

Okay, welcome everybody. I am Nora Shabazzi, the founder of EBLI, Evidence-Based Literacy Instruction, which is a comprehensive system of teacher training and student instruction for classroom and remediation teachers to teach anyone to read, write, and spell to their highest potential.

So I love sharing with all of you, and I'm so happy to have all of you here.

I'd like to ask that you, my favorite part when we're done that I go through and look at, even though I know I go over a lot, if you will share where you're from, what you teach, what you're interested in, about being here in the comments, that would be really wonderful.

I love counting the different states, the different countries, and thinking of you. It also helps my geography, because sometimes I have to go to the globe I have in there and look at where some of these countries are. So do that if you will.

And as you do that, I want to say also welcome and thank you to the EBLI team who is here. Alyssa is here and will be sharing all the links and everything with you. Shannon is here.

Shannon will be grabbing all of your questions.

Please ask questions in the chat because I'll answer those at the end. I try to end at 8:00, I don't think I ever have. I will go till sometimes 8:15. So if you have to sign off, that's cool. And you'll always get the recording too.

I see Cricket is here also. Hi, Cricket.

From our EBLI team. And I think Molly Jo was on here too.

I think I saw her fly by. So a bunch of our EBLI people are on here, as

well as our teachers trained in EBLI

from all over the country. So they like to chime in too and share

about some of the things that I'm talking about that they're familiar with.

So welcome to all of you, and all of you who I've

seen here before, and all of you who have not been here before, I'm thrilled to

have all of you. And I see that little child right there. Hi, honey.

Who is that? Is it Kevin? And the Whedon family.

Hi, Whedon child. I'm glad you're here too.

All right, I'm going to share my screen, and we

will be off to the races.

All right. Today,

our topic, I'm real excited about it.

It's kind of a two-part series, though you don't have to have seen the first part

to benefit from this one. The first one was on phonemic awareness and phonics,

which there's a lot of information out there on these days.

And this is going to be on stuff that isn't talked about as much, but is just as

crucial to have all learners be able to reach their

highest literacy potential. And that is reading in text and comprehending, very

important of course, handwriting, writing, and spelling.

So those are going to be the

topics of today.

All right.

Thank you for muting whoever did that. I know that was you, Alyssa.

And again, if you're just popping in, if you'll please share where you're from, what brings you here,

anything else that you would like to share in those comments.

And please

do remember to ask questions. Okay?

We really appreciate that.

Let's see here.

All right, so again, our part two here is I'm going to go into some detail about six different points on reading, spelling, handwriting, and reading in text.

So I shared this in our last webinar too, because it's so true. I've never known a teacher who said, "Wow, I was bored because I had so much extra time." Whether it's during classroom instructional time or in their life in general. All right?

Teachers, especially this time of year, are doing so much for so many, and planning after hours and doing all kinds of good stuff.

So everything that I share with you guys is with the intention of making your life easier and also freeing up extra time so that you have more time to do all the great stuff in your classroom as well as in your life, teachers. And parents too, so you don't have to do all kinds of

extra work and stuff with your kids after they're home from school.

And then this was the other one. We always want to speed up instruction.

I'm very obsessed, those of you who know me, with accelerating our instruction as much as possible with high quality, so not just effective, but very efficient.

And those are the things we're going to be looking at.

Now, today was one of those days, literally from the time I walked in the door this morning at about 8:00, where that saying of change happens at the edge of your comfort zone or whatever, my comfort zone was MIA. I didn't even know where it was.

There were so many things that happened that were not what I do well, which is teach teachers or teach kids or do something along those lines.

It was everything not that. And so it was very harried and very hectic. And I think, yay, I get to be here because now I'm right inside my little comfort zone box. However, some of the things that I'm going to be talking about tonight, especially if you're an educator or even a parent, might be your turn to be kind of at the edge of the comfort zone.

So don't panic on that because that is where the growth happens.

And also be open to some of the things that I'm saying may be very unfamiliar to you. They may be very much like, "Ugh, I don't know about that type of thing," but just stay open and listen and please also ask questions. Okay?

So here's the list of the things I'm going to talk about.

Explicit handwriting instruction, fixing spelling.

I'm going to

dip my toe in really with that. I am going to do a whole webinar on that next

year. Whole class explicit instruction and the importance of that,

teaching kids actually how to write a sentence,

and making sure that what you're teaching explicitly to your kids

matches what we're going to ask them to practice, and then the importance of

read-alouds. So those are the things that we're going to go over tonight.

So our first one we're going to talk about when we get going here

is handwriting. And I'm just going to share some pictures to show what

is possible. Now a lot of my pictures that I share are of little,

oftentimes kindergarten kids. Because people will say, "Well, you can do that with

second graders or fifth graders or whatever, but you can't do that in

kindergarten." This little girl on the left is actually a three-year-old, and the

one on the right is a kindergartner.

And these were kids that were in my COVID instruction that I did

when the schools closed down that March of 2020.

And I had over 4,000 families sign up for ...

three different classes, one for kindergartners, one for first graders, and the

other one's for second grade and above.

And these kids, two times a week I worked with them for 45

minutes, typically in groups of over 100 online, and I did

this handwriting thing that I'm going to ask you guys to do for

about five minutes for six different lessons over three weeks.

So here's the difference in the three-year-old on the left from before when she started on April 8th of 2020, and then after, it was actually April 29th of 2020. That is her gains.

This little kindergartner, you can see, she wrote several letters, all uppercase, and then she did all lowercase.

So really pretty profound. I'm going to tell you about how to do that and

help your own students and your own kids to be able to do that, too.

So handwriting is really important. We're going to talk more about that.

The other thing we're going to talk about is student gains in writing.

Writing is so critical, and actually,

the better we teach our kids to write, the more we're going to improve their reading, even more so than where they're at right now.

So what this is, this is actually a fourth grader,

because again, a lot of our kids get to be fourth graders, 10th graders, adults, and writing like this is on the left.

Now, especially if you're an educator, you can read this easier.

I

wasn't able to read this 25 years ago when I was a nurse, but since I've been in literacy, this kind of stuff I can decipher quite easily. Educators can typically do it, but parents and everybody else who's not an educator, not so much. Okay?

So this was in

August of 2018. This child is actually, Jon Corcoran's on here

tonight, and this is from the CLIP program that

started where they paid for the first year, a bunch of teachers

to get trained in Abley, and then it was a five-year program, and Jon really

was the impetus for that. And this is one of those teachers that they trained.

This is her student. So this child wrote-- he hated writing.

He told his teacher he wished he'd never have to write again. He can't stand it.

And over here on the right side is the same fourth grader in 11th

grade, or in November, not 11th grade, in November.

So from August to November, this is his writing

now. And actually, it's about the Abley bird, which makes me like it even more.

But this child now wants to be a children's author.

He wants to be an author. All he wants to do is write.

So she taught this explicit writing where she held his hand and

gradually released so that he would be successful and have what he

needed to do, when he needed to do. So this on the right is what we want.

On the left, we don't want him to be stuck here.

So we want to accelerate our kids' gains in writing.

Really critical. The other thing is spelling.

Spelling is very, very important and very strongly tied to reading

because they use the same code. This is actually a kindergarten student from one of

our Abley classrooms. The teacher shared this.

In the fall, this is what the student did on the left, so had a couple of uppercase letters, which was good for them.

In kindergarten, a lot of kids don't have much.

And on the right is in the spring, his spelling. So does he get them all right?

No. But is he 500% better and more accurate and knows what's going on? Absolutely.

So this is what we want, is for our kids to go far and fast, whether they're in kindergarten or 12th grade or adults or anywhere in between.

So we're going to talk about the importance of spelling, not just to writing, but also to reading.

And then comprehension. And these guys, I couldn't remember if I didn't look back at my thing to see if I shared this last time, but the Fountas & Pinnell assessment is kids' comprehension.

So huge gains are what we want for when they pick up a book and they're able to use all these things that we've taught them so that they can not just read it, but also understand it, okay, and hopefully enjoy it.

So we want this whether they're in kindergarten or in high school.

So this is some first grade significant gains we want.

This one is kind of cool. The MEAP was the Michigan test for

middle school kids before they started the M step.

But this was an interesting

situation. It was a middle school

where all the teachers were trained in Abley, including the gym teacher, which I thought was interesting. But they asked them in their-- I don't know what it's called, something when the kids all come into homeroom.

That's not what it's called, but it was in homeroom like that.

And the homeroom teachers all taught Abley from September until they took the MEAP test in October. So it was about six weeks of instruction for about 45 minutes, four days a week, is what they did.

