

There we go.

Hey, Julie, good to see your smiling face, too.

And Joanne and Cynthia.

Hi.

We got all kinds of smiling people going on here.

Anna bouncing, which is fun, and Paula.

Welcome, everybody. I'm Noura Shahabi, the founder of ELI, Evidence-Based

Literacy Instruction, which is a system of effective, efficient, research

aligned

strategies, practices, activities of teacher training and student lessons to

help anyone reach their highest potential in reading, writing, and spelling,

whether in a classroom instructional setting or in intervention.

So we're happy to have you all here today to learn

about the signs that scream success as far as readers

go, and spellers to a little bit of a degree.

And this is a question that we are constantly being asked by

parents and even by teachers. "Well, on this assessment, this is this, and how

do I know if they're really a good reader or if they're not a good reader?" So I

did a blog on this same topic that goes along with this, that

Alyssa will put in the chat so you guys can check that out, too,

with some of these things. And so in this webinar, I'm going to dive a little bit

deeper and go further so that I can give you some

specifics about what-- And also at different times, whether it's an

emerging reader or a second grader and above

because both of those look very different. Okay?

So we are going to go through that. If you would, on your end, please introduce yourself in the chat. Let us know where you're from, the age of the kids you teach, or the children that you have, if you're a parent here.

And what brought you here? What are you most wanting to learn tonight?

Please ask questions. That's always really helpful.

We will collect those as we go on throughout my talking to you guys, and then I'll answer those at the end.

If there's any that I don't get to by the end,

I will send them along in the recording that's sent to you.

So I'll answer any extra ones. So this one will probably have a lot of good questions, I'm expecting. And we really want your input.

So please don't be shy and share along with us if you would.

And we're also going to have a little bit of crowd participation, so you want to be sure when that comes up, really just one thing, but it's kind of fun.

Be sure that you share in the chat there, too. All right.

So

Signs that Scream Success. Isn't that a great title?

That was from

Molly from our

team came up with that as we were trying to figure out what could we do that

would really convey what we're trying to talk about. So Signs that Scream Success.

How do we know looking at these kids, yes, you're on track to where we want you to

be. You're doing these things. Oh, we need to

shift a little bit to get you a little bit more on track.

So those are the things that we're going to look at.

When we have people calling us at our reading center to work with people,

teachers talking to us about their students, these are some of the questions that

we ask to get answers that tell us some of the things that I'm going to be

sharing with you guys on here. So again, share where you're from.

I love that. If you're from a different country, tell us the country, of course,

why you're here, and add your questions and your comments. All right?

I read every word that you share, so please do share.

All right. So in this webinar tonight, what are we going to do?

We're going to talk about the actual behaviors, not really the numbers or the

this or that. What are the behaviors that your students or your children

exhibit that inform you about their proficiency with reading and with

spelling? That's our goal.

So the differences in emerging readers.

Emerging readers are very different than,

what I want to say, subliterate readers or readers who need

intervention or who are struggling. Okay?

It's kind of like beginning walkers are very different in

their stumbles and falls of walking than somebody who,

let's say, broke their leg and then needs to have support to

be able to use it again, that type of thing. All right?

So those two things are going to look very different.

So emerging readers, what I'm talking about there is very beginning readers, four-year-olds to maybe the beginning of first grade.

Those are your emerging readers that are developmentally preparing to figure out this English alphabetic code and be able to become readers and writers and spellers themselves. All right?

There are not a whole lot, it's a small percentage of your struggling readers that are second grade and older that are really, truly emerging readers that pretty much don't know any words, even don't know a lot of the sounds, that type of thing, that they're not reading at all. All right? So that's what I'm talking about as far as emerging readers.

So we do not expect our emerging readers to pick up a book and read it like you or I would read it.

That's not

any more appropriate than asking my grandsons that are 22 months and just turned a year to be able to walk and run like

you or I walk or run. That would not even make sense. Right?

They have to get all those-- They have to practice. They have to fall.

They have to get up. They have to do those more.

And walking is a whole lot easier than learning to read

for sure. Everybody pretty much does it, whereas everybody-- It's

natural, and learning to read is man-made. Okay?

