

Okay.

Welcome everyone to our webinar tonight.

I'm very excited about our More of This, and Less of That: Part One, to share some great stuff with you.

I'm Noura Shahabi. I am the founder of EBLI, Evidence-Based Literacy

Instruction. It is a system of effective, efficient, streamlined,

engaging literacy instruction for teacher training and student

lessons to teach so that teachers have the capacity to teach

all of their students to reach their highest potential in reading, writing, and

spelling. So we train teachers from all over the world, and we also have a reading

center here in Flushing, Michigan, where we work with kids in person, and

adults, as well as online. So, happy to have you guys

here. I loved last month's webinar.

We had people from 27 different states, that put in the chat anyway,

and 11 different countries. And I'm like, "Oh my gosh, that is so exciting." So

I would like you to share in the chat where you're joining us from

and what brings you here. Are you a parent? Are you a teacher?

What are you hoping to learn? I really love when you interact with

us in the chat. So as we're going and as I'm sharing

stuff with you, please put your questions in the chat.

We have Alyssa here. Alyssa, can you wave?

Alyssa's here from our EBLI team, and she's going to be

grabbing all the questions, and she will give them to me at the end.

I'll answer as many as possible. A lot of times I go over into-- I try not to go past 8:15. And then any questions I don't get to, I will answer typed out when we send you the recording tomorrow. So Alyssa will be doing that. And Lucinda is here with us. Luke, can you wave to everybody? Lucinda is here from the EBLI team, and she is also helping to let everybody in and to facilitate as we go so I don't have to pay attention to the chat or anything else besides what I want to share with you guys. So do share where you're joining us from, what brings you here, what you teach, or what age children or grandchildren even. I'm a grandma now, so I'm thinking about those grandparents all the time, that you have in your world. So I'm going to share my screen, and we're going to get started. Oops. Wait a minute. That's not what I wanted to share. Okay, here we go. All right. So now with this More of This and Less of That, I started out making a list of what I wanted to share to have you do more of and less of, and I ended up with about 29 different things, and I'm like, "Well, that's not very manageable." So I then broke it into two different sections, and I actually narrowed it down to the most important

things I thought, and we're doing six this month on phonemic awareness and phonics and six next month on handwriting, writing, spelling, and reading and text. So today it's going to be things about phonemic awareness and phonics and how to help streamline your instruction or your support of the kids that you work with. So again, share with us where you're from and what brought you here, what you're hoping to learn, what age of children.

I don't know, you can share whatever you'd like.

Anything exciting happening in your life.

But I just like it when you share, and please ask questions as we're going.

So tonight what we're going to do is we are going to learn the six tips from the top 10 that I chose on phonemic awareness and phonics.

And I'll go till about

6:45, and then after that, Alyssa will feed me questions, and I will answer your questions. You can continue to ask questions.

Any that I don't get to, I will

then answer those as we go

in--

What do I-- Typed out. Typed out to send to you guys tomorrow.

Let's see. What am I doing here? So I loved this.

I'm like, "I have to share this."

So

this is so true, right? "I'm all caught up," said no teacher

ever. We're always thinking about how can we help make

teachers' lives easier? How can we help free up more time?

How can we help make parents' life easier with supporting their kids?

Because we know that no teacher ever, or parent probably for

that matter, have said, "I'm all caught up." Okay?

So we want to help you streamline your instruction, and that's really the whole

point of this webinar and the one we're going to do next month, too.

So the other goal that we have always is to

accelerate instruction. So we want to accelerate your student instruction

so that they move far, they move fast, that we get them where they need to

be with literacy, with reading, writing, spelling,

as quickly as possible. So freeing up your time,

speeding up

the instruction. So effective and efficient instruction

in any way that we can. So that's our goal.

Now this is just-- I'm proud of these charts, because we just-- When I say we, it's

not me. Our computer person that does this kind of stuff

just made these charts from some of our teachers.

Last year, we didn't get much scores because a lot of people didn't do the

beginning of the year testing and end of year testing.

The year before, we didn't get any scores, of course, because of COVID.

But some of ours did come in, and so whatever assessment

teachers use, we grab their assessment information, and then

we have these fun, pretty charts made so that you can see what kind of gains kids make, and it doesn't matter with what assessment. We'll make charts for whatever assessment it is.

So this first one, F&P, a lot of our schools that we work with, even though they're fading away maybe from F&P or they're teaching EBLI and some with F&P are even doing that, a lot of times they're using the F&P assessments, which is really a comprehension assessment.

How well are your kids reading and accurately, and how much are they understanding? So these are three different classrooms, not in the same school or area or anything. Actually, they're different.

Classroom three is actually from Canada.

But these kids started at a level B in these levels. Now, in F&P, they want kindergarten kids to be at a D by the end of kindergarten, so all of these kids started below Average or below level at the beginning of last year.

And this is the average of 20 kids, 21 kids, 16 kids. So you can see at the end of the year, their average-- ideally, you want your kids to be a J.

The average was a J for this middle classroom, H for this one, and an L for this.

Teachers tell me all the time, "We have never seen gains like this with our instruction before." So that's what we want.

We want these great big, huge kind of jumps.

We also have DIBELS. A lot of schools use DIBELS, and so this just shows

some of the sub-tests and

all, as far as for the DIBELS instruction for a second grade intervention.

This is 10 kids, and the blue is them in the fall, and the orange

is them in the spring time. So check out that oral reading fluency.

Yeah, baby, that's just what we want, is to get them to be applying

all of the things that we're teaching them.

We don't just want to teach them stuff to teach them stuff.

We want them to be able to apply it to reading so that they can be fluent and

comprehend and all that good stuff.

NWEA MAP testing is another assessment that a lot of our schools use, a

lot of schools across the country.

So this just shows these are individual students.

Each bar is a child in a first-grade classroom, and this black

line shows where the goal is for them to have been at the gains

they should have gotten in first grade by the end of the year.

And the lines here show the gains that they actually

got. So much greater gains typically than

we even

have as a goal or expect. And that's what we want to do as far as accelerating that

instruction and moving your kids far and fast. That's the goal.

So here is my favorite question, and I ask myself this

question all the time, whether I'm training teachers or whether I'm teaching

students. And we ask that other teachers do it, too,

because it really is the best question to ask.

Sometimes I forget because we're like, "Why am I doing what I'm doing here?" And sometimes it's just because it's what's in front of us.

So we want to ask this question, and we really want the answer to be to help our kids move really far and really fast so that they can reach their highest potential in literacy. So we want to really think about not just what we're teaching.

There's a lot of focus I see, especially on a lot of these Facebook pages is all about what you're teaching. What are the first letters that you're teaching, or what are you teaching in whatever, third grade? The what. And the what obviously matters with what we're teaching, but not nearly as much as actually the how.

Because we could teach these things, let's say, I don't know, long E or something like that. We could teach that, but the way that we're teaching it is the difference between tremendous success and a little bit of gains. All right?

And we want really the tremendous success.

And this is forefront in my mind because this week, I just wrote my blog for October 5th, I think it is, about how to make our teaching even better.

And really looking into some of the resources that I used way back in the '90s when I first learned how to teach reading.

I was a nurse before I did this work, and I got into literacy because of my own daughter's literacy struggles.

And I did my-- There's so much with science reading, and people are researching, I think, "I did that way back before we even had Google," and I have all these binders of many of the research studies that are referenced now with so many people becoming familiar with this.

But I also did a lot of work on and learning on how we learn and how to best deliver instruction to kids, and so that's what that blog is going to be, coming out in a few weeks. I think it's maybe-- No, it's not the 21st.

Yeah, that's the one on October 5th.

So how we are teaching is just as important, if not more so, than what we are teaching, how we're delivering our instruction, and that's what I'm going to be talking about again today.

So this is something that I really-- I've got this thing that keeps coming up in front of me where people coming in. Okay.

Blocking my view here. So

I used to be a neonatal intensive care nurse.

I did that for about a decade, and I am very intrigued with the science and also with the brain, because we had a lot of NICU babies born at 24, 25, 26 weeks. They'd come for a reunion at three and four and five years old.

Some would have severe cognitive difficulties, and others would have complete normal developing.

And I thought that was so interesting.

So I've always been intrigued about the brain and how the brain learns and how we can grow the brain and,

20, 30, 40 years ago, people didn't even realize how plastic the brain was and that you could grow the brain.