And you can see, these are comprehension gains.

How much reading gains did they make?

From 62% to 89% comprehending. This is huge.

From 73 to 85, 80 to 88. We want this at 95% to 100%. Once we get there, we're cool.

We can not necessarily coast, but just keep doing what we're doing because we know we've got all those kids where they need to be.

So comprehension is the point of all we do with reading instruction.

And then writing ability is the point of all that we do for writing instruction and spelling instruction. So that's the whole point of it.

All right. And this is my favorite question. Whoopsie. I just lost.

And I repeat it a lot because it's so important, and I ask it to myself all the time, and I ask it to the teachers I train all the time, and I ask it to you, too. Why am I doing what I'm doing?

I just had a really productive hour and a half conversation with an administrator today about why are they doing what they're doing.

And I won't go into all of these different things, but she would think and say,

"You know what? That's a good question. Why are we doing that?

We're doing this, and it's really the exact opposite of this, and our teachers are overwhelmed, and our kids aren't making progress." And so asking this question can really help you

hone in on what do we need to change.

All of us need to change unless we have 95% to 100% of our kids proficient at reading. So why am I doing what I'm doing?

And if the answer isn't so that I can help my kids accelerate with their literacy instruction, or their literacy acquisition, then we need to refine, modify,

change a little bit of what we're doing.

And then down here just talks about

how we teach is just as important as what we teach, and I have a blog on that.

So that talks about that. And again, to reiterate

How we teach and learn best, all of us, whether we're learning at 60 or whether we're learning at six, explicit step-by-step instruction.

And today I had a lot of examples of that, that I needed explicit step-by-step instruction. And it worked. I needed help.

I probably couldn't go and do it myself the next time, but eventually I could. But then show me how to do it.

Don't necessarily do it for me because that's not really going to help, but show me what you're doing, show me how to do it, help me be able to do that,

support me then a few times, and then let me go off on my own.

And that same as the "I do, I do, I'm going to show you.

We do it some together, now you do it.

Let me support you, now you do it independently."

And then mediating, which means giving feedback to your

learners based on what they're doing and what they're showing you and what they're

showing you that they need. And positive feedback, that's really important, and I

know you all know that too. And teaching and

learning should be interactive. It isn't a passive

event. Lucindra, who is our training coordinator, who's like a bionic

woman, she's unbelievable, but she's never taught EBLI.

However, she's seen a lot of EBLI stuff. She's seen our videos.

She

sits through the trainings, all of our orientations and everything,

for her part with the training piece.

But she's never taught anybody EBLI until about three weeks

ago. And she has a friend whose child is struggling.

She said, "I think I'd like to teach him." And I said, "Go for

it." And so she asks questions to all of our team, and then she goes and

does it. And every time when she comes back, so far the last three times when she's

worked with this child, she said, "It was really good." It's a seven-year-old.

"He was really engaged, but I'm really slow." So she has been

around EBLI now-- Well, her son was taught for over 20

years. He was eight. Yeah. Anyway, around 20 years.

From bringing her kids here, she's been working here for probably 15 years.

She's been around it a ton and seen a whole lot of EBLI.

But that doesn't mean that because she's been so immersed in it, she can actually teach it. That interactivity of teaching and learning and the interaction is really, really critical in all kinds of learning.

Because we all know we can watch something happen and say, "No problem," and then we go to do it and we're like, "Rut-ro, problem." Right?

So we want all of these pieces to be a part of how we teach, whether we're a parent helping our child, whether we're a teacher teaching a classroom or in title, in a small group, one-on-one, doesn't matter.

Okay. So the first thing I'm going to talk about is explicit handwriting instruction. This has become a dinosaur type of thing.

It's coming back a tiny bit, not nearly as much as it needs to because it needs to be back for everybody. I hear all the time people saying, "They can just type it on the computer."

They could, right? But is everybody going to type on a computer all the time for everything? No. And even so, if you look at all of these different quotes that I put here, Alyssa is going to share the article that they came from in the chat, and also Lucindra will put it in the email that you get tomorrow in the resources.

But those involved in handwriting instruction and intervention, it's important to keep in mind, handwriting must be explicitly taught.

And not just that you've made the letter, but top to bottom, left to right.

Important. Not even just for handwriting, quite frankly, also the connection with reading. We find a tremendous connection with attention and focus.

So many things are critical. And I did a

webinar or, I don't know, a presentation, something maybe a couple of years ago on handwriting, and when I was preparing for this webinar, I was doing some more Google searches and looking for some more information.

The number of articles about handwriting has exploded.

Absolutely exploded. Back then, it was hard to find the things that I was looking for, even though I'd seen them before.

Now there's so much stuff that shows the importance of handwriting instruction. Now, also, this is really important.

The kids who lag

in reading in K1 are not good at printing.

So they aren't fast, they're not accurate, they're not doing it right, they don't know the letters, all of those types of things.

So when you improve the handwriting, it's

blown us away, and you'll see that when I talk about the webinar I'm going to recommend that you do, the reading improves exponentially.

It's quite wild. And the fluency. Not just the accuracy, but the fluency.

It's pretty crazy. Now, this last quote is the most important.

This one is about some research that they did where kids were typing or tracing, watch out for that tracing, or doing handwriting where they were getting prompts to do it, but not tracing, okay? And what they found is that the kids who were actually doing the handwriting, not tracing or typing, had very much more connection with the reading circuit and improving the reading circuit than the kids did who were doing the typing or the tracing.

So that handwriting instruction, especially if you're a K1 teacher, for sure pre-K too, but even older kids, we deal with it, but sometimes they've done it so wrong for so long and there's so many other fish to fry, we have to show them the right way to do it and really oftentimes don't have the opportunity for the repetition of that.

But those little kids, if you're working with little kids, handwriting is critical. The EBLI apps deal with it from three years old.

It's absolutely critical, and read these articles so you can learn more about it, because it's important. What I say to do for handwriting is this webinar where I tell you exactly what to do. And I know Alyssa's going to share the webinars. "Handwriting the Alphabet and Fluency" is the name of this webinar that shows about these kids that I showed you, this one at the beginning, anyway.

And this middle one is a third grader, and this one on the right is a first grader.

So again, getting their handwriting fluid, top to bottom, left

to right, A, B, C, D, in order. All right?

Increasing their processing speed, all kinds of great stuff.

If you do this activity, it does not take long, but you don't just say to your kids, "Write the alphabet," and then you go and, I don't know, do something else. You have to be with them to coach them and do the things to Move them to doing this accurately.

And it's lowercase letters, by the way, also at first.

90-plus percent of our letters are lowercase.

So we start with that even with three-year-olds.

So I really,

if your kids have poor handwriting, if they're learning handwriting, if they're new readers, be sure you check out this webinar and get your kids to be doing this.

Not only will it benefit their handwriting acquisition, it'll benefit their reading, it will benefit their attention, it will benefit their processing speed.

There's so many things. It is a lot of bang for a very little bit of time and literally no money. Okay?

So check it out and do that. The goal, and you'll find out in the webinar, is for all kids to have 40 letters in a minute.

So they write the alphabet, A, B, C, D, E, F, G.

Once they get to Z, they start over again, A, B, C, D, E, F...

And we want to get them to get to 40 letters.

So you'll learn all about that in that webinar.

That is the fastest, simplest, most effective

way for you to really get your kids

moving in their handwriting. It also shares the Peterson handwriting prompts that

shows you how to do it and what to say when they write those letters.

So handwriting is important. This is one that is

that whole edge of your comfort zone thing, probably the most,

and that is correcting students' spelling

versus invent a spelling without correction.

Now, notice I'm not saying no invent a spelling. That's not true.

However, I am not saying

let your students invent a spell until one day they wake up and they can spell

correctly. Because if you teach older children, you know that they never do.

And if they do, it's very few. And they're typically not going to

be spelling to their

potential. And this is because what you practice, practice makes

perfect, we've all heard that, or practice makes permanent, that's another saying

I've heard. What that means is the first time you spell

was, I use was because my daughter, even though after she learned to read very well

way back in the '90s, she still misspelled was for probably two years, and a whole

bunch of other things, too. Because she'd practiced it so many times as W-Z.

The first time she did it, she's like, "Oh, let's start to make this neural

connection that's not there." And then she spelled it W-Z again, and then that

connection's getting stronger. And pretty soon she has a nice, solid, strongly connected neural connection there that was is

W-U-Z. And you show it to her. I could show it.

