey?

And then we'd make that new East spelling up there.

So it's a working document for the whole year. And the kids use it more quite honestly for spelling.

They might for reading once in a while, but mostly for spelling, but it it can go up on a wall in a classroom.

It's really that's not the point. We have never done a sound wall here at a reading center, or given kids a folder with the it distracts them from what they need to do, which is actually really read, you you know, and apply what we've taught them.

But in a classroom they'll sort it, whereas there's a sound well, there's different ways to spell E the different ways to spell and then there's a sort, and then they they can add to it so it can be this working document in another place.

We have the same spelling that represents a different sound.

So you have, Ea can be E and A, and F.

It's a whole different concept. So that's an a different place so that it can see me. What's how does that when I?

And then they can tell to cause we're looking at the patterns.

This is usually going to be, you know, at the end, when it's at the end of the word, a lot of times it's gonna be zoom.

So try that first. It's not a rule, and it doesn't mean only do this or do this because a rule to kids means that's what we have to do.

We don't run in the halls, or we don't hit the kid next to us, you know.

Not just you know. There's exceptions to it. So yes, the sound walls go up, and a lot of people you know.

They'll take it from the whiteboard and put it on tag for teachers will, and put it on their wall

Okay. This one's from Angela Zimmerman.

Do most schools just use ebyl? Or do they use Ely with another reading curriculum?

Almost all schools have something that they're doing. I love Ely with some content focused curriculum like Ckla E. With wisdom.

Those sorts of things where ably is the foundational step.

But almost every school we work in they have another thing that they're doing.

And so really what we do, a lot of work with the teachers, with and again, Julie and a lot of our teachers could speak to.

This is taking all it's that Ely, and if you're going to ably should be the foundational instruction, sure you can use this Basil or this whatever as far as the words or the vocabulary, or the spelling, words, or whatever but the process, of teaching them don't give them

All these horses to jump from, you know, when they're reading because they'd be all these different processes to do so.

It's really in the schools. Our challenges is to to reduce the amount of stuff for teachers, because you don't need adding more actually delete what you're doing as opposed to to in to enhances it.

So it's really to be perfectly honest in a classroom where they haven't been teaching much as far as explicit, decoding encoding.

It's a lot easier to infuse into there because they got books that got it out, you know, going on, and they don't have haven't been.

It's kind of like guessing. Kids know, the guessing isn't working very well.

They know that there's a much better way, but they've been guessing for so long that it becomes very automatic.

And it's the same with asking teachers to change the approach for what they're doing.

It's just like overnight. You're gonna shift.

So they gradually do that in a different and very ways, which is what the is the case with all humans.

But we go into schools that do pretty much everything. And and so we coach, the teachers to.

Okay, you're doing this cool. Try to not. Don't do this in this, and this and this to teach the same thing or teach it this way in the morning.

And a completely opposite way in the afternoon. That that you know, kind of like giving a bucket of milk and from a cow, and then having them kick it over.

We don't want to do that, because then it causes more time, more energy, more confusion for the kids and

all.

So. Yes, but yes, we have most always. They start out that way.

Things are shifting. Thank you. In my Hanford, but things are starting to shift as far as that goes, but most schools don't do a lot of explicit or systematic, you know, decoding instruction.

It's more, you know, kind of incidental, I guess.

Teresa score score zone. I have incorporated many Eley strategies in my intervention, intervention, sessions, as I have watched all I as I've watched all I can, so she must just be so can you stop them and I am seeing many successes.

In many instances my hardship is in battling the larger classroom phonics program.

This, no doubt, is slowing them down. Any suggestions for this situation

So it seems like maybe she's not ugly trained.

Maybe she's doing something

Yeah, which makes it a lot more of a challenge, of course, for you, too.

But then you do, I mean that's called our life here at our center, with our, you know, a private students that come here too. Again.

The? Are you battling the classroom teachers, or are this?

Are the students confused, or are the teachers frustrated with 2 different ways, which is that more?

The students are the teachers, it'd be a different answer for that.

I don't know if that's so, for the students.

What we tell them is use, but with ebay, you know I have such a hard time with kind of like trying some.

I know that trying some, that we have a lot of discussion on this in our host, structured linguistic literacy crew as far as to do a little bit, and in shift some things which is course is good.

But you know it's kind of this is the whole car of this car, and we are putting in different car things.

So so doing it kind of kudos to you for for doing that and trying to.

That's gonna that makes it harder for you and also harder for the kids to have that process clear.

But when we have the clear process, and if they do have the clear process, then I, what we tell kids

especially if they're past second grade or are usually not teaching reading so much past, then is that especially third grade, use what I'm teaching you here you have to explicitly say, this to kids in

intervention, you, if you, you, you, I use this all my life.