So learning to walk and learning to talk is natural, but learning to read is

not. So

we do not want to ask kids to be able to

read, pick up a book and read it fluently when they're in

kindergarten, even the beginning of first grade.

Maybe there'd be a few kids if they've had a really good foundation and lots of

practice. But pretty much we're not asking these kids

at the beginning of learning to read, to pick up a book and be fluent readers.

Now, it's interesting because in many of the schools that we work in across the

country, and even in other countries, what happens is a lot of times

in kindergarten and within the first few weeks, the kids are given books, and

they're going off to try to read to a partner or read to themselves and

read fluently. We want them to read like we read.

But interestingly, we don't ask them to write.

We ask them to write a lot But we don't ask them to write accurately.

We don't expect for their spelling to really

evolve for quite a few years in a lot of times, in

many perceptions as far as how that goes.

So it's a bit of a dichotomy of a lot of times when kids are trying to

memorize books or that type of thing, they will end up guessing and all.

But with the writing thing, oftentimes spelling isn't corrected, and we

don't really explicitly teach kids how to write a

sentence and have them practice that and support them through that. So I want to be real clear here that as far as emerging readers and emerging writers, they need to be explicitly taught the information.

They need to have a lot of opportunity to practice it and get feedback and support and redirection and error correction with anything that we do that's new.

I was just thinking about learning Hawaiian when I visited my daughter in September, and Donna, actually, from the Science of Reading page, she went on a hike with my daughter yesterday.

So she's out on the same island right now, which made me think about how I was obsessed when I was there. It was so much fun, after the first little bit, trying to read Hawaiian, like all the signs that are 10 syllables long and stuff, and I was so bad at first. But it was so fun to try to get better and better. And then earlier today, I was looking at some Hawaiian words, and I'm like, "That's so interesting," because I haven't practiced since September. And so much of what I had practiced, because by the end of that 10 days, I

wasn't fluent for sure, but I was a whole lot more fluent than I had been when I first got there, but a lot of that is lost because I haven't practiced it.

So we have to have that explicit instruction.

I needed to know that this is the spelling for I here and E there, and it's not the same as in our language.

Our kids need to know that, okay, for reading and for spelling, and then they need to have redirection and correction so that then they can be successful, especially when they try to apply it in reading and writing.

So what are some signs for our emerging readers?

The first one is they are slow and laborious.

We think, "Oh my gosh, Kelgon take me away because this is going to drive me crazy." And how can you think this is any fun at all?

This is torturous, right? Just like watching a little one try to walk. They get up, and they might take one step, and they fall, and then they try again, and they fall, and then they fall.

They do a whole lot more falling than they do stepping, right, at first.

And it's like, wow, I would be really irritated if I'm trying to get from here to the refrigerator, and I'm falling every step.

But they're thrilled, and they're getting up, and they're trying it again, and like, "Woo, isn't this cool?" Right? Because it's new learning.

When it's new learning and you have practice and you continue to improve and get better, then it's fun. But with reading, which is the most cognitive, heavy thing that we do as humans, we

have to know what sound goes with what letter, what letters, what other sounds go with those letters, quite frankly. How do we pull those sounds apart?

How do we push those sounds together?

How do we

say them fluently enough? How do we put in our mind what that word means?

We're asking these little kids to do unbelievable amount of work, and we need to give them the time to go through and to actually learn it, and not to expect them to read and write like we do. Because I can't fly a plane like a pilot. I couldn't fly a plane at all, right?

I've flown in a lot of planes, but I could not fly a plane because I don't know how to do it. Right?

Nobody's taught me, and if somebody did teach me, then they need to teach me and then let me practice with them giving me support quite a bit before I go off on my own.

So it's that same thing with learning to read.

So when you're listening to your students or your kids, any kindergarten or first-grade teacher knows this who teaches by sound, it is slow and laborious at first, and it's intended to be, okay, because we're teaching them to do all of those things, to blend sounds, what letter goes with what sound. Use the sound and not the letter name.

Oh my gosh, there's so much, and this is just with the cat sat on the mat kind of reading or Jan ran or whatever. Okay?

So know that we are requiring these kids to do an enormous amount of brain work as they're applying what we're asking them to learn, and so we've got to give them practice and understand it's going to be kind of clunky. Very clunky, actually.