That wasn't even anywhere of

anybody's thinking. So we want to be really mindful

that science, whether you're talking about medicine or literacy or

anything, is always ongoing and evolving and

expanding. It is not settled. And I get

some concern looking at sometimes on the Facebook pages saying, "Show me the article that proves what-- That," what do I want to say?

"Says what you're doing is an okay thing to do." Well, our science is not settled,

and am I

muted?

How did I get muted? Am I unmuted? I'm good? Okay. I don't know how I got muted.

Sorry.

Hopefully, I wasn't muted for long.

So we don't want to dismiss something just because we don't have a

research article in front of us. And again, the research is not about the science

of teaching reading per se. It's the science that,

what do I want to say? That leads into what we're going to do and how do we

actually apply it with instruction with kids.

And our specialty really is how do we use what we

learn and-

Nora, you're muted again

Why do I keep getting muted? Is there something going on, Lou or

Calissa? Could be. Huh?

Yeah. You muted me? I might have by accident. Okay. Sorry.

Don't mute me. All right, I don't know what I

got muted through and what I didn't, but okay.

So the whole point is that

Don't dismiss something when you've worked with hundreds or thousands, or in

my case, tens of thousands of kids, and you see these gains, and you know for

sure that this is effective and working really, really well just because

there isn't a research article that points specifically to that thing.

And I have a couple of examples here.

My very first day of nursing school, I wasn't even 18 years old yet, and on the

first day, we got a book called "Childbed Fever," and it was the story of Ignaz

Semmelweis, who was a doctor in Hungary who learned back in the

mid to late 1800s,

or mid-1800s, I should say, about 1850, that if you

washed your hands between delivering babies, you would have a

tremendous decrease in the amount of

prenatal and postnatal deaths, and deaths of the mother.

Well, we'd all be like, "Well, duh, right?" That makes sense to us now, but

150, 70 years ago, it was not a thing.

Doctors went from one to the other, and his doctors, actually, that he was overseeing, went from autopsy to delivering babies, and no handwashing.

So he found out that if you wash your hands in lye and you go between these mothers, you're going to down to 0% as far as maternity deaths and baby deaths.

So he was real excited about this and tried to shout it out to the world, and the other doctors got pretty ticked off and told him,

"No, these women are dying because it's the survival of the fittest, and they're just weak. The ones that are dying are weak, and shut up, because this is not a thing." Now, how hard is it to wash your hands?

It's not hard to wash your hands, right?

This book, and I remember reading it the first night of nursing school because it was so fascinating, I'm like, "What?

That's crazy." So you would think that, okay, maybe after a few years, they're going to wash their hands, and we're going to be okay. No.

These doctors got so angry, they fired him, and he wouldn't quit talking and writing papers about if you wash your hands, the moms and babies won't die. So they got him

kicked out of the country, actually, and he still kept writing and spreading the word about this. And some doctors would kind of try it on the, without really letting anybody know they did it, and like, "Oh, this really does work if you-- decreases the deaths." But after he got

kicked out of the country and he still wouldn't be quiet, the doctors
who he had worked with,

they convinced his wife to admit him to an insane asylum.

And he got beaten in the insane asylum, and interestingly, he died of an
infection. So it was another 50

years, five zero, 50 years

before medical professionals

washed their hands or learned to wash their hands between delivering babies or

doing any kind of procedure. And obviously, we know how important that

is. So why is it when we didn't have the

research that showed that, but he had hundreds and hundreds

of women, and he had data that showed you wash your hands, the people are
going to not be dying of infection.

Another one that deals with

literacy is Pat Lindamood. Pat Lindamood was a speech-language
pathologist, and back in the '60s,

she went into kind of teaching reading, she and her husband both,

and realized that when kids access each

sound, when they segment each sound in a word,

and apply the spellings to it and blend the words together, that's

really the key, especially the segmenting, is the key to really accelerating
reading. She was thrilled about this.

She did a lot of work, the late '60s, and her own

research data gathering through the '70s.

There was no doubt from her experience and the work that she was doing with gathered data, that this phonemic awareness, which of course wasn't even a thing yet because nobody knew what it was because they were just discovering it.

And the research came out and started-- She got a grant to do research in the '80s, and other people were doing research at the same time on this phenomenon called phonemic awareness, which nobody had ever heard of.

Interestingly, and then the research showed, oh my goodness, this is so powerful. It's one of the very most like, I don't know, an engine in the car. It is one of the most important pieces.

It's not the car, for sure. You don't just do phonemic awareness for just the engine, and then that's the car. Just phonemic awareness doesn't mean they're all going to be reading, but it's a very critical, crucial part of being able to read. So this research came out in the '80s.

When I learned how to teach reading in the late '90s through phonographics,

which is one of the things in Dave Kilpatrick's book, he talks about as the highly effective, one of very few, actually, and all the programs he talks about are speech to print. Very few programs that are highly effective. But that came out in the '90s, and they did a lot of phonemic awareness and phonemic awareness embedded with letters, without letters, just all oral, combined, and that's what

I learned first after I did a bunch of research in phonics-- Or phonographics

is what I was trained in, and then I became a trainer in 1999, and I was a trainer in phonographics for four years before I created EBLI.

But even then, when I was first doing-- Well, not even just first, really until the last five years or so, teachers

didn't really know what phonemic-- Well, they didn't know at all at first.

And then after No Child Left Behind, they kind of had an idea of what it might be, but nobody was really teaching it.

And until the last five to eight years, there wasn't any phonemic awareness, anything in the classrooms of teachers that I taught or in the remediation, really, at all.

It's become a huge thing now, and now it's like, and a lot of times people are thinking that's everything. But if we look back, Pat Lindamood was doing this work in the '60s and in the '70s, and then the research in the '80s, and then it takes time to get to where it needs to be.

So science is not settled. Science is constantly evolving.

And also, when you look at scientific studies and you say, "Well, this is what it says," if you can't apply that and replicate it with students, then you need to question how much of this is the science of teaching reading, of actually teaching the students, or is this a piece that's like, okay, this is informing us to help us with what we're teaching. So we really need to think, not throw the baby out with the bathwater and think about that. I've been thinking about this a whole lot because there's just

so much about, well, this research thing says this, but if

it's not working with your students or with kids, then

That is a problem. The whole goal of literacy research, and all

kinds of research, is to advance what we're doing.

So with literacy and reading instruction, it's to advance our

students in their acquisition of reading.

There's a lot of debate and all that kind of stuff, and that's not

what the goal is. The goal is: what do we want to do to move our kids forward?

So that's what we're going to be talking about here, and I'm going to be showing

you about. So here are the six things that we're going to be talking about today

that I would like you to be doing more of and less of the others.

So segmenting with letters and not just oral.

Okay, so you can do segmenting orally too, but also with letters.

That's very critical. Not just all oral.

For somewhere in the last five years, when phonemic awareness has become a great

big deal,

there has become this common

knowledge or thought process that it can only be

done in the dark. Well, yeah, I can close my eyes and say the sounds in cheese,

ch-e-ese, but I can also match the spellings that ch and

E and z to those sounds, so I can apply it when I read

and write and spell, which is really the whole point.

So we don't want to go all the way over here and use this great

research and not use it in a way that's going to help our students the most. So segmenting with letters.

The letter sound first before the letter name.

Okay, we'll talk about that. Teaching in the context of words versus sounds in isolation, like B says buh or that type of thing.

Teach the word cab or bat or that type, in the context of words to make it meaningful and relevant.

Focusing on patterns, that's what we do with EBLI.

That's what I learned with phonographics, too.

I've never taught phonics rules. I don't even know syllable rules.

We don't use those things, okay? Because what we've found is the students that we teach, the gazillions at our reading center and the tens of thousands that we've taught in classrooms and coaching and with the teachers who have taught EBLI, that focusing on the patterns is what helps kids and

even adult learners to be able to apply the information that we're learning and teaching them. Segmenting crisply.

We think a lot about segmenting until the kids can blend, and then we ditch it.

So I'm going to talk about that and why it's important, whoa, to segment crisply when you're doing word work.

But when you're getting into reading, you're going to do the continuous blending.

And then sound sort walls versus a word wall, which we've been doing sound sort

walls forever. I know that sound walls have become a big thing.

I'd never heard of them until just a few months ago when they started to explode

all over the place, and I've also never seen them in a classroom.

So I don't really have any experience to

talk toward that. I do know I've taught a lot of people to read without those.

But a sound sort wall we use as far as for kids to be able to

reference when they're reading and spelling. Okay?

So those are the things I'm going to elaborate a little bit on.