She could see it in a book, and probably did thousands of times.

Now my connection says W-U-Z when I'm going to write was.

So if we allow them, encourage them, and especially model to them, we don't want to do that, but to misspell.

The more that we allow anyone to do that, the better they get at doing it, because they've had repetition at it.

So what we do in ablely all the time, and we highly recommend that everyone does, is that your kids write and then you fix it so that they can see the correct spelling as the last thing inputted on their brain. Okay? And that's what we want to have that nice strong, thick neural connection to have happen. It's like a super highway.

We don't want it to be wrong because it will be remembered wrong.

And then when they get in second, third, fourth, 10th,

25 years old,

age,

it's going to be way more challenging to undo.

And teachers know that, especially the teachers in the older grades, they're like,

"Whoa, these kids, I can't have them write.

I can't read what they write." So if we're not spelling correctly,

then we're not going to be able to communicate through writing well at all.

And also kids don't like it because nobody likes doing stuff that they do wrong really well.

So

it's very important. Now this is another thing to really consider, and I ask this of the teachers that I train.

When in life, in school, ever, do you not only encourage a child to do something wrong, but you allow them, sometimes model doing it wrong, but allow them to do it wrong dozens and hundreds and thousands of times?

We don't do that with math. We don't tell them two plus two is seven, and then the next day two plus two is seven, and the next day maybe two plus two is six because was might be W-A-Z or something. We never, ever would do that. We wouldn't tell them that Australia is in the United States or in Europe.

We'd never, ever, for anything, we don't teach them how to do dribble wrong or do gymnastics wrong or anything.

But we do this regularly, and teachers have been conditioned to believe that this is a great idea.

And parents have been told, "Don't worry about it, they're going to spell." And then they get older, and they still aren't, and they're like, "What are we supposed to do about this?" Now invent a spelling, that it shows.

You spell phone, F-O-N. Great. You know that there's a f, an o, and an n. Now I'm going to show you this is how you spell f, and this is how you spell n.

So I'm going to give you that information for that correction, just like I'm going to do for anything that I do for children or for anybody that I teach. You do something, and you're a little off track, we're going to give you that correction to get you back on track. So really important.

In my Make It Stick book, which I love, this is one of my favorite books, is talking about...

There's a couple quotes from that, and I think we'll put that link in the

comments, too. When learners commit errors and are given corrective feedback, the errors are not learned.

So the opposite of this means when learners commit errors and they're not getting corrective feedback, the errors are learned.

So that we do not want that misspelling that just becomes more and more and more, and then our kids write less and less and less, so they don't have to have that humiliation of it. So really important.

So strategies that are likely to result in errors produce stronger learning. We're cool with errors.

We don't mind invent a spelling, but the retention of the corrective information,

and retention of corrective is more than passive learning strategies, provided there's corrective feedback. This corrective feedback,

research shows this, cognitive

psychology, cognitive processing, all of those things show

you make an error, we're going to give you corrective feedback.

Now you're going to do it accurately. You're going to make that error again.

You might make it 16, 25, who cares, times.

We're going to give you the corrective feedback.

Pretty soon, that corrective feedback And that accuracy

is what's going to be automatic. So feel free to ask questions in the chat,

because I would imagine that a lot of you have questions about this, possibly.

So how do we do this? How do we do this with EBLI?

And how do we recommend you do it with anybody?

This is a kindergartner, and after we've done some dictated work and all kinds of different things with writing, we ask them to label something.

So this child, we're starting small. All right?

We're always on a whiteboard at first, because error corrections are very easy.

They're not

anxiety provoking, and there's not a lot of work for the teacher or parent

or anybody. Whiteboards are wonderful.

So this child wrote, "My house." This is an

absolutely fantastic example of invented spelling.

He's got the m, I, the h, ou. We got part of that s.

So he's got a representation for all the sounds in these words. Are we thrilled?

We're thrilled. Are we leaving it like that? No. All right?

We're going to show him, "This is your I spelling." And then this child is going to

write it, because if we show him that that's I, we learn better that the

Y is the spelling for I. They don't.

And then in house, so he's got that hu. We show him how to make a lowercase hu.

And then the ou, we show him, "This is your ou." The child writes it.

Now, you can see up here I'd written that s. The child is going to write that s.

What's happened now? They have had some repetition into their neural pathways of seeing, hearing, saying, writing, because they're going to say the sounds as they write, for these spellings, for the sounds in this word, okay? For the accurate spellings.

Have we taught that OU is ou or Y is I at this point, or SE is s? Most likely not. We'll get to it in kindergarten, but most likely not here. However, it doesn't matter.

We can still show them the accurate way.

So this is an absolutely wonderful way when we're moving into independent writing. We do not go and say to the kids, "Go write a sentence or a paragraph or a whole story or anything like that," because then there'll be repeated, repeated, repeated, repeated mistakes.

"Tell us a story, that'd be great, and we'll write it down for you," or that type of thing, or, "Let's write a story together as a class." That's awesome.

But we're not going to ask them to start out of the gate and practice doing it wrong before they've been taught how to do it right, okay? Or leave it hanging there wrong. Okay?

And then this is an example in third grade.

This is a third grade classroom where we'd read an article, and then it was about

logging, apparently. And then we all came up with a summary sentence, 10 words or less, together.

So then I would read the summary sentence, "Logging for bamboo is causing giant pandas," whatever, "to become extinct." I bet that's what that was.

So I'm speaking this sentence to this classroom of children, and they're writing it on their whiteboard. Many, if not all of them, are making a lot of mistakes, and that's okay. However, then I am going to write it on the front for them to correct. Me, the teacher, I have to write it one time. I've got, what, 20-some kids in this classroom. They're all fixing it.

It's on their whiteboard. So now they have underneath their eyes the correct spelling, the correct punctuation, the correct capitalization, all of those things in just one sentence.

But it's also a summary sentence, which is a really hard, quite frankly, skill, or strategy for kids to be able to do. Okay?

So lots of different things happening at the same time, but accuracy is quality is paramount, and then quantity.

So we go for really good, and then we go for a lot of good.

And this is a high school. We'd actually done a synonym activity where they came up with different words that meant the same as happy, and then they all wrote something that used one of these words in their sentences.

Now, these are 10th graders. Over half of them misspelled, mis-punctuated, mis-capitalized in

their sentences, too. But here's me going around showing them, "This is what's

here, and this is what's there." Oftentimes, these kids in high school are writing three pages of stuff with repeated errors in them. So this can be done at any age or any grade, and it can be done respectfully, and it be done with low or no anxiety.

And moving them further ahead as opposed to keeping them hindered. Okay? So feel free to ask questions about that.

So here's another one.

And this is interesting because it's becoming very apparent to me, and on many groups that I'm with, and a lot of just stuff that I've been learning more, is that whole class instruction of any sort is very rare in school. I'm like, "That's so interesting."

Mostly teachers are doing small group instruction, if they're doing any instruction. Typically not explicit, but even if they are doing explicit instruction, they're doing it in small group.

But a lot of the class day and the school day is done with kids doing independent work or working with a buddy, okay?

Now, there's many things that are not going to be as efficient with that, and also not help your kids move to where they need to be.

First of all, whole class instruction, you have to teach a lesson one time.

So many times people that are taught EBLI, they're like, "I'm just going to teach

this in small group," and teach it five different times.

So you have five different 30 minute lessons that you're going to do, so there's three hours of your day, or you could do a whole class for 30 minutes, and many of your kids, some of them might need a little bit of support, more a repetition in small group, but it's only maybe one group or two. So you're saving two and a half hours of time by doing that whole class instruction explicitly whole group, okay? I'm not saying that independent and buddy work or small group stuff, you should never do that, but it should be a minimal amount of time in a day as opposed to the majority of what goes on.

A lot of times in schools, the kids will be reading with a buddy when this one can't read and that one can't read, so they're both misreading, and they're getting double of the inaccuracies imprinted as far as-- And there's no one to give them direction on how, and this is especially true in K one, but even the older kids who struggle, where are they going to get direction to be able to correct what those errors are and be able to do it correctly? So we don't want to, again, imprint more of the

Of incorrectness. So we want to teach the students, here's what you have to do, here's how you have to do it, why you have to do it is always nice to know. Kids really like to know that.

They don't like to just jump through hoops for the heck of it, but all of those things, and then they apply it until they become automatic

and accurate at doing it. And when I say it here, it's reading or writing or spelling. Okay?

So we want to give them just what they need, and then we want them to practice it, and then we want them to learn more and do more of it and kind of spiral up to continue to read and write and spell and to continue with accuracy.