So having them know that this is b and this is a and this

is t are different than saying b, a, t, bat and

putting it together, which is also different

from saying a bat hit a ball or whatever.

From reading all of those things and then blending the words together, and then

reading the next one and blending them together.

So even if they can read individual words, to do that

repetitively with a sentence of three or four or five

words, again, takes a lot of explicit instruction,

a lot of practice, a lot of coaching, a lot of error correction to move to that

place where they can become

more fluent. And even kids in every classroom, anyway,

oftentimes by the end of the school year, even by this time in the school year,

they're becoming quite fluent, especially with that easier text, and then you add

more code, and then they just keep growing, and that's what you

want. So don't panic if your kids are sounding out words and they're emerging

readers and you're thinking that it's very tedious,

because that's what you want. Okay?

It's not the same that you want in a second grader, but it's definitely what you

want in an emerging reader. All right?

And then spelling is much, much more challenging than reading.

So we see our parents here, or even teachers in the

classroom will say, "Well, they're doing a really good job with the reading," but

still with spelling, they might spell, I don't know,

camp K-A-M-P or whatever. Cool. They know that there's different ways to spell c-- We know they're putting a spelling with each of the sounds.

We can give them that feedback and correction and move them in that direction of accuracy, and we're constantly moving in a direction of accuracy and automaticity before we ask them to put it all together and fly the plane, okay, or read the book

So you start small and then you move big.

And it's the process of beginning to read.

Many people will say, and there are a few instances, they're so rare it's probably not even worth really talking about, where kids come to kindergarten truly reading. A lot of times, kids come to kindergarten truly having memorized some books or having memorized some words or that type of thing.

The way that you know if that's really true or not is asking them to read books they're not familiar with, and also asking them to write and see if their spelling is indicative also of their level of what they can read. Spelling is more challenging, but it gives you a lot of information about kids' reading too, because it uses the same code, but it's expressive instead of receptive, so it takes longer.

So laborious and slow is expected, especially at the beginning of kindergarten, and sometimes even into the beginning of first grade with some kids. All right? So know that.

So your kids are going to need support. They need to be reminded.

They need to have corrections. They need to be redirected.

They need all of these things with you just like they need to hold your hand when they're learning to walk. All right?

These kids need to have a lot of handholding and then gradually releasing them to independence, just as if we were teaching them to walk, which again is a lot easier. So they're going to practice doing what they need to do, and then you're going to redirect them to give them information where they're off a little bit so that they can continue to get better and better and better. Okay? So it's really imperative to

success when you learn anything, that instruction at the beginning, that foundation that leads you to something strong and sturdy to build upon. Okay? So

having your kids

with supported reading, then when you know that they know these sounds and they're decoding, they need to practice more, they can practice with their decodable readers or whatever at that very beginning.

But they also will need support from you, especially when they're trying to put it into print or put it into connected text.

With kids, sometimes they may be-- especially parents who are reading with their kids, you may have your child sound out a word every so many words when they're first at the beginning of the emerging reading stages and that type of thing. You're not going to ask them to read the whole book or something like that.

So because something is easy to you, can be very foreign to somebody who isn't used to it.

So for me, teaching EBLI is really easy. I can do it in my sleep.

It's no problem. Other people who are just learning it are like, "Oh my gosh, my brain is going to explode and you're driving me crazy.

What's going on here?" Because it's foreign.

It's not easy for them because it's new to them.

They're at the sensory motor level, and it takes time to be able to

have enough practice, have enough redirection, have enough support, so that then they can become automatic and accurate at it.

That's all of us learning anything.

And again, learning to read is more challenged than anything else that we do. Okay?

So be mindful that providing that support, especially in our beginning emerging readers, is really critical.

All right. Whoopsie.

Emerging readers, a positive sign is when your kids are looking at the words to read the text. All right? We don't want them looking around all over the page, looking at the pictures.

Another thing that a lot of times kids who are not doing real well with reading or don't understand about decoding will look up in the air. If they're memorizers, they think, "Oh, where is that word?" When you look up, you try to pull from your memory. So a lot of times kids are looking up.