So the first one is that segmenting, teach segmenting with letters

as well as all oral. Now, interestingly, a lot of the stuff that I've

seen with some real popular programs is go all oral

first and then fade away, maybe include some letters.

Which really, applying the letters to segmenting

helps your kids anchor what we're doing, and we're doing the segmenting so that the

kids can access the sound and then apply the letter to it with

spelling. Okay? And also, I know, this is my

Pat Lindamood moment, I am one million percent sure that

segmenting sounds crisply and saying the sounds as you write, which we're going

to talk about a little bit further on,

greatly, tremendously, abnormally improves fluency and

comprehension. Okay? And I'm positive about it, because I've had too many thousands

of students and classrooms with your students of experience with

that. So segmenting with letters is going to greatly accelerate your

students' growth in every way, with learning the code, with fluency, and with comprehension.

So don't get rid of segmenting after they can tell you the sounds in cat and the sounds in milk and the sounds in grab, okay?

Just those CVC and CCVC words. So

you want to move all the way into multi-syllable.

We do segmenting still with five-syllable words, segmenting the sounds.

We segment syllables first. So we do slow

blending or connected blending when our kids are

reading. So if they're going to read in text, we need to get them moving

along. That's not the place where we want that rigid segmented

sounds. But again, we're not going to give them up.

So if the kids are reading the word milk, they can say each sound connected,

/m/,

/i/, /mi/, and then they add that /l/,

milk. Okay, so that slow connected blending

for sure. But again, don't leave segmenting out of it.

It's very, very, very, very important, especially with matching the letters to

the sounds. And so a couple examples.

Right over here on the left, we've got a kindergarten classroom where I

bring kids up, and this little one they say s-p,

and then they continuously blend sp, and then we add our a,

spot. And then what we do is we do phoneme manipulation with

letters. With letters, because it's going to really accelerate their acquisition of phoneme

deletion and phoneme substitution.

So we'll do spot, and I'll take the /s/ child and put them behind me, and

I say, "What is spot without the /s/?" And then they say the sounds, put it all together, and read the word that's left.

So they're doing phoneme deletion.

And then we ask them, I bring the /s/ child back, and then what is spot without the /t/, and move them back.

And then spot without the /p/. The A is blue because we tell kids, "This is your vowel, that's your volume, and you cannot remove it when we're removing sounds, because it gives us the volume."

Ricola, we hear E-O-A. That's what we're hearing with our volume, are the vowels. So that's why that vowel is blue instead of that beige. So we teach-- This is another kindergarten-- Actually, it's the same kindergarten classroom, I think.

And we are doing the word pocket. So we're going to do the word pocket, and we're going to do placeholders for the sounds first, and then we're going to do placeholders for

the syllables, po and then ket. And then we're going to do placeholders for each sound, p, o, and then the c, it.

Then we show them the word and match the spellings.

So speech to print instruction is tremendously

accelerated, and it's backwards of what almost all

phonics instruction traditionally has been.

Okay, what we've done is try to make the

print first, and then try to make all these rules and things to make the round peg

go into a square hole. And it doesn't work very well

to accelerate their instruction as quickly as it can.

But if we do placeholders for the syllables, placeholders for the sounds,

then we show the word and match the spellings to the sound.

It's going to help us not just with spelling, but also with reading.

And that's what we do with EDLY II, is we teach those integrated,

to accelerate the instruction. For our older students, over here is a

middle school group, and up here is a high school classroom.

These middle schoolers are doing the word millionaire.

So again, speech first. We go for our syllables,

millionaire, and then our sounds, m, i, l.

I just did this today in teacher training, as a matter of fact. Y, u, n, a, r.

Then I show them the word, and we match the spelling.

The high school class is doing the word consciousness, and we do the same thing.

So segmenting with the spellings is absolutely

critical to skyrocket our

kids' success. It's also teaching the code.

Did they know that this is three letters to spell sh? Probably not.

Did they know that the letter I, most everybody in my training today did not know

that this letter I is the spelling for y in words like millionaire or behavior or senior or onion. Okay?

So we're teaching this code, along with segmenting and blending and all kinds of great stuff,

in the context of a word, which makes it meaningful and relevant.

We aren't teaching, "Now we're going to have a lesson on y, and this is I is y," and do a worksheet on it or that type of thing.

The more that we infuse our instruction with the context of words, the more it makes it meaningful and relevant for all of our kids, and then we apply it.

Millionaire is going to be in something we read.

That's what's going on with these kids.

And consciousness was in something that we were going to read.

So we do some things where we're teaching patterns, where we do specific activities, but we get to where we're infusing the instruction, explicit instruction and application, quickly and really, really efficiently.

So my second point is putting more focus on the letter sound than the letter name. When you want to read and spell, you access the sound, not the name of the letter. Okay? That's what you access.

So in Scotland, I met a curriculum director.

He was the assistant curriculum director of Grand Rapids.

He said, "I went to school in Scotland till I was in second grade.

We don't learn the letter names. We learn the sound.

And then when I came to school over here in the States, they wanted me to know the sound. I was a great reader, but they wanted me to know the...

They learned the sound, not the letter name.

They wanted me to know the letter name, and I didn't score well on the letter name, but I was a great reader. And obviously, I learned the letter names." But he said, "That's very interesting to me," kind of that switch.

Now what has happened is there's some research, a lot of research, that shows very, very strongly the correlation. This is not causation.

It doesn't mean because of this they're good readers, but there's a correlation between kids who know their letter names and are good readers, which makes sense, right? If you know your letter names and you know your sounds, you go with it.

But it is not because they know their letter names.

And even DIBELS says we don't have explicit instruction in letter names because we know it's not because they know the letter name.

But what happens is we spend a lot of time, both as parents and as teachers, teaching explicitly the letter name for these kids, and teaching it in isolation, and all of that kind of stuff, and the letter name is more like our middle name.

We don't want to not teach it, but we don't want to emphasize it.

I tell our kindergarten teachers, teach the letter name once you get into school a little bit. Maybe in October when they have a good grasp on the sounds. Because the letter names, you could go forever, except for the vowel letter names, and you could go forever and never know a consonant letter name and become a great reader, okay?

Because the consonant letter names are like our middle name.

We need them for some things. A spelling bee, I guess, would be one thing, but they're not emphasized much. It's like your middle name.

Most people's middle name, I don't know. And that's okay.

We only use that sparingly, but what we use the most of the time is our first name, right?

So the letter name, it becomes a problem.

Now,

sometimes I will have teachers that say, "No, no, no, we have to have..." Or, "It's on our report card." Well, that makes sense. We'll teach it, the letter name.

They'll know it by the end of the year for sure.

But why I know for positive, and we've taught, like I say, thousands and thousands and thousands of kids and adults, and some that could not read a single word, both kids and adults.

All of them, 100% pretty much, knew the letter names.

Maybe a few they didn't know. But anybody second grade and older that we've taught, they know the name of the letter, and they've held onto them so tight because they think, "This letter name has to have some use." So it's hard to get rid of what we call letter name interference and get them to the sound because they hold onto that so tight because it's the one thing that they know as far as reading and reading instruction.

So we teach the letter name outside of reading instruction, so we don't have our kids thinking that it is crucial to that because we spend a

lot of time, especially in older grades, undoing the letter name.

I spent a lot of time in my teacher training today undoing the letter name

interference. We do have a webinar, and Alyssa's going to give you the link to all of our webinars. But Handwriting the Alphabet and Fluency, this is a great place to teach the

letter name, and as well, also handwriting and how to do the handwriting process.

So we want you to know that every single consonant letter name is at least two sounds or more. So at least two sounds.

Never one single time ever is a consonant letter name the same as the sound. Now, sometimes the first sound in the letter name, like B is B-E, and the sound that goes with B is buh, so

We justify that sometimes, but a lot of times it is not.

Okay,

sometimes the vowel can be the letter name, like in the

O in go, and E in be, and A in eight, nine, high. U in cute is another one.

So sometimes the vowel is its letter name, but never, ever, ever, not one single time, the consonant.

Okay, so here is an example. This is the letter C, right?

This is how C is written out. Okay, this is what it looks like if you were to write out C.

These are the sounds in the letter name C, C, E,

and most commonly by far, this is the spelling for C.

So many kids are like, "Why are you telling me that this is C?" They want K because the first sound in K is C to be that C, but they aren't getting why this is C. If we focus so much on the letter name, we don't even do C, cat or anything like that. We forget the C.

What are the sounds in cat? C-at. We put placeholders.