So if you do that whole class instruction, the most important time is teacher face time. Your time, if you're a teacher, is solid gold. So if you've got a line of kids that are coming to ask you if their buddy word they read is right, but they're waiting in line for 10 minutes for the other kids who are asking about their buddy kids word or whatever to check with you, you're not having the opportunity to share your wealth of instruction and information and all of that kind of stuff with your kids.

So you want to be really mindful about that.

So, "The Power of Explicit Instruction," great article. This is a great article.

Also will be in the links or in the chat as well as in your resources. But here's a couple of quotes that are amazing and so profound. There's 16 steps in here.

Every one of them is spectacular in this article.

"Instruction that doesn't leave anything to chance and doesn't make assumptions" like, I think you probably know how to write that word or read those words or you're good enough. If we're making assumptions about the skills

and knowledge that children will acquire on their own, we make a lot of assumptions. We make assumptions we're going to send kindergartners and first graders off with each other with books that they can't read, and somehow they're going to come out of that being able to read and be at a level J.

They're not. They stick at that level A or B or maybe C.

They stick there, and sometimes they stick there through first grade and second grade. I just used that example because a lot of people use those assessments. So these kids are not going to get the skills and the knowledge on their own. They're at school so that they can be taught that, and that's what our job is. And as parents, too. Teachers sometimes say, "Well, if we give them the answers, isn't that cheating?" No, it's not. It's teaching.

That's what we're supposed to be doing. So we want to do that for our kids.

And then explicit instruction is a series of instructional behaviors.

This is so fun. It increases the likelihood for student achievement.

What do we all want through school? Student achievement. Okay?

So explicit instruction is critical, and explicit instruction whole class is not hard to do. You have to have behavior management for sure and different things. But the interesting thing, if you're doing explicit instruction and it's engaging, okay, and it's effective and it's efficient and the kids are learning, the behavior problems really kind of fall away. So they somewhat pretty much take care of themselves. So I would much rather teach whole class.

I love to teach whole class, actually.

Small group I like to do for reading and certain things, but I do it sparingly

in small group instruction. So be sure you check out this article.

It's spectacular.

So here's an example. We're going to summarize and walk through each step.

So let's say I've read "The Very Hungry Caterpillar" to a group of kindergartners or first graders or whoever. So I'm going say, "Who is this about?" "The caterpillar." "What about it?" "It pigged out and

made a cocoon." "All right. Where was this at?" "Outside somewhere." "When?"

"Probably in the spring." We don't know that, but we're going to talk about those kinds of things. "Why did he do that?" "Because he wanted to turn into a

butterfly." "How?" "Through metamorphosis," or whatever.

So we answer all of these questions, and we talk about it, just having a conversation, and then we come up with a sentence, and we come up with a sentence together. Now, whether I'm doing this in eighth grade or in a kindergarten class,

I'm doing typically at first about 98% of the work because they're like,

"How do you even do this?" So I'm modeling, but also including the kids.

So the caterpillar gorged, and then we talk about, and I would use this word in kindergarten, gorged means you just ate and ate and ate and ate like I just did with those Smarties out there. So gorged.

The caterpillar gorged, spun a cocoon and became a butterfly. So, oh, we got 10 words.

Now you kids say the sounds as I write the sentence.

So now we're doing all of this stuff whole class where it's very enriched. They're learning how to summarize.

They're learning about a whole bunch of different things.

We're talking about the book that we read,
and it's

explicit but also efficient and effective.

Okay? So that's an example there.

So again, independent buddy work, I talked about that.

And we don't want our kids going way off track and then they're way in the whole other universe stratosphere before we are able to give them redirection and error correction.

And I talked about this, too. So our fourth thing I want to talk about is writing a sentence versus expecting independent writing prematurely.

This is near and dear to my heart, and I've shared this in other webinars, so those of you who have been with me, my apologies.

But this is my daughter's writing, and you don't need to really look at it, but it was back from 1997. It was out in the hallway. I couldn't read it at all.

I could read this stuff now because I've been exposed to it so much, but I couldn't read it at all. And she was the best reader in the class, they said, and got 100% on every spelling test. So her writing was horrific. Actually, the content was good, but I couldn't read it, so I didn't

know that. So

when we ask our kids to go and do that at writing, it's like the spelling, of course, but we're asking them to do a whole sentence.

We're asking them to do a lot more things wrong.

They don't really know about the punctuation or the capitalization because we might do a lesson on that or tell them that and then just expect they're going to use it forever. But we have to have more

Explicit instruction and application of "I do it and I'm going to show you.

We're going to do some together now, you're going to do it independently." And "The Writing Revolution," which is a book that I absolutely love, talks about all of these things that explicit writing instruction is going to benefit besides writing. So it's going to identify kids who have comprehension gaps.

I love looking at kids' writing to see what's going on with their reading.

It really helps a lot. It's also going to help boost reading comprehension. Increase that writing, you'll increase their reading twice as much. It's

just how it goes, okay? It enhances their speaking, their organization, their study skills, analyzing. There's so many great things when we teach our kids actually how to write. But if we expect them to learn how to write on their own in kindergarten, and go and practice writing on their own in kindergarten or first grade or second, by the time they get to second grade and sometimes even before that, they're like, "I'm not doing this." They'll tell you a beautiful, lovely story so that you know all of their thinking, and then they'll write three

words, like that fourth grader that you saw.

One of Cricket's students that was in here the other day

talked about how he hated school. He said, "Well, I don't really hate school, I

just hate reading and writing." And I

talked to his mom about, well, does he not have good stories?

And that school was talking about how he can't get his thoughts out.

And I said, "Well, can he tell you a good story?" And she said, "He can tell me a

great story, but he can't write it on paper." And I said, "He doesn't have a

problem with writing a story. He

can tell you a story and you can write it.

He has a problem with transferring that to paper because nobody's taught him how to

spell or write a sentence or whatever." So now he's got all this cognition that

he's trying to figure out on his own, as well as keep the story in his head and

put it out there in a sequence. It's amazing anybody can do it.

Right? So we can't really ask them to read on their

own and teach themselves to read, is not going to go well, but asking them to write

and teach themselves to write, it's going to go much worse.

So we don't want to do that. And remember, ask those questions in the

chat, too. So how do you teach them to write explicitly? Right?

Model what a good sentence looks like. Start at the sentence level.

There is no writing that has ever been that hasn't

started with a sentence. If you can

teach your kids how to write a quality sentence, and I mean not just the

content, that's important, too, right, and having more exciting words than "good" or that type of thing.

So increased vocabulary stuff, for sure.

But they have to have a capital letter at the beginning and a period at the end.

Most high school classrooms I'm in, I'm like, "If we could just have that, I would be really excited." And 90% of the kids don't have that.

So there's just that, but also spelling the words accurately so somebody else, like Colleen's writing, can actually pick those words up and she can talk to them from her writing, which is the point of writing.

If you can't read their writing, there's no point in writing because it's to communicate with somebody when you're not there.

So we've got to model with this, and then we've got to start small.

We have to start at a sentence, whether they're in high school or whether they're in kindergarten, okay? And we have to show them how to do it and give them practice. I think of my little grandson that's 17 months old.

He's saying lots of fun words. Cook is one of his favorite ones, which means cookie, which I always have some in my car and everywhere.

But so, and it's just so fun. Now do I say to him, "Uh-uh, you need to say, 'Gaga, I want a cookie.' You don't say, 'Gaga, I want a cookie,' all bets are off.

You're never getting a cookie the rest of your life. Cook does not work.

It's not even the right word. What are you doing?" We would never, ever in a million years do that. However,

speaking is a whole lot easier and it is

natural. Writing is not, or reading. It's more natural.

But how much of a process does it take for a child to get to where

they're saying, "Gaga, can I have a cookie?"

And I would like some milk, too." That's not going to be happening for a while.

Now, I'm not looking at him and saying, "Phew, Christopher, what is your problem?"

I mean, what are we going to do here?

You need to go off and talk in full sentences." It's not how it

happens. It's also not how it happens with reading and with spelling.

We need to scaffold for these kids so they have the practice at

small and then build. Now the older kids, it's remediation because they

practice doing it wrong so much. So we have to give them the right

and the practice of write, and not write three pages accurately because they

can't even write a sentence or two accurately.

So we have to back it down, slow it down to speed it up.

And I bet that gets a lot of questions, too, so feel free to share them.

And again, dictated sentences at first.

And even with high school,

let's come up with a summary sentence.