I use this when I'm in a restaurant, I use this when I'm reading a book, I use what I'm teaching you.

I use of 10. I want you to use it in the classroom.

You could say your sounds when you're writing, you can do it quickly. When you're reading, you can say those sounds and and do that type of thing.

Use. Stay on the same horse. It's hard, because then the kids are like, well, my teacher is telling me to do this.

You can. If you have a good interaction with the teachers, and they're open to it.

You can say I'm doing this. Can you just tell them, do what Mrs.

Smith is doing, or whatever what Mrs. Smith teaches.

To do that stuff a lot of times with ebay.

We start in schools through intervention, special LED and and title and intervention, and then it we.

And so the classroom teachers be like, whatever you're doing over there.

Do that here, and that's and and that is helpful.

You know, if they er the teachers are are not doing that, but it is challenging when it's a print.

First instruction and then the speed. You can see how they're really completely different.

Even though the content of what they're trying to teach is the same thing.

And so it just confuses kids. And so trying to tell them utilize these things. You know, when you're in your classroom, because that's why I'm teaching them to you, so you can use them there, too.

Okay, this is Shan Milling, the kiddos.

I know who have struggled most significantly with dyslexia are those who cannot visually differentiate between written shapes and codes.

Are there specific suggestions and how to address this? It's not for lack of exposure, time, practice, variety, or consistency.

Because we have so many people who have taught explicitly and significantly, dyslexic kids that have been coming into Abley and they're spectacular educators.

I've learned a lot more about that. They can answer that question a lot better than I can, but I can do you.

We at our center cricket is our our person that's in charge of our private students.

That come here as far as talking to the parents literally from all over the world, and we hear more and more and more all the time.

My child is the worst dyslexic in Wyoming.

My child is the worst dyslexic in Texas.

We get a whole lot of worse dyslexic in Texas a lot from all these different, you know, depends.

But the my, the that's that they really are so severe with the interesting thing, and I don't know why.

Yeah.

And I really, if anybody's a research out there, you have researchers, or whatever I would love somebody to research, why, I'm wanting to get to Haskins Lab, I just need about 4 million dollars to do brain imaging to show why is this the case kids who have had instruction

Dyslexic kids. I just had one not long ago.

12 years, 4 years, and a in a private school. That's for dyslexics, and she was at about a fourth grade green level.

She was 21, and in 4 h of instruction she read her first.

Now, then she read another one. She read, those got the hungry games, but it's a book that's like that.

Is just to be a novel kind of thing. So whatever it is, if it's approached with this speech first, dyslexic kids more than anybody absolutely glam to it.

Don't, Sandra, do you have any? I know all of your kids have been diagnosed as dyslex.

Do you have any bye?

It is the, it is the beauty of your system. And I I I have since September August.

Really, when I started a 100% using it, I've been trying to differentiate it because I, as you know, I've done lots of speech to print programs.

And I've also done and been trained in Mini Og programs.

And all the Linda Wood Bell programs and I believe is very unique in the fact that for a certain I mean, it's great for all kids, but for a certain subset of kids with dyslexia, especially the ones who have language disorders expressive and receptive language disorders there

Is something, whether it be their interleaving in the brain.

When you have the kids say and write the sounds every single time, and the frequency, the frequency in which you do it, and and the teaching of the multisyllabic spelling and reading it. It.

It's almost like it seals it to their brains faster in a way that wasn't ever possible.

I mean my, I mean just even one. So I have 4.

I have 4 kids. 2 of them are very profoundly distract dyslexic.

You know the ones that the neuroscience say they'll never be able to read.

They're reading, by the way, and then I work with kids who I also have clients who are very pro, I mean kids who are like in the less than first percentile, you know, in all those areas who couldn't really even recognize letters in their name after 14 years of its letters in their name after 14 years of

Instruction. They're learning to read rather quickly with ugly, and it's I really believe it's the saying it as you're writing it.

Every single time as you go. I don't. I don't know, and not because for so many of these kids are held back in Cvc words for 10 years, 12 years, because they can't get to map 12 years of a Cvc word because they can't get to Mastery

I think, giving them varied practice. Switching up the activities a little bit.

Hi

Staying within the same scope gives them exactly that interleaving that their brains need. I don't. I can't figure out what else it would be, because we've done it all

Well, yeah, there's I have some. I have some theories in my head about speaking them out of my mouth, but I have some things, reasons why I think that it is too.

But I, what I do know is it's like this phone have no idea how these texts that people are sending me right now get here.

I know that they do love the they do don't really care so much about it, but I do care like I'm much more curious about why this works so well.

I mean, people think we're nuts right. But there's a lot of us that are being nuts because we have the same repetitive experience of these kids who everybody is saying, or many people are saying sorry.