We either build the word or write the word, and say it as we write the word. So we don't have to undo this letter name issue.

If you look at the letter Y, and try this as an experiment tomorrow. If you're a teacher, ask five of your kids, some high, middle, low kids, show them the letter Y and say, "What sound do you say for this letter?"

Many, if not most of them, will say wuh.

You never say wuh. There's four sounds that go with this letter, and wuh is not a choice. Okay? It can be yuh in yes, or I in my, or i in myth, or E in happy, but it is never wuh.

The reason they're saying wuh is because the first sound in the letter name

Y is wuh, right? Try the same with W.

Show your kids this letter name or this letter and say, "What sound do you say for this?" And they'll say duh. And again, never ever is that a duh. It's a wuh. Okay? So the letter name in that confusion, and even if you're doing the letter B, okay, B is two sounds, buh, E. So if you're doing the word bead, they may just put the letter B and then a D because they're thinking the letter

name B. So it interferes with reading, and it interferes with spelling and especially when you have kids who need intervention, who struggle with reading, they get really mucked up with the letter names. So we don't want to confuse them more. So we want to de-emphasize the letter names, really emphasize the sounds, and teach that to them, not instead of, but as more of a focus of than the letter name. If that makes sense. And please, again, be sure that you ask questions in the chat. I know a lot of people have been coming on as I've been talking. Please share who you are, what you teach, or how old your children are, where you're from, what brings you here tonight, okay? I touched on this too, teaching the code, so what letters go with what sounds, and morphology word parts in the context of words. When you teach something in the context, again, it makes it so much more meaningful and relevant and applicable, and also we can transfer that information and those patterns in words to other words more easily when it's done in the context of words as opposed to isolated and then doing some drill with it. And we're going to move our kids a lot further and a lot faster than that. So we can teach this in all kinds of things, in vocabulary and every single content area. Words out of novels, words out of articles, non-fiction, fiction, our spelling words, words period. And we can really up the rigor

of what we teach our kids and how when we're teaching these word parts, too, in the context of what we're reading.

So these are two kindergarten classrooms of instruction. This is both our whole class.

So this little guy was doing the word large.

We did the sounds a little, ah, er, ja.

And then he was saying the sounds as he writes.

All right, this ah spelling that he wasn't familiar with.

That is ah, and then that ja. I'm helping him with handwriting there as he's doing that. And this is whole-class instruction, so again, putting a whole lot of things into one activity. Up here, we've got these words that are actually from an article that these kindergartners we were going to read together. So then, we talk about that E at the end, in the manner of health.

Okay, that's what that E as in ing, what that means, the action of doing that.

So we talk about where the root word is in this. What does health mean?

After we've taught these words and the kids have read it, they've done phoneme substitution because whenever we do an error correction, they're doing phoneme substitution here. And then we talk about the meaning, and then we go to read, and your kids are going to read more fluently and more accurately, and they're going to know the meaning of the words.

So we talk about those prefixes and suffixes and root words, and they're meaningful because we're going to use them right away.

Or if we're just talking about a pattern, like the tion,

T-I-O-N, meaning an action, or C-I-A-N,

meaningcian, a person, that type of thing.

So if we're teaching a pattern, we do several words and talk about the meaning and how those word parts help us learn what the word means.

With our older grades, this is the same activity I was doing with the kindergarten kids, and this is older kids.

So if we've got the word dehydration, which is one of their words over here, we talk about how hydrate means to absorb water.

De means the opposite of, so taking water out, and so the action of having water taken out of you,

or a body or a plant or whatever. So talking about

those quickly and briefly, infusing that vocabulary instruction with that word part instruction, too.

And then over here, we have professional, a nice drawing right there, where we're doing a whole bunch of different pieces all in one, but also talking about the word pieces while still teaching to the smallest unit of sound and matching that sound to the spelling, with that segmenting and saying as you write.

Our number four is focusing on patterns instead of rules. This is the definition of a rule, tells you what is or isn't allowed. Hitting the kid next to you, it's a rule.

You're not supposed to do that. Don't do that.

Running in the hall, it's typically a rule. No running in the hall.

So a rule means It doesn't mean you hit the kid next to you on

Tuesday between 1:00 and 4:00, right?

It's not a rule, and then there's an exception.

This is a rule, and this is how we do it.

So when we tell kids this is a rule, they think, "This is a rule, and it's what we need to do." Right? They're going to apply that and learn from us.

A pattern is a sample of traits or tendencies or characteristics. So that's not the same as a rule.

It means this happens a lot of times here, and this is where it is in the word, and that type of thing. So the problem with phonics rules is they're inconsistent, and the phonics rule that most people know is two vowels go walking and the first one does the talking.

That's one of them that most people know.

So that means when there's two vowels that are together, you say the letter name of the first one.

So for this A-I in pain, you would say A for those two letters because those are two vowels next to each other, you say the letter name.

So that's P-A-I-N. Okay? These two together, that E-A, the letter name is E, so you say E. But then if you look at this word, B, this word would be O, so this word would be bowl.

And this word, again, E, this would be greet. This would be O.

This would be soap. This would be I. This would be filed.

This rule works 40% of the time.

What? Isn't that crazy? Like, wait a minute.

That is not even a non-rule. That's an anti-rule almost.

So we're telling kids, but then what we do is we give them worksheets and stuff that go along that fit this rule, and then they go reading and they see the word bread and grade and steak and they're like, "Wait a minute, this would be steak and breed and what?

This is confusing." I share this one because my own daughter who was the struggling reader back in '97 when she was in second grade, her teacher had told her, and I was in the room actually when it happened, two vowels go walking the first one does the talking, E-A is E.

And they read this story, "The Dream Team," and every E-A in that story was E. So then she gets to break and she's like, "Why is this break?

This is supposed to be E." I'm like, "Well, but it's not." Right?

So we want to be consistent with our kids in a way that they can apply the stuff that we're teaching them. That's the difference, again, with speech to print as opposed to print to speech.

And so a pattern means that, all right, when you see E-A in a word, most commonly the sound is going to be E.

But it also can be A or F. So try the word if you got the word great, try the sound E, greet. The food was really greet. That doesn't make sense, right?

So you've got that context which we use especially when we're flipping

sounds. Let's try A. Let's try F. Grat? That's not a word. A, great.

Oh, great. That makes sense. And these kids, when they're taught explicitly

how to do this, will do it in a second, which is really, really fun.

So that's the difference between focusing on patterns as opposed to focusing on rules.

Makes more sense to kids and helps them move along faster. That's the key.

So if we look at this, this is one of our sorts that we do with our kindergarten kids.

So this C, it can be C in cut or kit or C in luck

or C in make. So our kids learn that this is

usually C at the beginning of a word or in the middle. We'll talk about that.

This one is C also at the beginning and the middle.

This one at the end after a vowel that it's a common sound.

Some kids know that as a short vowel.

The first sound that we tell them it's the one you learned first in kindergarten,

that vowel sound. And this C spelling is at the end after a vowel that it's its

letter name. So these are all the patterns.

We don't think like, "Oh, we've told you this, and now you master it for 100% of

the time." We teach this explicitly, and then we're going to apply it

because there's patterns and they're all over the place.

And then we start to see, oh, when we have this letter here and an E-I or Y comes

after it, that's going to be a S. But when it doesn't have an E-I or Y,

it's going to be a C. Wow, that's cool.

The kids love this. They eat it up. They do a lot of discovery, and it makes sense, so they can apply it to other code that's not just only the words that we've taught them. Okay? That's the emerging readers. For our older readers, we do a little bit more advanced stuff, different ways to spell the sound J, and then we sort those, and we talk about the patterns. This one has E, I, or Y after it in order to be J, and this at the end after a common or the vowel with the letter name or a consonant, and this at the end after a short vowel or the common sound. So we talk about these patterns the same when you're going to say what sound for the letter Y. So we teach our kids this explicitly, and then we give them lots of opportunities to apply that. That's what we want to do, and we want to point out those patterns. There's patterns all throughout the English language because there is a logic to the English language. A lot of people say, "Oh, it's crazy and it makes no sense," but there really is a logic to it, and we want to let our kids in on that. This kind of goes along with part number one too, but that segmenting crisply versus that continuous blending. The segmenting crisply, a lot of our kids like to be sloppy blenders, sloppy segmenters. They say like grass. Okay, that's not segmenting. That's slow blending. Okay? Now, we want when you're reading,

grass, we want that. But when we're going to have you

spelling or accessing the sounds in words to put a placeholder and then match

the spellings, we want you segmenting crisply, like the little

guy with large. L,

A,

R,

J. So segmenting crisply means you say the sound and there's one second in

between. You don't wait forever because then we bypass working memory, but sound,

stop, sound, stop, sound, stop. When you're doing multi-syllable, we're

doing, let's do sheriff. I don't know. Sheriff.