Let's come up with a sentence with homophones or whatever, where I'm

sneaking the sentence into another lesson.

And not kind of insulting them by doing

something too simple. It's going to be

rigorous, but it's also going to be accurate, and we're going to show them how to

make it accurate.

So this is just a little bit of writing. This is a kindergartner at the beginning.

Her name did start with an N, and so you can see that she's like, "Woo, I like that N." And then this is at the end of kindergarten in that writing.

Now, is it a dissertation? It is not a dissertation. Are we thrilled?

We're pretty thrilled. Yes. Look it, we got capital letters, we got punctuation, we've got correct spelling. We've got all kinds of great stuff there.

And we also have a very happy toothless child, right?

So this kind of progression is not atypical, even with your lower kids, which this is one of.

This is self-directed. These are kindergartners.

This is a kindergartner, actually it was the same teacher before she started doing explicit instruction. Now I can read this.

If you're a teacher, I bet you can read this.

If you're a parent, you might be like, "Eh, I'm not exactly sure."

So there's a lot of words, they've got spellings for it and all, but this is how it's going to be left. And this is at the end of the year, and this child has been repeatedly doing the misspellings without any correction because that's what the teacher was told to do. This one on the right is actually a second grader in January, and people are told all the time, "Well, they'll get it.

Don't you worry." Are they going to get it by second grade?

They're not, because here we've got the word tits story, right?

And it's like, what is going on? Now, those of you who know how to read this kind

of stuff know that this is "Wear Tights." It's a three-page story, as a matter of fact, and there's a lot of stuff going on about this.

And it's very interesting

When is she going to switch over in spelling tights or

where or what or why? When is that going to

happen? And people will say, "Well, developmentally, they need this or that or the

other thing." This child could very easily be a great writer, just like my own

daughter could have in second grade, with that explicit instruction, the

opportunity to build on it. So if we have them directing themselves on

figuring out the code and using it for writing, it doesn't typically go

very well, as you can see by this.

And so this is just some explicit writing, whole class.

This is kindergarten, where they are doing writing on the paper.

We've got an error correction process. This is whole class kindergarten also.

They'd gone to the John Ball Zoo, and we were doing a paragraph of writing

based on their experience. But it's a collective paragraph.

They aren't going off and writing about their own experience, even though they

talked about it, but we came up with a collective paragraph.

So this is the kind of stuff that we want for you to experience how to do it right.

Tell your stories, doing all that, that's a great thing to do, actually, if you're

doing something with a buddy. Tell a story and have the buddy ask questions.

But when we go to write, we have to hold their hand until they're ready for us

to let go of their hand. Okay?

So teach foundational writing at a sentence level, okay?

And

because writing is so much more challenging than reading, and as I said, all good writing starts with a sentence. So we've got to model and support and help them and not expect the moon.

We can get to the moon, but first we have to build the rocket and move our way toward that.

And explicit instruction matching what

you do in reading and writing. Now, this is an interesting thing because a lot of times, let's say a kindergarten classroom, they teach, maybe they've taught even like A and T and P and M and TH in the sounds

even with it. But when they do that, and we might blend CVC words or something like map or whatever, and then the kids go and read a book that is,

"The money is green, the tree is green, the,"

I don't know, "grass is green." None of those words actually go along with what was explicitly taught.

So we want to be sure that what's explicitly taught goes along with what you're actually going to practice. We should do writing things then that have those spellings that we've got. Can we add different ones, too?

Yeah, but show them, "Okay, we're going to do the word the.

This is how you spell that TH and this is the UH.

Now you guys go ahead and write it." But we're going to do a lot of words that match what it was that we've actually explicitly taught, because we want

that distributed practice, okay? It's called interleaving.

We don't want to teach to mastery. That's

a whole other webinar in itself. But not to master, you teach

your kids something and then you have them apply it, and we're not going to be

like, "You have to master PA, TU, and M until you can ever learn another

sound," or even in older kids. We don't have to do that, but we have to keep

revisiting it while we're adding on to what we're teaching them, okay?

This is a good article

with the explicit instruction, too.

So giving your kids a lot of opportunity to practice and

then kind of

being a little bit more fluid instead of this straight linear line, that type of

thing. But you want what you're going to teach your kids explicitly to actually be

reinforced through what they're going to be doing in practice.

This is an example of decodable text.

So this was somebody, Kate Makes a Cake or something like that.

So we've taught consonant E explicitly, now we're going to read a book that has a

lot of consonant E words in it, so they can practice that.

Any other spellings with sounds they don't know, we're just going to tell it to

them, okay? But they get a chance to apply it, and then we might write

a sentence.

Jake and Mike rode a bike or something like that.

So now you get to actually apply it in writing.

That's what we really want to happen with our instruction.

And this is another first-grade classroom.

They spelled a couple words quietly, and I don't know what the other one was.

And then we pre-taught some of these words and talked about the vocabulary.

Now, guess what? What we're going to read actually has all of these words in it. We pulled the words from there to do some explicit word work instruction, and then we're actually going to use it to read in the text.

Okay?

Those are ways that you can do that.

Read-alouds, really, really great idea.

Easy, fun, just read to them. Read a book that's more challenging than the highest of your students could read on their own.

And then do this instead of kids reading to themselves or others, especially in the younger grades where they can't read to themselves or to others, actually. So there's lots, I showed some links here, too, about the importance. Now, isn't this interesting?

Child's reading level doesn't catch up to their listening level until about eighth grade. So until eighth grade, and that's even in eighth grade, go ahead and just keep reading out loud to them, you can read to them much more complex text than they could ever read on their own.

And they're getting the flow of the story.

You don't need to stop and let's sticky note everything and have a big discussion

about it all. Read it like you would like to read it with a friend, like, "Why do you suppose they did that?" Or whatever.

You can interject a little bit, but mostly help them get the flow of the story.

You can talk about a word or two that's a weird vocabulary word.

But mostly it's about getting the kids to have this background information, the vocabulary exposure.

When you're reading it to them, they're going to figure out what astounding means as it's in the context of the sentence that you are reading, because they don't have to do that cognitive load of actually deciphering the words and reading them fast enough to free up their memory. Ugh.

They can't. They have to have more simple text before they can move to that, okay? Important.

This is, Hannah would probably not like me doing this.

I'm like, when you're talking, there's no picture that's too great.

But she's adorable no matter. But this is just to show you, we did three Edly read-alouds during COVID, Hannah did.

She read "Little House in the Big Woods" for kids up through third grade, and fourth and up, "Reaching for the Moon." I listened to every

One of these, I think there was 12 or 16 sessions where she read out loud.

She did a tiny bit, maybe a few minutes of pre-work with vocabulary words, that type of thing, and then she just read to them, and it's delightful.

You can record books for your kids themselves where they can listen to and follow along in the book or whatever. But doing read-alouds, they don't have to follow

along in the book, obviously, but read-alouds to your kids.

It's a good use of your time, even in your classroom.

It's a great use of your time, actually.

So,

highly recommend that for you guys to do.

And this is, I just talked about this, so many great, wonderful things come from a read-aloud. We know that, too, as parents.

I read to my kids, I remember they were one, four, and six maybe when I read the whole "Little House on the Prairie" series because we were going to be driving across the country and going to all these Laura Ingalls Wilders places, and I read about all kinds of amazing things that I was interested in, and they were riveted by it.

And it was also meaningful and relevant, which is really always a good idea, because they were interested in it, it was somewhere we were going to go, and then it helped the experience when we actually went there to be that much richer.

So explicit reading, writing, and spelling instruction.

We need the explicit instruction, the application.

Explicit instruction, application.

And of course, we do that in our able teacher training, and because it's also student instruction for any grade levels of kids.

And

you guys are the first to learn of this, but tomorrow I'm going to be sending out an email where

we are going to offer our little able holiday gift.

We very rarely, if ever, haven't for years,

discount our teacher training, but we're going to do this for November.

We know that a lot of teachers, even our teachers, are panicked about the

learning loss with COVID and literacy and all that kind of stuff, and also,

it's interesting how many people are telling us, "We have all this money, COVID

money to spend, and what do we spend it on?" We spend it on able training.

So if you're interested or ever wanting able training, this is a perfect

opportunity to do that. Alyssa will share the links.

The discount code that you put in the comments is THANKFUL, and you will

get the \$250 off. So, she'll give you

a document that has all kinds of stuff about able training and also the

registrations forms if you're interested in that.

So know that that is there, and you'll also get an email about that

tomorrow that I'm sending out.