But they just won't, and they do so I don't know what it is, either, but there is something, and there's I think it's many things, and I think that me having been a neonatal intensive care nurse for a decade, and having that back background and mindset about the

Brain, and all that can happen with neonatal neonates that are born really, really early, especially in different things.

I think that that helps. I don't know. I mean, that's just my mind, my thinking, you know.

I know.

No, I it's it's beauty, and it will be researched one day, and will know why will.

We will know why there's some there. It's because on every other book that I've since read all the cognitive load theory, all the everything about the brain.

Yeah.

It's that recipe. And the varied activities, and how it's all interrupted.

Yeah, right.

There you have hit the magic button on that one

One see all of those things like that's what I'm trying to say.

All of those cognitive processes that can be trained.

But it's not. Most people don't are not even really familiar with all of that is baked in underneath.

Underneath. I'm not saying to teachers when they're teaching this that oh, you're doing this cognitive, you know.

You're dealing with sequencing and simultaneous processing, and but all of those things were mindful.

When I was creating, you know I so I I don't know what

That's why I think you don't give yourself enough credit sometimes, because it really is that magic you have all those little pieces that, at least for my students on the clients that really profoundly dislexic kids.

Hmm.

It's that magic sauce that I have a 14 year old, 14 years old, who, I can say because he's not here, who isn't saying I'm dumb.

I'm stupid, he's like, oh, I can read that!

Oh, that ninth grade word list! Bring it on, he said.

Maybe we should try the tenth word grade list, because this was a little too easy.

This is from a kid who was stuck at Cvc words, all those I have bought, every decodable book because Cbc.

Words for a desktop a decade

Yeah.

Magic.

Yeah, I don't think I should use that, probably in my new website, or anything.

No, that's okay.

Mad, do you you just have to be careful because I mean huh?

No, but but that it's that the magic pieces is that you incorporate all the current brain science. There we go.

Yes, thank you. Alright. I think we're probably good.

We have gone way over them, because I can do that when I get to the question part.

But thank you all, and we will get you the recording and the links and all of that good stuff tomorrow.

And I appreciate you. Spending so much time on your Thursday night here, and hopefully we will see you next month.

And also in the ably community, and also check out the speech to print linguistic products, exploration page.

If you have not, because there's lots of great information in there about a lot of different, you know, programs that teach this way.

I did want to say, too. That's I find this very interesting.

But Ely, and sounds right, which is out of England, are the only 2 systems that use this approach.

That we're actually created with the intention of teaching and whole class instruction.

I mean not that it's not for intervention, too, but with ho!

To me if we get to K. 3 and put that fence at the top of the cliff, we're gonna solve a whole lot of trauma

and angst and all kinds of things.

But you know, that's usually we don't know that there's a problem there as of significantly.

And then it becomes one more. But you know there needs to be more of this instruction.

There needs to be more understanding. I don't know. I'd like you guys tell me to.

Do you understand this better now that I've gone on and on here for all this time?

I'm real curious about that. So do share about that, too.

So, and if you have set suggestions like Hmm!

I could use this clarified or that I'm open to hearing those 2.

So thank you for being here. Thank you for listening. Thank you for all of you who shared both talking on here and also in that presentation that you shared before.

All helpful for greater understanding and helping us get to much more highly literate world, which is what we're all about. Here, aren't we all?

So. Thank you. Yes.

Nora. 2 things that were going on the chat. Really quick.

Do they get the questions and answers when they receive their webinar, recording

Okay.

No, they get me talking about it. I I it's become too overwhelming and I'd have to I'm here to like 110'clock at night.

Okay.

Night. So so I don't. I used to answer all the questions that were not in there.

I don't know how, if there's many more or whatever, but they they get it just in in here. Yeah.

Okay. And then Amy, who's gonna do that private screening in Iowa?

Oh, I am!

There was some questions about when and where's something that should we like include her email in there?

I don't know. Some people can find out about that.

Amy, will you let us know how you would like us?

We'll we'll include that. If anybody I know that there's several people on here who are doing private screenings that people can come to.

So, if you are, and it's open to others joining.

If you before tomorrow, like at 10 am. So like, now, email us at info at Elycom and give us your link or your information, or whatever. And we will. We'll include that in the recording, too, so that people can have that access to the documentary yeah.

And I may have given some people some wrong information. Do we give them the chat like?

Do we capture the chat and give that

I do believe we map to the Chat Alyssa. Yes.

Do they get that when we give them the recording

I think that it comes up in the recording. I don't know.

Okay. Oh, don't. Yeah. You watch the recording. You see the chat?

You guys, Julie, Julie's shaking her head.

Yeah. Sorry. Okay. Sorry. Alright. Guys. Thanks.

Yes, yes.

Okay. Is that good, Shannon? Everything's good.

Alright! Thanks, everybody! Take care and we'll see you next time.

Thanks so much