So we've got share and then if. We're going to segment just share.

Sh-A-R. Share. Now if.

I-F. So you segment only first the

syllables to make it manageable, and then only every single sound

crisply. This, and this is what I promise for my research that's going to be out in

hopefully not the next 10 years, less than that, but that

correlation, okay, I don't know what the cause is.

I don't even know if it matters. It's kind of like the letter name, they're better

readers correlation.

But between segmenting and fluency and

comprehension is un-- We don't even teach-- We do ACT or SAT prep.

We do not one single thing Of ACT or SAT

strategies or comprehension work at all.

We do crisp segmenting with big, long words and say the sounds as they write the spellings for literally an hour and a half.

And we get jumps of seven points on a composite score on an ACT, and lots and lots of points on an SAT now that we've got that one.

So segmenting crisply and pristinely and matching the sounds that you say to the spellings that represent them is going to greatly increase so much for your kids, and it's going to decrease the amount of work that you have to do. It's going to teach them the code. It's going to keep them on task.

It's very engaging. It's going to definitely improve their spelling, which also improves their reading,

decreases impulse control. There's all kinds of great things that you do when your kids are segmenting crisply as opposed to slurry blending. Okay?

So here's an example of what we do with preschool and kindergarten.

First, we put placeholders for the sounds.

I don't know what this word is, map maybe. M, a, p.

And then we've got the spellings up here where the kids say the sounds as we pull the spelling down. That way we're teaching that this is m and this is a and this is p, and we've never taught it before, even with three-year-olds.

We've never taught any of them before.

We teach them in the context of a word, and we segment crisply, and then they segment as we push them up.

And then they say the sounds in segment as they write the spellings, and then they

say as they write them all together.

And then we read it, and when we read it, m, a, we're going to keep our voice on map. Map. Okay?

So how many things have we just taught with one word? A bazillion, right?

Blending, segmenting, sound to symbol,

all kinds of great stuff. All right?

So all of those things, and it's in the context of a word, so it's a whole lot more meaningful and relevant than mm would be.

But we're going to do mm, and let's do that.

That's not as meaningful and relevant, right? Or p or even a to kids.

We want to put it in a word. The next word we do might be pat or something like that.

So that's how we teach our little ones the code, too.

But segmenting crisply is key. Where, this is a first grade

classroom, I think. W, a, re. They put the

lines down, then I put the word up there, then we say as we write the spellings.

We circle the A spelling, some of the spellings that they need to remember.

We erase it, they say as they write where three times. Very straightforward.

Crisp every time they're writing. Okay?

Here's for our older kids. This is another one.

I like consciousness, apparently, where we did consciousness for them.

These ones, it's a vocabulary lesson where we did the word adjacent, but again,

we segmented the syllables, a, j, a, c, e, n,

t, and then they're going to match the spellings to the sounds.

So we do this in AP English classes and

AP Physics classes, and we do this in kindergarten. Okay?

And I do this in teacher training. I just did it today to help our

teachers learn code that they're not familiar with in a way

that's very

effective and very efficient.

And our last one is a sort wall versus a word wall.

So we like to do, and we've always done sort walls.

A word wall

sorts things by visual. Like under A, you might have apple, but then you'd

also have about, and you'd have all, and you'd have

are. All four of those

words have four different sounds for that letter.

And it's also only at the beginning of the word.

So the word wall is not too efficient for kids to be able to

utilize to help them with reading and spelling.

A sound sort wall is very much so. It gives them reference like, "Oh,

when I hear E at the end. Oh, yeah, in a multi-syllable word, it's usually that.

In that one syllable word, this is how you spell E.

Okay, cool." So it points out the patterns.

Teachers put them on the wall so that your kids can see that, and they can utilize

it, and then they don't have to have the phonics rules.

We do this with the same sound with a different spelling, so different ways to spell s. All right? That can be S like in sat, or C

like in cent, or SS like in miss, okay? Those are up there.

But then we also have the same spelling with a different sound. E-A can be E.

E-A can be F. E-A can be

A. Okay? E-A and F. Yeah. That's what it is.

So we have that so that they can use it and reference it

to apply it. We always want to think application, application, application.

Accuracy and application. Very important.

So here's some example of some little kids' sorts.

Okay, I don't know what sound they're doing there because again-- Oh, this is the letter A and the different sounds, six of the nine different sounds that go with the letter A. It must be, I don't know what grade this is.

First or second grade, maybe. And then here we have the sound

A and some different ways to spell it. This is our first grade sort here.

So A, and you can see this A is in the middle.

This one comes with a consonant E at the end, or the end of the first syllable, like cable and razor and vacation. Okay?

And this A is usually at the end. This one can be at the beginning, middle, or end.

And this one, not as common at the end, but this is a common word.

So we show these kids these patterns.

Then we do other activities to reinforce and apply them.

For our older kids, this is kind of blurred, but it's a great sort wall.

Over here, they have the same spellings.

O-U can be all these different sounds, different ways for A.

I think this is Y. So the red ones have the same spelling with a different sound.

It's one concept. And over here, it's the same sound with different ways to

spell j and s and sh and A and E and all

of that. So your kids, again, they can reference these,

but they also can

add to them. So they can be working documents they continue to add to.

And over here are more simple ones that we start with, with our kindergarten

and little kids.

So those sort walls that can be

utilized, and

so that the kids have-- It makes it really relevant for them to

help improve their reading and spelling. Okay?

So again, do put those questions in the chat, and

do, if you haven't already introduced yourself and told me where you're from, I'd

love to see that. So please do that if you come on a little bit later.

There's a lot of webinars that talk about these kinds of things more specifically.

My blending webinar, how do we get kids that struggle with blending, like that

one. Phonemic awareness.

This basically I teach you specifically, our EBLI phoneme

deletion activity, where we move from letters to dots

to fingers as

placeholders, then to all oral. So I actually teach in that.

And then phonemic awareness games, this was our most popular webinar ever.

That's the last one that I did, and I've had tons of phenomenal feedback about that. So I highly recommend that one, too.

Foundational reading instruction,

what we want to have in there at that foundation so we can build on it with our kids with reading. Pretend reading, when kids memorize books and look like good readers, especially in those younger grades, what to look for with that. This is a big one because we all spend a lot of time, even with little ones, slaying the guessing master.

So many kids have a really deeply ingrained guessing habit,

and so this shows you, and a lot of these,

this one actually, too, and our blending one, have video with

actual students so that you can see it in action and see what you

actually really do. So check some of those out.

There's other great ones, of course, too, and Alyssa will put that in the

chat, that

link.

So webinar, and then the blogs.

A lot of our blogs go along with our webinars, but not always.

So these are some of the ones that are really relevant, and the one, yeah, that's

going to be on October 5th is that how to make your teaching

even better.

I was in the middle of writing a different blog that was on our list of what I was supposed to write, and this just came to me, and I'm real excited about it because it's a really, really good one. So I figured, well, it literally flew into my head and was like, "Write this," and it was very easy to write, so I know that it was meant to be shared. So, the blog and the webinar page will be shared in the chat.

Also, it'll be sent to you tomorrow, and you can just go in and browse and choose which blogs and webinars to check out.

So all of our phonemic awareness, phonics, fluency, vocabulary, comprehension, handwriting, writing, we teach these explicitly, sequentially, systematically, and with gradual release and scaffolding in any of our trainings.

We have different trainings, one for kindergarten, first, second, third grade classroom teachers, one for all ages of remediation teachers, another one that we move quickly through for our fourth grade and above classroom teachers so that they can get to the job of infusing it into what they do all throughout the day. So make your life easier.

This EBLI training is, this is what we-- We do have students come to our reading center, but the vast majority of all of our time for our team is spent on the training and the lessons, the student lessons for educators and making educators' life easier with this explicit instruction and infusion of all areas of reading as well as writing, spelling, and handwriting.

So, and this just you can look at it when you see it.

These are some of the materials and we have tons of videos.

Videos of me teaching in a classroom so you can see the activity, videos of me teaching your kids, videos to train the teachers, all kinds of good fun stuff for you.

So you can check that out.