Sometimes they look at the teacher's face or the parent's face, but usually the teacher's face to see, "Okay, I just guessed that word.

Was that a good guess?" So we don't want them looking at your face.

We don't want them looking up and trying to find-- I say, "Is that word rolling around up by the ceiling somewhere?

I don't think that it is." We want their eyes looking at the page and doing that work to decode those words so that they can become more and more automatic at it the more that they do it. Okay?

So I'm not saying don't ever look at the pictures.

Any of us who have children or who have ever been around children or who have sat a child on our lap and looked at a book, my grandchildren love to look at the pic-- Many of the books are just pictures, right?

That we look at and I make up a story or that type of thing, but they love looking at the pictures. So that's not a problem.

What the problem is, is we want to be sure when they're reading themselves, they're looking at the word and not the pictures. Okay?

We typically cover up the pictures until they're done reading the text on the page, and then we uncover the picture to see how well they match the picture really to the print. So really critical.

They're looking at the words when they're actually reading the text on the page.

Okay. They're intrigued and engaged.

This thing that looks so laborious and oh my gosh,

I'm going to poke my eyeballs out to you is exciting to them.

They're deciphering the secret code.

It's new and it's fun and it's interesting and it's enjoyable because

they're learning more, they're applying it.

They're getting more information to learn even more and to apply it.

So when they're engaged and excited about it, this is a very good sign as far as your emerging readers.

What we don't want is them crying and hiding under the desk or the table or refusing to go to school or running to the bathroom anytime something with reading comes around. We want them to be engaged because they've been given the skills, the concepts, the information, the support they need to be able to do this task and to be able to continue getting better at it. Okay?

So it's like a secret code, and deciphering the code when you have the tools is an awful lot of fun, and especially because you're getting better and better, just like me and my Hawaiian.

You want to expect struggle, not just laborious because it's at the beginning, but when we're struggling, not to the point of frustration so you give up, but a bit of struggle, redirection by an adult or somebody who's helping the kids, and then success. So some struggle with success.

Research on learning shows that that's highly desirable. That's what we want to have happen.

So struggle is okay as long as we're given the support and the feedback that the kids need to be able to be successful. Okay?

So practice, practice, practice With knowing what to do.

When somebody asks me to practice like, "Oh, just go in there and work on that computer," or whatever, and I don't know what I'm doing, doesn't go well.

When someone comes in and shows me, "Do this, and this, and this," and then I do it, and then I practice it again, and then I practice it another time, I'm feeling really pretty proud by about the third or fourth time when I've actually done it fairly well, and I'm becoming better and better at it because I'm practicing it, and I'm practicing it right instead of shooting in the dark, which is not very fun for me.

And it's really not very fun for any of us. You're like, "Oh, no.

Did I do that right? Did I do it wrong?

Well, it's not coming up on the screen, so apparently it wasn't right." That just brings frustration. So we want that struggle, but given that feedback and redirection so that they can then be successful. Okay?

This is really important. Little kids get tired in school anyway.

We all know that. Anybody who's ever had a kindergartner, they come home and pass out because they're exhausted.

So we need to understand when there's new learning, our kids are going to be tired. Now, you can have kids pretty quickly, in EBLI classrooms, kindergarten classrooms anyway, where they'll go to 45 minutes of instruction, and they can do that.

They come to our reading center, they're taught for an hour.

Of all ages, parents will say, "Whoa, they fell asleep before we even got out of the parking lot." Because the human brain, our brain takes up 2%

of our body weight, not much, right?

But 20% of our energy just hanging out. Right?

So when you're a new learner, it can be up to 60% for

kids who are learning

and they're younger, 60% of their energy, which is why they take naps, and I feel

like we should be able to take naps too, some.

But when you're learning something new and you're really doing a lot of brain work

and energy, you can take up tons and tons and tons of energy.

So kids are more tired, and also more hungry, as a

matter of fact. So be mindful of that.

So understanding that when they're exhausted, they really are

exhausted, so not to push them over the edge of that type of thing.

And as they get more accurate and more automatic at whatever it is that they're

learning, it will take up less and less of their energy, but it's a big

energy suck at first.

If you have just joined us recently here since I've got

going, be sure you sign in in the chat also and ask those questions if you

have some questions,

or any input, whatever. Please share that in the chat. All right.