All right. So suggestions in the comments, and now we're at pretty much the

question and answer thing. Oh, real excited about this.

My next webinar is going to be a little different.

David, if you guys haven't seen the Truth About Reading

teaser video that's four minutes long, I've been putting it out in a lot of things.

You'll find it on our Facebook page. Please check it out because it's phenomenal.

But David was on there with me, teaching him,

and

he is a 62-year-old that his story is fascinating.

But anyway, next webinar, what we're going to do is he is going to come on and share part of his story. I'm going to share part of the whole thing with teaching him, and then he's going to have a question and answer.

But for me, my next blog that I'm writing about is the impact of

lack of literacy that it has on children who then become adults, who then really have PTSD, and all of the different facets. His story is fascinating.

He had a \$150 million company. He's a very multimillionaire,

tremendously broken, and tremendously traumatized from his literacy struggles and issues. So, he's going to talk, and

he and I are going to have a conversation, and I'm going to share some, and he's going to share some, and then we're going to have a question and answer at the end.

So pretty excited about that. I hope that you can come.

And now, where am I? Question and answer. I'm a few minutes late, but not bad.

I hope you guys have been sharing some questions. Alyssa, do we have any?

We do. Sorry, had to unmute. Real quick, this is a very fast one and somebody just posted about the training and the deal for training.

The person said, Catherine Tronrud said, "It says for November only. How long does the training take?"

No, it's the start-- Okay, that's a great question. That's a really good question.

The November only is the orientation.

You start the orientation where you get exposure to the platform, and then you also get some exposure to able.

I do a little bit of able teaching with you as the student, the people who are in it, and that's your starting point.

And then the training, you have access over a year.

It's over time because you learn each able activity, and then you teach it, and you learn an able activity, and you teach it.

Because what we used to do is shove the fire hose down the throats of teachers, sorry, all of you who we did that to, and turn it on high for three days.

And they were disoriented as they left, like, "Whoa, that was a lot." And then they would go and teach their kids. Pat, I think, is laughing.

And so what we do now is we do an orientation, and then the teachers do theory and background and a little bit of before they teach their kids about two hours worth of instruction, to know why we're doing what we're doing.

And then they move in with each activity where they learn the activity, and they teach the students. So it's over time.

There's many videos, especially at first, where I teach your students.

If you choose, you turn a video on of me, and I will teach your students, whether you're a second-grade classroom teacher or whether you teach remediation for high schoolers. There's videos for all of those different things and in the different

lessons. So it's over a course of a year, but the November thing means that you sign up and have your orientation in November.

Now, there's dates where we do the live orientation. That's my favorite.

I prefer that. They're from 11:00 in the morning Eastern Time to 4:30. It's because we have a lot of West Coast teachers, and we don't want them to have to get up at 5:00 a.m. if we started at 8:00 or 9:00. So that's the live orientation, or you can, if need be,

this is the last resort thing, but you can get the orientation on the recording of it and do it that way.

So hopefully I answered that, Alyssa.

Okay. This is from Belinda Williams.

"We are struggling with students that are resistant to learning phonics, and we're really finding it hard to figure out how to motivate them.

They are eight and nine-year-old ESL students who've been taught the three cueing system and think they can read but are able to not internalize the rules and patterns they're learning.

Do you have any advice for them?"

Who

is this, Belinda? What are they-

This is Melinda

... Melinda. What are you teaching them?

Does she say what she's teaching them?

She's looking at-

We're teaching following the Orton-Gillingham

approach, but they learn things, and they do things, and then they

put nothing into practice. So they read a decodable text,

and they just go back to their old habits.

They guess, they rush through, they're not internalizing anything that we're

doing with them.

Isn't that frustrating? That's frustrating, I know.

Yes.

We understand that. So here is the deal.

They're guessing it, they're doing all the things they were taught, right?

Unfortunately. By the time they're seven or eight and nine and 10, they

have had a lot of practice doing that wrong and guessing.

Even if they know not to guess,

it's such an ingrained habit. And then they're going to be with you, what?

30 minutes, maybe an hour a day or a week, and then the rest of their life, they're

going back to doing the stuff the way that they've been told

to. Now, also, this is also maybe a move your cheese kind of thing,

which means that it might be a little uncomfortable.

I'm not a big fan of decodable text beyond the CVC little...

Kindergarten, maybe the beginning of first grade.

We do not-- I could count on one hand in 25 years the number of times we've

used decodable text past the middle of first grade.

That age kids, it's insulting.

So they don't like it. The text you're putting in front of them, they're like, "And who would like it," right? Well, it's boring. They don't like it.

They don't want to do it. They want to read what they want to read.

So we put them in what they want to read, and we reinforce.

But

what's different with Abley Instruction is we move our kids really, really fast.

Typically an average of 12 hours they're with us, and we move them fast and far and into multi-syllable within the first two hours of instruction, maybe the first hour of instruction.

And we don't have rules. The other thing with these kids, especially-- What's their first language, Spanish or a different language?

Spanish.

Okay. So Spanish makes sense. Spanish is logical.

Spanish is transparent. One letter, one sound, except for those two Ls that spell "ya." So Spanish is

really straightforward. Even if they haven't learned it by sound, you can figure out that code like the back of a cereal box code. Straightforward.

English is not straightforward. And then what's going to happen, and when you're doing OG, is you're going to teach them a bunch of rules.

Well, the rules are not consistent.

The two vowels rule itself is

40% of the time it works. So then let's say you teach them

that E-A is "ea" because two vowels go walking, the first one does the talking, for example. Well, then they're going to go and read the word bear, and that's not

E. It would be beer. Or they're going to read the word head.

Now that would be "hea." They're going to read the word heart.

That would be "heat," "heart," whatever.

So what happens is there's all this instruction, and also it lasts a really long time, and it moves very slowly. So there's all this instruction.

You probably have behavior, all kinds of things because they're just like, "No, I'm not going to do this." So that is a problem.

I would say if it's even not Abley, but I'd say get the Abley apps.

They're \$4.99. For them, the space and sight words made easy.

But going speech to print. If I were you, I would look into speech to print.

Get these kids into

text that they're actually interested in, and they don't feel like they're babified.

And how is their speaking of English?

Inconsistent. They can express themselves well, but it's not grammatically accurate.

But do they know the vocabulary? They're pretty...

No.

They don't know what things mean, or even like, I mean, a clock.

How long have they been speaking English?

They've been speaking English since preschool, but they were online for 18

months.

Colombia was in complete lockdown for 18 months, and they've

basically learned nothing in 18 months.

So their vocab is low, their English is low.

Another thing that you can do to help with that, too,

is unabridged books that they listen to, but

they follow along at the same time.

That's one way that you can get some stuff into them, some content and some

vocabulary and some exposure. It's like reading out loud, but you can't read out

loud to them all day long. But that's a great use of their time.

But we need to move them to where they're really learning to read, and they're

learning to read fast, because if you don't, you're going to lose them.

They're just not going to do what you're wanting them to do.

And then you're sending them back to do the guess the words, look at the pictures,

and all of that kind of thing. To strengthen that for 25 hours of the week,

they're strengthening that, and then you're trying to undo it in a

very slow way that they're bored

with, probably, and frustrated with, which is not a good combo, right?

So

doing some of these things that I say.

Look at my webinar that's called "Slay the Guessing Monster." It takes a lot of

work. You need a lot of repetition and a lot of work, especially when you only have

them for a short amount of time. But you've got to replace it

with stuff that's going to work and work well and work fast so that they have faith that they're going to end up in the same place as they've already been.

And they want to read well and quickly.

And they're like, "I'd rather fake it than do this piece."

So the Guessing Monster webinar would be beneficial for sure.

And I would do some listening unabridged, where they're following in a book,

to help move them along. Yeah. Because that's hard, for sure.

Thanks so much.

Yes.

Okay, next from Melody Fernandez, "How do you feel about spelling tests?"

I love spelling tests as long as they're not done in the traditional way.

Spelling tests where you memorize a string of letters, rote memorization, to regurgitate on a piece of paper on

Friday and not be able to spell correctly in the afternoon is a waste of everyone's time and energy, right?

But spelling tests that go by sound.

So what I prefer, I just had this discussion today, is

a pre-assessment

Of whatever words. Hopefully they have a pattern.