We are always happy and thankful if you share the link from this webinar, the link from any of our webinars, anything that you find of value with what we share with you guys.

We've been doing this now for about a year and a half.

And it's getting easier, which is good because it's a lot of time on my end as far as thinking it up and what would be the best way to benefit you guys. So I also am always happy to hear ideas of what you would like me to cover and other things, because I'm always open to that.

But we also like you to share with other people whatever it is that you have found valuable in the stuff that I share in these webinars.

Next month, again, it's going to be October 28th, which seems like a really long ways away, at 7:00, and it's going to be part two where I'm going through six different areas of text reading, writing, spelling, and handwriting.

And just some of the hacks, I guess I should say.

Some of these hacks about we put more focus on this and less on that to

accelerate and speed up our
instruction all across the board with literacy.

And now my favorite part, the question and answer, which I went a little longer
than I usually do. All right, Alyssa,
hit me with what you got.

All right. Sorry, was just doing a quick chat thing.

Okay, so there was quite a few comments and questions
regarding controlled R. So I'll read a couple of these off, and then you
can touch on it how you would like. So,
one of the first ones was in that word large, I think from one of the
examples, why do you not look at R
together, A and R, as in car, and then do you teach R-controlled vowels or teach
them as two sounds?

And then one other person commented, "I could be wrong, but I think with NORA, they
don't teach the syllable types, so in the R-controlled words, the R would be taught
separately from the other sounds."

A lot of questions about that.

Okay. I don't know syllable rules.

I've taught a lot of kids and adults who do know syllable rules, and I say, "I
don't want to know syllable rules," because I know that I can teach people to
their highest potential in literacy without syllable rules.

Also, syllable rules, the ones that I do know,
are also hemmed in, and they are not consistent.

So kids' application of them can be confusing.

So that's why I'm not interested in learning syllable rules,

because I know that it's not necessary.

Now, some people teach syllable rules, and if that works for them, that's

cool. R-controlled, I've never understood, to be honest.

Now, again, my background's not in education, and nobody's ever taught me an

R-controlled thing, except for people talk about bossy R and R-controlled all the

time. Now, if I were to do the word car, and we did c, ar,

so let me show you this. How would a child write this word if we said those sounds

are c, ar? C

R, because I just taught them to do that. Right?

And you can see it in the kids spelling all the time.

Because R is a letter name, and as I told you, we

know every single consonant letter name, without

exception, is at least two sounds.

So if I can pull apart those sounds, ah,

er, it's obviously two sounds. However, now here's what

puts a little bit of an interesting thing in it.

This is the other problem about why we don't want to hem kids in on that, because

then if we look at the word dollar, let's say.

Dollar. All right, so now we have d, ah, l,

er. These are the same two letters, exact same two letters, but we're saying one

sound, er.

Well, why are we not saying dollar? And why is this not the word cur?

Why is that? This is the beauty of speech to print. We don't need all that.

What are the sounds in car? C, a, r. What are the spellings?

Well, a lot of times when you hear a before er, large, shark, farm,
hard, car, card.

This is going to be the spelling. It's a really, really strong pattern.

So we want to separate that, because the other thing is
you have... This is another good one.

All right, who would like to be my student and tell me what sounds here?

Anybody unmute and just tell me, I won't even know who you are.

What sounds or what sound?

Any takers? Ear. Say again.

Ear. Okay, beautiful. Thank you, whoever that brave person was.

Now is ear one sound or two, my student helper?

Is ear one sound or is it two sounds?

Two.

Right. Beautiful. Thank you, guys.

So ear is two sounds, e, er, right? E, er.

So what about

this word? Earn.

Is earn, how many sounds? Three, two, one, four.

How many sounds in earn?

Three.

Beautiful. All right. Some of you guys unmute

yourself because I don't know who you are, so it's all cool.

Anybody who's here that's trained in EBLI, who also had

some skepticism about this whole R-controlled thing, please share in the

chat your experience so that they can hear from a practitioner

who's in the trenches type of thing, too, who also had done it differently.

So if you look at my fingers, what's the first sound that you hear in earn?

Somebody tell me. Er. Er. What's the next sound you hear in

earn? N. So how many sounds is earn?

Two.

Right. So we look at the same thing.

Er. Er. No. All three of those letters.

Er like in learn and earth and earn and all kinds of words. Right?

Now,

here's this word.

Can you see my word bear? My handwriting's crazy. Bear. We have bear.

How many sounds in the word bear? Two.

Okay. We got some twos and some threes. I got some EBLI people out there.

They're holding up their fingers. They know.

All right, so look at me and let's say the sounds in bear.

I need some people to unmute themselves so I'm not just pointing at my fingers and

they're silence. Okay? Tell me the sounds in bear. What do we have?

B, a, ear.

Listen. This is the beautiful thing about the vowel.

You can sing it and hang onto it until you faint.

That's the really beautiful thing.

So listen to what I'm saying right here, and then I want you to repeat it. Listen.

Bear.

What am I saying right there? A. A,

right? Because if I were saying bear without the B, a, ear.

Put your hands up in the air. Obviously two sounds, right?

B, a, er. Bear without the B is ear. I won't take

away the er because then I'd be flipping you off. And that would be bad.

Okay. B, a, er. It's three sounds. But so now check this out.

B, a, er. Now I can get even crazier on you just for fun.

H, ah, r, t.

Okay? Heart is four sounds. H, ah, r, t.

Okay? So you have this. Now for ear,

those letters spell two sounds, e, r.

For earn, that's one sound. Those three letters are er.

In bear, those same three letters are two different sounds, a, er, and

in heart, those same three letters are

two other different sounds, a, r. So we've got four different things going on

here. And I don't even know, what do you tell kids that that is?

What does R-controlled lesson tell kids to do about this?

Can somebody unmute?

If you can show me your board, I can explain it to you.

So,

in ear, that would be a vowel combination because your E-A is saying E.

Mm-hmm.

And then earn, you are in an R-controlled because the E-A is being controlled by the R.

And then in bear, you have another vowel team because the E-A says A.

And then heart, that's a heart word and that E-A is the part that you have to remember by heart.

All right. Now if you tell me that ear and bear are vowel teams with an R, when I come across the word where or, I don't know,

fear, how am I supposed to know what to do when I'm not in a lesson? This is my question I've always had. Okay?

Because when you teach speech to print, we don't have to do any of that. We're going to do the sounds in ear, e, r. Here's your word.

Say the sounds, ear. Then we're going to do a sort. E-A can be E.

We've got

team and I don't know,

whatever. It's over there. And then E-A can be A and we've got great and stake.

And E-A can be ad, and we've got bread and head.

Okay, so then they see, oh, E-A for E, like in meet and team and

that type of thing is more common. We can have over here ear, e,
r. Okay? That E-A is E. So when it has a er
after it, it distorts the vowel a little bit, but if you hold it, you can hear it
very easily. Ear. So then they know when they get
here, because for me to know that this is a vowel team with an R, how am I
supposed to know if it's a, er or ear or i,
er? How am I supposed to know what to do as a student?

That's what I've never gotten.

Well, you teach them how to discriminate between those. Right?

But how do you do that?

Well, you would teach them basically through, they would try it
the different ways. So they'd either say
beer, which it could be, right?

Yeah, that's fine.

Could be.

Yeah.

And, so we teach them how to discriminate
through different sounds. So they try their different
sounds essentially.

Well, we do the same thing, so that's cool.

Awesome.

But we just teach them that it could be E or A or F, but then you've got that E-A-R
also. But what happens when we teach it as a visual thing,

and then we try to go to the sounds, it causes a lot more mucking up than, like if you did the word her, huh-er, that E-R is er.

Period, puh-ee-er, now it's ear. Very,

vuh-A-er, now those two sounds are A-ER.

And what I see is when I've seen, I have a book over here, it's the

Five Cafe whatever, Five... Whatever that's called.

The cafe one where they have five-

Yeah

... something.

There's a whole list, and it has words like work and

eat, ear, and

all kinds of things that have O-R and E-R and U-R, and sometimes

it's two sounds and sometimes it's one sound, and all kinds of times that they're

all different ones. And the instruction in it, and I've read it so many times that

I almost have it memorized, it says when there's an R with a vowel,

you say the vowel sound for the R. Something that

wasn't applicable. So the difference with speech to

print, we find out what the speech pieces are and put a placeholder for it,

then we look at the spellings, and then we attach them.