Here are some red flags for our emerging readers.

So how do we know that this child, looking at the child,

may be having some issues, where they're not on track to where we

want them to be as far as with their reading?

And one of the biggest ones is they pick up a

book and read it like I would read it. They read it fluently.

Now, a kindergartner in the middle, beginning even up to the

middle of kindergarten, and sometimes even to the end, is not going to pick up a

book and read it as if, "This is a great story.

I am having fun," or whatever. Reading like that, they

are not really reading. We call that pretend reading because they've had to

memorize. They either have to memorize,

look at the pictures, and oftentimes they'll be guessing. Okay?

Another trick is looking up at the ceiling when they read, but we'll talk more

about that. So how do you know if a child has memorized their

text? Now, a lot of times, there's good things-- It's all

about this progression. Do we want kids to reread text sometimes?

Of course, we do, to help with fluency. That's important.

However, not if they don't know how to decode the words

accurately and automatically. Memorizing and

being

automatic and even accurate is very different than actually knowing how to

decode and becoming automatic and accurate

in the reading. So that seems like,

"That doesn't really make sense, Nora," but it's really a critical point.

So we want to be sure that they really are reading the book. How do you know?

Give them a book that's about the same level as what they were reading and ask them

to read that book to you, something that they've never seen before.

Just a sentence or two out of there, and see what happens with that. Okay?

That's going to kind of help you see.

Another thing you can do is

something that they've read, even if it's a sentence or a small book, whatever,

pull a word out of the book and write it on a whiteboard or on a piece of paper and

see if they can read the word there.

What you're going to find is they can read it, especially if it's a pattern book

with little kids. They can read it when it's in the story and it's in the

same sequence as they're used to having read it many times and if the

pictures go along. But when you get rid of the pictures and you take the words out

of order, all right, and they can't read them, that means they

can't really read those words or really read that book.

It's more like they're given a speech,

as opposed to

really reading it. So that's something that's a really big

difference that's hard to understand, and oftentimes your

kids will fool you until about third grade, when their memory

starts to really flounder because it's maxed out with the

amount of words that are smushed in there.

And then by third grade, they will have habits that are

not serving them well, okay, really

deeply embedded, which makes them harder to undo. All right?

So you want to be mindful of that. Okay?

We're not expecting, now, do kids decodable text that they can really read,

"Tom and Pam sat," or whatever, and they can do that, and they've read it a few times. Yes, this is grand. But if they're reading you Dr.

Seuss or some

book that has words like helicopter or whatever in it, they

most likely are not really reading that. They've probably memorized it. Okay?

So watch out for that.

Reading, again, the text without looking at the words, looking at the ceiling,

looking at your face, looking at the picture, looking around and away, and not having their eyes on the text, that is not reading.

That is trying to pull from their memory what they think should be there or throwing some stuff in. So we do not want them to be giving

us-- My daughter that was a struggling reader, her favorite was, and I just read this to my grandson Brown bear, brown bear.

And she always read it, "Brown bear, brown bear, what do you see?

I see a blue horse looking at me. Brown bear, brown bear, what do you see?" She didn't even look at the-- It was at a restaurant we used to go to every Sunday, and she never even looked at the book at all.

Obviously, at some point, before she had, but she wasn't reading that book.

She was reciting to us what was in that book because she'd memorized it.

She had a very good memory. Okay? So we want to know that if a

child is looking up and they've read a word and they look up at you, they know that

there's a good chance they would've guessed, too.

If they look up, their brain is going to forget what was happening down there

as they're decoding and going through

the words, too. And another thing,

if your kids go through and they are reading, because fluency and comprehension,

even when they're decoding and they're reading accurately, fluency and

comprehension could be not there yet.

Because, again, you're using all this cognitive processing to put it all together.

So that makes me think of Kelly, my youngest daughter.

She used to read to me, Magic Tree House was her favorite thing.

And in first grade, beginning of first grade, she was reading Magic Tree House,

and she could decode accurately. And so she'd go through and she'd read it, and

some of the things she'd have to slow down and that type of thing.

So after she'd read a page or two, she'd say, "Mom, can you read that back to me so

I can understand?" Now, she did not have a comprehension problem.