The younger kids, they all have different ways to spell a sound, like "s" or something. The older kids, they might have a certain suffix or whatever, like "tion" could be nation and, I don't know, mission and physician, and that type of thing, would be wise in my opinion. But what I do is do a pretest on a Monday, is what I recommend. The words that they misspell, those are the ones that you need to deal with. Okay? Those are the ones they need to practice. Let's say they've got 20 words, and 10 of them they spell correctly. You don't need to do extra work on them unless it's work for writing or vocabulary and something, because they already know how to spell them. So for spelling, it'd be a waste of their time. So you take the 10 words that they misspelled, and you do some enriched activities that are going to actually help them spell them. Things like finding the words in a, whatever that is, crossword. Circling the word, that's not an enriched activity. Writing a word 10 times each is not an enriched activity. Saying the sounds as they write a word, or each spelling, and not the letter names, going by sound and not letter names, that's an enriched activity. Having them use the words in a sentence where they do two spelling words in each sentence, saying the sounds as they write, and you give corrections immediately, great enriched activity. So and then do a test again on Friday. But going by sound first is the key

with all of the spelling. So I do

think that it takes up teachers' time and students' life to do the

spelling, memorizing a string of letter names, because it

doesn't-- My daughter was the best speller in her class according to her spelling test, she couldn't spell anything at all.

But she could memorize really well. So they can fool you a little bit.

They can fool you more on reading than spelling, because pretty soon that's going to fall apart pretty quickly. So yeah, hopefully that helped.

Okay, from Anna. "Why can someone be a fantastic reader but not a fantastic speller?"

I feel like I must have blown over that slide.

I feel like I wrote that somewhere in this presentation, but I don't know where it went.

That's a great question, and it's because reading, okay, is

you're picking something up off the page. Okay, I'm pulling these spellings up.

I can at least guess. I can at least have something that starts with that letter or get a little bit close. So this is receptive,

we're picking it up, a lot easier. Writing is expressive.

I've got to write the word, I don't know, chef.

There's 20 ways to spell /j/. How am I going to know?

I'm going to write S-H, quite frankly.

It's much more challenging than reading.

So kids can memorize their way to about a third-grade level, typically, on average, a third-grade level, and then they fall off and they stick at a third-grade level forever. However, they will be often-- And even you'll have fairly good readers that are still poor spellers, because that encoding and picking it up off the page, or decoding as opposed to encoding, is the spelling is much more of a cognitive load, and it's much easier to get it wrong. And it's so interesting because just like my daughter with was, I promise you she saw the word was so many times, and she spelled it wrong still all the time. So it's much more challenging.

And if you're going by sound, and if you really are, and you're spelling was W-Z, okay, that makes sense. W-, uh, z. But if nobody has taught you that there's all these different ways to spell /ʌ/ and all these different ways to spell /z/, and this letter A, it can be nine different sounds, okay? If you don't understand all of those things and haven't been taught them explicitly, and you don't imply them, spelling, you will never, ever find a great speller who's a poor reader. You will find great readers who are poor spellers, though, all the time.

And it's because it's a lot more of a cognitive load, it's a lot more challenging.

And you have to have read, too, to know if you're going to do the word phenomenal, that that /f/ is not the same /f/ as in friend.

So the reading is going to help, when you're more and more reading, but still you have to then do that applying piece and write it down on paper and decide which one it is. So writing is a lot more challenging.

Okay. There are two kind of statement questions from Katherine Tranrud. It says, "In a basic nutshell, Nora, could you speak to how Eblis is different than OG and how it is similar aside from speed and fewer rules?"

And then the next part says, "OG structured literacy is also speech to print.

Please have Nora speak to my previous question a bit. Thank you for your response.

I'll take note of your book suggestion."

Thank you. OG is print to speech. Okay?

It goes from the letters first and then the sound. All right?

And Eblis is speech to print.

Eblis is pure speech to print,

where even if we're doing our reading stuff before we get there,

we do placeholders for sounds, then we go for spelling.

So that's a big-- The difference, if I were to try an analogy,

Eblis is like putting your silverware in a drawer where you have nice spoons and forks. Orton-Gillingham is like taking a knife, spoon, and fork, and putting one set in each drawer in your kitchen.

It's not as efficient. We teach the kids

in Orton-Gillingham a lot of rules, okay, syllable rules

and phonics rules, and then we drill them.

Orton-Gillingham has them go to mastery, which goes against what the research says about learning, right?

And then,

depending on which program you're in, if they make a mistake when they're actually trying to apply it, which we know they're going to make mistakes because that's what we do, but then they have to go back. These kids feel punished.

We've had kids in our reading center who have been in Orton-Gillingham for seven years, sometimes two to three times a week for seven years, and they can't read. Because, especially these kids who are dyslexic or

they have a lot of, what I want to say

They

pick up patterns really well. But Orton-Gillingham only goes so far for patterns, and then it falls off of the edge.

So these kids can't

pick up the logic of it where they really want to, can apply it, and their

brain is moving so much faster than the instruction, and then the

instruction only goes so far because it's like my daughter was taught pure phonics, not Orton-Gillingham, but she was taught in school.

It was Abeka, and it's a very strong

rules-based

phonics program that she was great with when there was one letter, one spelling, like the A and the T and the S.

But when it got to be like E-A and the two vowels go walking, or P-H is, she's like, "What is going on? This makes no sense." That's where she totally fell apart because it didn't make any sense to her.

So the difference really is that print to speech and trying to make an excuse, kind of. That sounds harsh.

I don't mean to be like that, but to try to explain away all of these things. Well, that's an exception to the rule.

Well, there's more exceptions to the rules than there are rules.

How am I supposed to know as a learner when I do this or when I do that, or when I do this, when I know this? And it's even with the syllable rules, which I don't even know. People tell me you can't teach reading effectively without syllable rules, and I know from 25 years of doing this and tens of thousands of learners that that's absolutely not true, because I don't even know them myself, and I'm actually a really good reader, too.

So it's not necessary, but it is a huge amount of instructional time that's used up, and then the kids try to fit, just like anything, they try to fit into this box what they've been told.

This has to fit in this box, and there's all these things outside the box that are not

working for them. With EBLI, we put our kids on one horse.

Here's the deal. Words are made up of sounds.

You say a sound, there's a symbol to represent it in print.

The symbol is one, two, three, or four letters long.

You read them and write them left to right in order.

That's really the very simplified thing as far as EBLI.

So we also break our words to the smallest unit of sound with very few exceptions.

So if we're going to do car, c, a, r, three sounds.

Now so many people, and even now you'd be like, "Wait a minute.

What about my R controlled thing going on there?" I don't even know what that

means or how to teach it. I know it means like it's with R with it, but R is two

sounds. Aaa, r. It is. So if we're

telling kids we're going to break down the sounds, but then we get to R or to other

things, we're not. But why?

Does it make sense? It doesn't make sense to me, so I know I can't teach it.

But I'm putting you on this horse, and this is the same horse.

I'm not saying for sight words, go over to this horse, and for R controlled, go to

this horse, and for this kind of a syllable, you're going to have to hop on this

horse. And they're like, "Which horse? Where do I go?

How do I do this?" So that's my

frustration. I wish Orton Gillingham and all of the Orton Gillingham

programs out there would readjust,

because the amount of time and the frustration with the

kids and the kids as far as their

gains aren't there. They're just not there.

Is it better? For sure. For sure, for sure, for sure, than what's done mostly as

far as with the guess and look at the picture and the three cueing stuff, obviously. However, we take it so far, but we need to go this far.

And the speech to print as opposed to print to speech, and really Orton Gillingham is kind of doing both more now.

They are shifting a little bit, but then the kids are like, "Am I supposed to print to speech or speech to print? Oh, wait a minute.

This is the rule for reading, but it's a different one for spelling." Why?

They're two sides of the same coin.

We don't need to complicate that for them so much.

I hope that helps. Sounded, felt like kind of a lecture.

It's all good information. Okay.

Where did it go? I'm

sorry. Now it's missing. I

really lost it. Oh,

from Anna. Any tips for messy handwriting when doing online one-on-one instruction?

Shannon or Cricket, would you address that?

I know that Shannon, don't you turn the camera down?

Yeah, I do, and I use words like pause.

If they make a mistake, pause, erase.

If they're moving quickly when they're writing, I have a whiteboard right with them, and I can erase and show them exactly what I'm talking about.

But you actually can do it. But yeah, usually they're on a laptop and I

have them turn their screen down so I can see it.

Thank you.

Mm-hmm.

Okay. This is cute. I just have to say it.

Catherine also said, "Did you say Gaga, Nora?" They were curious about your grandma name.

You know what's really funny about that?

At first my name was Grammy because my daughter chose that.