So I don't know bossy R or R controlled, but I do know that

R is two sounds, ah-er. I also know that ear is two sounds,

ee-er. And I know that air is two sounds, A-ER, as well as

O-R. I also know that O-R can be er like in word or

doctor or worse. So all of those things,
if we teach them by patterns in the context of a word and
show those patterns, the kids tend to apply them
much more efficiently.

So that's why we separate those so that they don't spell large
L-R-J or G-E or whatever, which happens.

You can see that in the kids' spelling all the time.

We teach spelling and reading intertwined the same way.

A lot of times people will say to me, especially with phonics rules and that type
of thing, we teach reading one way and spelling a whole different way.

Well, that makes twice as much work for the teacher and twice as much confusion and
work for the kids, too. So when we teach speech to print, we teach
reading one way, and we teach spelling the exact same way.

They're just two sides of the same coin.

One is matching the sounds we say to the spellings, and one is the spellings we're
saying to the sounds, but we teach them interchangeably.

And so we have reading and spelling and writing all in the same
lesson, really. Definitely activities or groups of lessons.

There's no difference
with the back and forth of that with going from speech to print.

So hopefully that makes sense. And maybe it doesn't.

But it really makes sense to the kids,
and it makes sense to the teachers once they do it.

But little kid teachers and remediation teachers like, "Wait one minute on that little bossy R thing you're doing here.

What are you doing with my bossy R?" Kids don't blink an eye at it, for sure. It's just a lot more efficient for them, we find. And a lot of our kids know about bossy R. And I tell them to teach it to me, and they don't know really what to say about that.

As far as they go like, "Well, it's the R, and the vowel is different." I'm like, "Okay, but how does that help me read it?"

So,

if they can't apply it, then it doesn't help with the efficiency really of what they're doing. All right, Alyssa, what else have we got?

Okay, this one's sort of on the same not in the same way, but it's speaking to er, and several people, there's a bunch that came up with that now, too.

One person said, "So would Nora say that in the most common sounds for er the vowels are silent?"

No, Nora would not say that.

Good question, whoever asked that. Thank you.

Laura Ingliss.

Well, yes. Yes and no. This is what I would say.

Every single letter, ever, anywhere, is silent.

Every single letter that's ever written, that you ever look at or read, no letter has ever talked in the history of the world, ever.

We say the sounds, the letters are symbols that represent them.

When we tell kids that the P-H in phone is silent, then that word is one.

What does that even mean, right?

When we tell the kids the E-I-G-H in eight is silent, what does that mean, too? And I ask kids this, too, "What does that mean?" They're like, "I don't know.

You don't say it." Well, that's a problem, because this word would be t.

So E-I-G-H is a way to spell A, just as is E-I in vain, as is E in very. A lot of words spelling with A don't even have the letter A in it. They has E-Y for A. So I don't say any letter is ever silent. It's a symbol to represent sounds that we say, and the sounds that we say can be represented with one, two, three, or four letters.

The A as a in at, the E-R as er in her, the I-G-H as I in high, or the E-A-R as ear in earn, and the O-U-G-H as ou in though, and a whole bunch of other things, too. So we don't ever use that verbiage, that something is silent.

And if a kid says, "That's silent," I'm like, "You are so smart," because they're all silent. They're all silent. They're not doing the speaking.

We do the speaking, they're symbols.

And that's the speech to print shift in our thinking, too.

We say the sounds. Why we can read is because it started with our oral language.

We matched our oral language to the print, not the other way around.

Almost always it's taught the other way around, which means we have to contort things so much to try to fit it in so it kind of makes sense, and so many teachers are like, "It doesn't even make sense to me." Like the ones that gave me "the Cafe Five," that's what it is. The Cafe Five book, they're like, "We just read what it says. We don't have a clue what it even means. We don't know what it means.

We don't know how to apply it to other stuff.

Doesn't make sense." And I'm like, "If it's not making sense to you, pretty good chance it's not making sense to your kids." And if they're not applying it in other reading and writing, then we know it's not making sense to them.

So that's the same with kids are really literal when they're nine years old and under. So when we tell them something is silent, they're like,

"Okay." It's silent. We don't say it.

So we shift that. We say a sound, these are symbols that represent them.

So that's how we deal with that. This is a spelling for "er" is what we would say.

So she wanted to clarify, too, would Nora say "er" is one sound rather than two? So they were talking about with the-

"Er" is one sound. Yep. So in "her," /h/ /ər/.

"Girl," /g/ /ər/ /l/. "Search," /s/ /ər/ /t/.

"Church," /t/ /ər/ /t/. "Er" is one sound.

But "ear" and "air," "or," "are,"

those are two sounds. So it depends on what your mouth's saying, then you match the spellings to it, so that you can decide, is that O-R one

sound or two? In "work," /w/ /ər/ /k/, it's one sound.

"Or,"

/o/ /r/, two sounds. "Nora," /n/ /or/ /ə/, two sounds.

All right? So it depends on what your mouth is saying.

And then we go to the print piece.

Yeah.

Okay. Marianne

asked, "Do you encourage teaching blends?"

So many words have blends, and we teach them separated.

We never teach G-R is /gr/ or P-L is /pl/, or-- Because if you've taught

in Puh and /oo/ and they can blend those together in /p/ /oo/

/ay/, they can blend them together, there's no reason to teach extra

information like these are blends.

What's going to happen is they leave off the blend, quite frankly, and the second

sound in spelling a lot of times, and also it kind of overtaxes their

memory. If we teach them each sound, we need to segment to the smallest unit of

sound, access the sound, put the spelling or symbol to it. Okay?

So we teach all kinds of words, of course, with blends in them, but we never would

teach S-T-R together as /str/. That's three sounds, /s/ /t/ /r/.

Sometimes S-T can be one sound, like in /l/ /i/

/s/ /t/ /n/ in "listen," that S-T is one sound.

But we don't teach S-T, /st/

as one unit, because it overtaxes the kids' brain. Same with word families.

We don't do that either. We teach every sound

separate and then pushing them together.

And again, our EBLI trained people, if you're on here, you can share maybe some of your experience as far as shifting from those blends to segmenting to the smallest unit, too. What else, Alyssa?

Okay, from Jacqueline, "What can we do if we do the segmenting and writing and the next time they see the same word, they cannot blend it?"

Oh, well. Segmenting and blending are not the same thing.

That's a great question, actually.

When kids can segment, and this is what we see, like we do the Woodcock diagnostic read-- or no, WJ3 is what we do now. So if kids can segment a word, you know, /s/ /t/ /r/ /ee/ /t/, we are not going to say, "Oh, they read that word," because that does not mean they read that word.

That means they can segment it. Putting it back together is blending.

So blending and segmenting are two very separate things.

So you have to teach them to segment, but you can't read if you can't blend. You can't really read.

You can pretend read sometimes, but you can't really read if you can't blend.

And we teach even our kindergartners, typically by the end of September, our kindergartners in our classrooms of EBLI-trained teachers are blending, for sure. Remediation kids, they will blend a lot quicker, unless they have absolutely severe memory problems, which are very, very rare.

But we have to teach them to blend, and doing that continuous blending piece when we're in the reading part. But when we're in the code or word work

part and we're accessing those sounds, we're going to segment pristinely.

So segmenting is definitely a whole different ballgame than blending.

Yeah.

Okay. From Anna, "Where can we find these patterns?"

I love the way the previous slides had it organized and would love to get a copy or purchase a book. Any recommendations?"

We only put those out with our training, and I don't know if there's any place else, quite frankly,

that you get them. A lot of those patterns, especially with consonants, because that's not something that's typically taught a lot of times, too. We have discovered--

You could get the book "Reading Reflex." It's \$16.

It's what I taught my daughter to read with, and there might be some of them in there. That would be the only place I would know that would have some of them that would probably talk about that. But you know what?

If you pay attention, you'll learn them. Your kids will point them out to you, too.

If you start teaching your kids so explicitly and drilling down to every single step and pointing out the patterns, your kids will pick up on those patterns, which is really fun.

What else, Alyssa?

From Laura Ingles, "Do you show the correct spelling and then have kids match the sounds to the graphemes, or are they producing the graphemes without seeing the word?"

At the beginning, we show them because we already know they don't know how to spell them, and we're teaching them that code. It's scaffolded.

With EBLI instruction, it's scaffolded, and then we move to where they're putting the graphemes on themselves, and we immediately do the correction.

So it's a scaffolded instruction is how we do it.

At first, we always show the sounds because we know.

We know they don't know that T-I is /sh/.

We know that they don't know that O is /uh/.