She was using all of her brain power to do that deciphering and to stay

accurate and to move to automaticity.

So it's a bridge from that

decoding and using that cognition to that

fluency and comprehension. It's a process.

It's not like it happens like that, and that's really important to understand.

All right, so here's our crowd participation thing.

This is actually from a AA book, which is a pre-kindergarten, beginning

kindergarten book. And it's the first page.

So this is where I want to give you

an example to experience of looking at the picture

to try to figure out the word. So what the kids are done is they're taught every

page on this book has the word "this," and then it has another word.

Now I'm tricking you because the length of this black is not the length

of the word. So just FYI.

So I did extra black, I would have, obviously.

If I did less black, there'd be more letters.

So I want you to pretend you're a kindergartner, and you know the word "this," and

you have to look at the picture for the next word.

So I'm going to give you a minute, and I want you to type into the chat,

what do you think is the covered word?

It'll be like Jeopardy. Do, do, do, do. I like that.

Oh, we got some good stuff. There's swimmer, this

boy. Wow.

Awesome.

All right. Pool. Like pool.

All right. The boy is popular. The water is good.

Boy. The boy is by far the most

popular one. So go ahead.

Everybody play. Play my game, if you would.

Hop in there. Ask a question while you're at it, while you're in

there. All right. So, and the fish are nice, too, right?

Does look like pool. Maybe like lake. I don't know.

Let's see if we have any other

unique

responses. The pool, the water, and the boy seem to be--

Swimmer is one.

Water, pool, boy. Okay.

So

mermaid.

Sarah, I like that. Merman. See, I need my glasses.

Merman. That's really clever. And the winner

is,

dun-da-da-da,

swimsuit.

Now, if you're going to have kids look at a picture to guess a word,

who says swimsuit? Right? Does anybody say swimsuit?

I would say bathing suit, but whatever.

But even a kindergartner, let's make it something that would, like this boy,

would make sense, right, to all of us. We say this boy. No.

This swimsuit is what they're supposed to-- At the beginning of kindergartner.

Now, no beginning kindergartner that I know can read actually the word

swimsuit. So we're not expecting them to read the word.

We're expecting them to look at this.

So now they're going to look at this picture, and they're going to guess a whole bunch of words because they haven't been taught anything yet.

This is the first book that they're given.

And so they're set up automatically to create

habits that are ineffective and

inefficient, and that then will become stronger habits that

won't serve them well. Okay? So that's why we don't look at the picture to figure out the words. We look at the words.

And I did make it, swimsuit only went to about here. All right?

So that's why we do not want to look at the picture to read

because it's going to fail us almost all the time, and it doesn't help us get to be

a better reader. Right? When we memorize words, there's something I just put in a quote. You memorize 10 words, you know 10 words.

If you memorize 10 sounds, you can learn, I don't know how many, three

sound words and four sound-- Like thousands of other words by knowing the code.

When you know the code, you apply it for the English language.

So not looking at the pictures to figure out a word.

That's a red flag with our emerging readers.

And I

touched on this, avoiding reading or anxiety about reading.

Kids who really are struggling at reading or are not getting it or

don't understand that it's a code or any of that, they

despise anything that has to do with literacy, unless it's being read

to. They like that part, usually. But if they have to read themselves,
if they have to spell themselves, if they have to any of that type of thing,
causes tons and tons and tons of anxiety, starting at
those little youngest ages and grades.

So lots of things that you see them do.

I have a stomach ache is a big one. I have to go to the bathroom is another one.

I think I'll hit this boy next to me is another one, or girl or whoever.

Just not doing it at all, saying what somebody else said.

There's all kinds of things, and they exacerbate as the kids get older.

So that anxiety

is a pretty good big red flag that there's trouble in

River City. Okay?

So

they don't understand that words make up sounds.

So if you ask what sounds do you hear in the word sit?

Let's say we just asked a child that, and they look at you like,

"S-I-T, what do you mean? What sound?

Sit on the chair. What are we talking about?"

When they don't understand that words are made up of sounds, they don't
understand how the code works either. Okay?

So sometimes this is taught

frequently as far as the first sound.

We're going to look at the first sound in this word.