My other daughter who was pregnant, she's like, "That sounds like a teddy gram, but okay." And I'm like, "All right, Grammy's good." But my grandson started calling me Gaga, and we called our grandma Gaga, so I'm really happy about that. But yes, I am Gaga. And he goes, "Gaga," if somebody else is trying to take him because he likes me a lot.

Okay. From Nina Smith, I think she was referring to where you had the sentence, the slide with the John Ball sentence that they were writing, and she wondered if they were copying the paragraph.

No. Great question, though. No, this is how that went.

I wasn't at the John Ball Zoo.

But they had gone, and so I asked them questions, and I took notes about what they told me, and then we came up with a paragraph together of what was the most important thing. It was probably four sentences.

So we came up with a paragraph together, and then I dictated it.

We went to the John Ball Zoo. Okay, everybody say as you write we, w, e.

Now be sure you have a two finger space. Now went. Say as you write went.

So we went through the whole thing.

Maybe this was toward the end of the year, so I might've gone a little fast.

It depends on the classroom. Might go faster.

I might do a whole sentence at a time, and then I just keep repeating it.

So they all wrote it in their own spelling and ways.

I would say, "Now remember, capital at the beginning and punctuation at the end."

So they're having repetition in that.

And then when they're done, I am up on the front board and I'll say,

"Okay, say as we write we, w, e. Check out your E spelling.

Some of you guys had something different.

Make sure it looks like mine." And then, so I do one correction for the whole group of however many there were.

But I do not ever have them

copy, unless

they've written on a whiteboard and I've done the corrections on the whiteboard

like I did with my house. We'll do that if they write a whole thing, and then they

fix the corrections, because I don't write it for them, they write them.

And then once it's all, we call it publishable, once everything's correct,

they can move it to paper, because we want that transition to them writing on

paper. So that's the only time I ever have them copy.

When they have written, they have edited, and they're going to put their...

You saw in the kindergarten classroom, I was doing that, actually.

I think I was doing that, where they put their story onto paper from their whiteboard. Good question. Well, it looked so good, I thought it was copied. No. It was perfect, right? Yeah.

Well, these kids,

well, we had a few squirrely ones in there.

Which everybody has a few squirrely kids everywhere.

But they had been taught how to hand write. They're kindergartners.

They've been taught how to hand write.

They started out with, what's our first sentence? I don't know.

Shannon should know this, but she's in everything. Like, "I act at camp." Okay?

This is the first kindergarten sentence, "I act at camp." And it's a little bit in,

maybe two or three or four weeks into school, and they're going to write,

"I." Okay, I'm going to write, "I." "I." This is an uppercase.

You guys write it. I check every single board. It takes forever.

Two finger space, act. Now, we've already did a, and t, and c, and all this, now

we're applying it. Everybody says, "Right, a. This is what it looks like, say a.

Now you write it. Oh, yours is backwards, I'm going to fix it." Blah, blah, blah.

So it takes 25 minutes to write, "I act at camp."

Probably. Maybe 20. A long time. And you get a lot of exercise, and

if they're on the floor, you get a lot of squats in, too. So it takes a long time.

But then the next sentence, they do it some more, and then we make the sentence a little longer.

Because we're adding more spellings and stuff.

So by the time they get there, they've had
handwriting instruction in the context of doing their say and pull, when they're
going to do that, and they're going to do the writing the word.
We've done it at the word level. We put it in the sentence level.
We read it in a book. We've done all these things, and then we just keep building
on it. So they know how to hand write. They don't really have an option to not.
And they also know how to space, and they know how to keep the words small.
All of those things we are very explicit about doing and showing
and modeling and fixing and having them actually do the-- When they
write their A like this, we give them some dots, and then we
don't trace the whole line. And even our Peterson people say, "We don't really want
dots." And we're like, "Can we do some transitioning?" Because I don't know any way
to get those really bad hand writers
to where they need to be. By this time of year, or Thanksgiving,
any of our kindergarten people on here could tell you,
these kids are flying. They know how to write all their letters, and you can do so
much more. When we've got the quality there, you can just really
move with the quantity. But yeah. They were impressive, for sure. Thanks.
And fun. Thanks. Yeah.
I have one more if you'd like it.
Okay, go for it.
From Anna. "How do you navigate respecting
a high schooler's autonomy over their paragraph while showing them how they can

improve it? Let's say their spelling and punctuation is fine.

You want to show them improved structure, for example."

I have a discussion with them like I would have a discussion with you guys.

I say, "Oh my gosh, this is so cool. You know what?

Let's look at how we can improve it even more.

Now, we can say this word like good," because everybody likes to use the word good.

"What about phenomenal? Could we do phenomenal? Let's do that in lines.

Let me show you how to do that. Let's put that in here." We do that all the time,

even in whole class stuff. "Let's make this even richer.

How could we do this where you're going to have just all of those good things?"

Before they do it, quite honestly, what I would really do is model

a really good paragraph for them of something that's-- I do that all the time,

whole class, small group, whatever.

I write a paragraph and I say, "See here, I could've used these kind of eh, boring words, but I'm going to use these really exciting, more...

It makes it more colorful where you can actually see it in your mind, and it makes it richer," and that type of thing.

So making it more of an interaction instead of like, "You know what?

That's pretty boring, and you could've done..." That type of thing.

So

engaging them with you while they're doing it, while

also

stretching them,

to make it even better. That's what I would do.

Yeah. But modeling and showing them.

I'll never, ever forget, Jeff, I don't know if any of you guys know Jeff Anderson.

He's wrote

"Mechanically Inclined." Love him, too. Good writing book.

And I was at a conference with him, and he wrote using a

colon. And I'm like,

"Have I ever used a colon when I was writing?

I don't know." But he wrote up there, and it was something about going through a

metal detector and what you took out of your pockets or whatever.

Interestingly, I remember this, it was almost 20 years ago.

And so he wrote up there,

probably it was in the jail or whatever, "I had to take everything out of my

pocket," whatever it was, and he had a colon, and then he made a list.

And he's like, "Now, I want you guys to write a sentence where you're going to say,

not about that, but about something, and you basically

copycat what's good here." We used to do all that DOL

where we showed mistakes all over the place. Yeeks.

No, how about we show them what's really good and right, and then help them emulate

that. So that's what I would do to him.

I would even, out of a book, say, "Look at this great description here.

See how you can just make a picture in your head?" And it's like, wow, that's

really interesting. We want to make it interesting when we're writing.

And it's a process. It's not like, "Ugh, you're going to be a dull, boring little word writer over here. Now you're great, but let's see if we can make a rubric." That's another thing. "Let's do a rubric."

I want you to have at least three words in this paragraph that are three syllables or longer." Or, "I want you to have a list where you're doing commas," or, "I want you to have a compound..." I don't know, whatever. Different things like that, that make it intriguing and kind of a game.

You're so good with your questions, Miss Anna.

All right, Alyssa, are we good? Now I've gone to a past quarter after.

I think so.

Any questions?

There are some other things in the chat, but Cricket and other people have been sort of-

Okay

... responding to that.

All right. If there's anything I need, I'll put it in before we send your stuff out tomorrow. Now Hannah is on maternity leave, with my beautiful...

You guys want to see my baby real quick? Let's do that.

Yes.

I will show you my baby if I must. Okay.

Her name is Colleen Jo. Oops, why are you not letting me do this?

Okay.

Where am I going to find her? Look at my little Facebook picture, because

it's awful cute. And my daughter that was a struggling reader,

oops, I go here, her name was Colleen, and my sister's name is Jo.

So she is named after...

Wait, how do I do it? Oh, here we go.

Oh, look at her.

Can you see her?

That is her, little Colleen Jo in her fancy little cheetah wear.

She's going to be three weeks old on Sunday.

So sweet.

She's pretty cute. Yes, she is. So there you go.

I've been doing that, too. But anyway, Hannah's gone, and she's my right arm.

But we have been like, ladies, have we been the bionic team.

Today, we could have slayed dragons, I swear to you.

Together, I feel like we can move mountains because

we're amazing. So that was good. And then to end it with you guys.

So thank you, and

I appreciate you guys coming. I hope you are here.

The

webinar with David is going to be really pretty exceptional.

So I'm looking forward to that, and I hope you will join us.

And if you have any questions, you can also email us or whatever.

We appreciate you being around, and I hope you have a wonderful

Halloween, and that you don't eat eight packs of Smarties like I did tonight.

It's my true confession. All right. Take care, guys.

We'll see you next month or actually December 2nd.

Bye.