They've shown us, if you've done any assessment with your kids or looked at any of their writing or listened to them read, they give you a lot of information about what they are not so good at as

far as the code. So yes, we do it handheld, and then we

fade away and gradually release to more independence, but with correction.

So accuracy is the last thing. We are not big on letting them stick with inaccurate spelling or inaccurate reading as the last thing imprinted on their neural pathways.

All right. What else, Alyssa?

Okay. Susan Downs, "Is there a scope and sequence to the sounds you present since you're teaching in the context of words?"

Yes, for sure. Yep. There's a scope and sequence that we do for every grade level of classroom instruction, scope and sequence.

We have three tracks for our remediation.

For sure we do, but always, even we do /m/ /s/ /t/ and

/a/

in kindergarten. Those are the first four that we teach, but then we teach mat and sat and at and am, and there's not very many words that you can make with those, quite frankly, but we make them all, for the most part. So we teach those in the context of words.

We have them read. We have them write a little tiny sentence.

"I am Sam," maybe. Teach them about I.

And then we definitely have a sequence that we do that.

And also with our second grade and above-- first grade, we can move a little faster than that. Second grade and above, we don't start with CVC or CCVC or whatever.

We start with two, three, and four letter spellings.

And we do have a sequence, but we teach it explicitly, like with those sorts.

We infuse it and apply it with multi-syllable instruction, with high-frequency word instruction, with reading, and with writing, vocabulary instruction, all kinds of that type of thing.

So explicit instruction, application.

Okay. And so there are some more people that some of their questions pertain to do you have word sort activities, that kind of stuff.

So I'll put a link again in for training in case they're interested, because all of that-

Okay

... is within training.

Another question here, what do you recommend for teaching blending?

It says kids say C-A-Y, but read "tap."

I know. Don't they all? Every kindergarten kid ever pretty much does that. Yeah, they'll say T-AP, peanut butter.

And it's like, "Hmm." The P is the last sound that they heard.

So this is what you want to do is continuously blend-- Okay, let me show you how this works. With the first two sounds first,

so let's say they're doing the word mop, and I'm going to, holding-- I'm not very good, as you can tell, holding this up and having to be able to see it, but anyway, this is the word mop. All right, so the kids will have to say, "What's the sound?" Alyssa, will you be my kid?

Yes.

And you can say something crazy and wrong if you want.

Say "mm."

M.

Say "mm."

Mm.

O.

Say "ah."

Ah.

Say "mm."

Mm.

Mm. Now hold onto that mm.

Mm.

Ah.

Ah.

What do we have so far? Mm, ah.

Mo.

Let me hear you.

Mo.

No, say ah.

Mo, ah.

Say mop.

Mop.

Say it again. Mop.

Mop.

Now you're going to say "ma" and hold onto that "ah." When I uncover this, you're going to let it fall out of your mouth, okay? This is P. All right?

Let me hear you. Mop.

P.

Say P. Normally, they don't do that, but she's being a really good-- But little kids don't-- If you say, "Say P," they're going to typically say that if you've told them. All right, let me hear you again. Mop.

Mop.

Now, you notice I'm saying it with her. I'm saying it with her. Am I cheating?

No, I'm teaching her. She doesn't know this yet.

Sometimes I'll say this is-- I'll show you the other way I do it, too.

Okay, let me hear you. Mop.

Mop.

P.

Say it faster. Mop.

Mop.

What's our word?

Mop.

Mop. And they'll do this, mop, mop, like they've never heard the word before in their life. They'll do it with cat, too.

Because they have no clue that these spellings and the sounds they say out of their mouth go into words, that make words.

That's why with my six-month-old and 16-month-old grandsons, I do all kinds of, "You are so cute." Look at the phonemic awareness games thing.

You start from birth all the way up to adulthood.

So the other thing is, it's like, okay, Alyssa, now especially if she's like-- Oh my god, Alyssa. It takes 16 to 22 repetitions to get something to long-term memory. We're not going to do 16 to 22 repetitions with mop.

We might do mop, and we might do pot, and we might do words that have two of these spellings, and then we're going to add them.

So then Alyssa is a little, needs more repetition.

So now we're going to do what we call parroting, and we do that in our kindergarten stuff with our morning messages all the time.

But okay, Alyssa, I'm going to say it and then you're going to say it. Mm.

Mm.

Ah.

Ah.

Mop.

Mop.

Okay, you're going to say it again. Mop.

Mop.

P. Mop.

Mop. P.

What is it?

Mop.

Mop, like what your mom cleans the floor with with water when you've spilled your milk or something. Okay, mop. And then they want to tell you a whole story.

No, no stories, blah, blah. So we have a whole blending

webinar that has videos because we can

get anybody to blend. We can get them to blend, and we can get them to blend pretty quickly. Is it going to make you sweat? And is it going to make you tired?

Is it going to make you want a glass of wine? Yep.

Are you going to be happy when September's over and they can blend? Yep.

But when you do that and make sure

it's got to come out of their mouth.

You can say m-o-mop all darn day

long, and they can be sitting right across from you, and they will not be able to blend. Because you'll be able to blend because it's going into your neural pathways. They won't be able to blend unless it's coming out of their mouth to go into their neural pathways.

So that parroting forces it out of their mouth.

They're segmenting, they're blending, they got the sound to symbol.

Lots of learning happening there.

Teaching kids to read at first is hard work.

There's no way around it, and I'm sorry to say if you're a kindergarten teacher.

A lot easier if you're first grade and beyond, even remediation.

Kindergarten, you just need to get through September, and with that explicit instruction and a whole lot of helping them get there. Some of them do it easier, though, so that's fun.

Anything else, Alyssa, that's--

There was one more I was going to-- It's from Andrew Geller.

He says, "Sounds like you're doing a sound wall, just calling it something else.

If anyone can tell me how they're different, please do."

Yeah, see, I used to always call it, Andrew-- Is it Andrew, right?

Yes.

I used to always call it a sound wall, and then all of a sudden these sound walls with mouths on them and stuff, I don't know those, and the Vowel Valley and all of that, came up as sound walls.

And I'm like, "Wow, I guess I can't call mine--" So I'm calling them a sound sort

wall, but it is a sound wall for sure.

But it's different than what everybody-- I don't even--

I need to read about those, I think, just so I'm more educated about them.

But again, I

think that that information is great for teachers to know, because I'll say to

kids, "Ah, you're making your mouth the same shape as that letter.

Ah." We talk about that in the context of reading, but I don't do a lesson

on it, per se. But with the sound sort wall, which I've started to

shift to so that people don't confuse it with the mouth sound wall thing,

that they can look at and see those patterns

and utilize both when they're reading and when they're spelling.

So I don't know if that's answering your question, but that's the difference for me

for a sound sort wall, which I'm newly calling it, as opposed to

a sound wall, which is just talking about how you-- A sound wall talks about how

you, mm, it's going to have a picture of somebody doing

Ah. They're going to have a picture of ah, somebody's mouth. All right?

And then there's a gazillion of them, too. That's another thing.

So I don't even really know enough about them.

I know it's about how you hold your mouth when you make the sounds, but beyond

that, I don't know really how they're used or whatever.

So ours, we've shifted to calling a sound sort well, but it is a sound well,

really.

Yeah. Hopefully that helps.

Okay. Anything else, Alyssa? I've gone over, and I know that-

We do have some more, but they pertain to sort of other things that you touched then. So I don't know if you want to just maybe you could answer those.

Yeah, I'll look at them and

see, and if there's any that I didn't answer,

I will type those out tonight and so that they could put them in.

One fun thing that a couple people have posted from the other side of the world, they're watching this in the morning. They're like, "Going to teach at school.

Thanks for the information."

Yay.

I was like, "This is fun." It's like a great way to start the day. Yeah.

Happy Friday, you people that it's on Friday. That's so fun. Great. All right.

Well, thank you guys all for showing up.

And I'm like, "Oh my gosh." I thought, "I'm not going to have any energy tonight because I've had a crazy night and week," but this was fun because I love talking about this stuff. Pat, I have that same shirt, by the way.

It's very cute, isn't it? I like it. You must like it, too. Yay us.

All right. So thanks everybody for joining us. I hope you can join us next month.

Check out our other webinars and ones that pertain to you and what you need or you might find helpful. Please use those.

And have a great time. If you have any with teaching

and reading and all that good stuff, if you have any questions, you also can email

us at info@able.com, too. So thanks, and hopefully I will see you
all next month.

Bye, guys.

Yes.