We don't tell them the word swimsuit, but what's the first sound? Sss.

So this sea, right? A sea has fish, right?

This summer. There's all kinds of choices with the first sound.

Every sound is important, not just the first sound.

So we want our kids to be able to go through all the entire word with the sounds, not the letter names, and be able to do that as far as emerging readers.

Did I do that? Okay. Yes, and guessing and misreading words, that one starts so early and it's so hard to undo.

So when they don't know that this is a code, many kids will look at the first sound and guess. Some will just make up their whole own story.

It won't have anything to do with the letters on the page at all, first sound or any sound. So they guess the words, almost always they misread them, and then, of course, they aren't going to be able to comprehend when that happens. So we want to be sure that when they are decoding too, they can do it automatically enough with enough practice to get continually better and better, faster and faster in the context of a book, not just in the isolation with single words. Okay?

Kids who also are guessers and misreaders, they will read something like when a learner doesn't understand the code, they're defaults, guess it, misread, make up a word that may not make sense. Is even a real word to an emerging reader.

They completely ignore it. All they try to do is go speed racer as fast as they can possibly go, ignore every punctuation,

anything that's on there.

They don't understand that reading is talk written down, and that these letters are representing sounds that we say or are, yes, representing the sounds that come out of our mouth. So those are some things for the emerging readers that we want to be mindful about.

So do share in the comments any questions that you have, any other things that you wonder if they might be, is this a good thing?

Is this a bad thing?

Or anything about what I've shared that you are like, "Eh, I don't quite know about that. What about this?" So please share.

All right, so now for our older kids, typically I think middle of first grade and older, but I'm going to say second grade and older, this is what we want to see.

A child reads like they're talking. Okay?

Now, not War and Peace for a second grader, because that's not where they're at then. But as far as a grade level text or whatever, they're reading smoothly.

They're reading with inflection. They're stopping at punctuation.

They

are reading smoothly. Okay?

So that now they can free up their brain to comprehend because they've done that decoding part. They're pretty darn good at that.

Very few words do they have to stop

and decode. They understand that when I'm reading here,

I'm talking and I'm sharing in my head or
out loud if I'm reading out loud what someone else has
written. I forget who has this quote,
reading is talking to dead people.

Basically, somebody who wrote something 200 years ago, they can still talk to
us when we pick up their text and we can read it. Okay?

So we want to read it like they're talking to us or like we're talking.

It's talk written down.

They read the words that are there.

So if you're wondering, does my child or student really
read well in second grade or 10th grade or even an adult?

Have them read out loud to you. If they're reading out loud, and for said is a real
favorite as far as to guess those two words.

Of for four, there's a bunch of them.

But even those little words, all right?

Once in a blue moon, if you're in a paragraph and you misread one word and then you
self-correct,

that's obviously cool, but you do not want where

you're reading a paragraph and there's two errors in every sentence.

Your kids are not going to be able to comprehend because they're not
reading the talk that somebody wrote.

They're reading the talk that they're making up. They're making up the talk.

When you don't read the words that are written on the page, you're not reading the

talk that somebody else wrote down for you, and if they want to tell their own story, then they get to write a story.

But when they're reading, they must read the words on the page. Okay?

Very rarely guessing. So we want that accuracy and then that fluency and automaticity. Typically these kids, especially grade level text, they can read it and understand on the first read.

They don't read it really slow and have to read it over and over and over several times to really try to figure out what the message is. They should be able to comprehend pretty well. If it's complex text, there may be other higher level thinking things there, but basically a second grader reading a second grade text should be able to read fluently the text, understand and be able to explain what's going on. All right?

When they come across a word they're not sure of, they do what you and I would do, or I guess I can't say what you do, but what I would do. Okay?

I stop and I sound it out. Now, this is where you would actually use context sometimes. Good readers use context sometimes.

Beginning emerging readers and poor readers do not use context clues because they don't have enough context. There's too many words that they're misreading.

But good readers can use context. Like I'll sound out a word if it's a weird word I've never seen before, and lazy me may not be like, "Ah, but I think that means that." Now, if I'm real curious, I'll look it up, but usually I don't, to be honest. But so you read through and you come from the context of everything

else you've read to figure out what the meaning of that word is.

That happens with good readers. So I will stop, though I don't just skip over a word or throw in a word that I like better or whatever when I'm not sure of what a word is. That's what good readers do.

So that's what we want our kids to be doing, too.

And they do more of this when it's really unfamiliar, like if I were to read something

about, I don't know, technology or

engineering maybe, there'd be a lot of text in there, a lot of vocabulary that I'm not familiar with.

So I would have to slow down and I'd have to do more looking up or more trying to figure things out. That's going to really slow me down.

So it's the same thing, with kids as far as when you get to more complex text too.

So using that context when you are a good reader, not a good idea when you're not, okay? Good readers and poor readers do not do things the same way at all, okay?

So we don't want to teach poor readers to do the things that good readers do, okay,

until they've had a strong enough

foundation, okay? Accurate readers, again, they use that context when they can decode the words

and know and be accurate with the majority of what they're reading.

They do-- Now, this is a big one. Once you get to second grade, fifth grade, tenth grade,

adults, all the time

we hear from parents about their kids, and even sometimes about themselves,

"I'm an okay reader, but I can't spell well," or, "I'm an okay reader, but

I'm really, really slow," or, "I'm an okay reader, but I have to read it over and

over again to really get it." Okay, you're really not that okay of a reader.

You're a pretty sub literate reader if that happens, but the

spelling gives you so much. That's the really big key.

Because even if you're a good reader and you write something,

a paper or a letter or whatever, and it's riddled with

misspellings, you don't understand how the English language

alphabetic code works. You do not understand that.

So spelling gives you so much good stuff as far as the reading.

Obviously, we're all going to misspell a word here and there sometimes, but if you

have somebody and they're doing their spelling in their writing, not necessarily a

spelling test, which is typically a rote memory thing, but if they're spelling

correctly in their writing,

then you're like, "That's a really good positive sign

for our learners." That screams success, okay?

Spelling's a lot more difficult than reading. They like to read.

Good readers-- Nothing is 100%. There's nothing black and white

in life or in definitely in literacy instruction.

But most good readers like to read.

They can get lost in a book. They don't have to--

I've had so many people tell me, "I start reading a book, and by the time I get to the third chapter, I've forgotten what the first chapter was because it took so long, and that's torture. Why would anybody do this for fun?

It is not fun at all." And you'll see when I'm on planes and stuff, what I do.

Very few people are reading books anymore, which I find is very interesting.

I know there's technology, I guess, and all of that, but I always have a book.

It's my treat for when I'm on a plane.

So when you are a good reader, the world is at

your fingertips, and you can learn about anything, or you can take yourself away to some other country or some other experience through reading.

So most of the time, good readers like to read,

okay? So that's a big plus. So for our learners in second

grade and older, some red flags are they read like a

robot. That's a good indicator that they're taking the words from that

file cabinet in their brain, the words they've memorized, and then it takes them

three times as long to get those words out of their mouth, so they read very

robotically, even if they're reading accurately, okay?

So a lot of times they'll guess. But even if they're reading accurately, they're

taking too much of their cognition, of their working memory, of all of

that, to get those words, get them out of their mouth.

And then you ask them what they read, and they're like, "No clue.

I have no idea," okay? So your kids, again, with strong memories can fool you because the average human can memorize about 2,000 to 3,000 words, maybe up to 5,000, a good memorizer.

And I've read research that says you can't really memorize past 5,000 unless you're some sort of a savant.

That's really where the cutoff is.

So third grade is where most people fall apart.

Some may make it to fourth or fifth, depending on how many words are in the reading vocabulary they're asked to read, but the fall apart happens.

You'll see it even on state tests. Third grade, we're at 40% or whatever.

But fourth, fifth, eighth grade, tenth grade, they go down after that.

The teachers were not doing some worse job, or the kids were not like, "Oh, my brain

got broken," or whatever. It's because that memory, by the time you are an adult, even in high school, you're supposed to have about 20,000 to 80,000 words. So about 50,000 words in your reading vocabulary.

Well, if you can only memorize 5,000, you're going to be in a lot of trouble. And that's going to cause you also to be a slow reader, a clunky reader, a robotic reader.

That means you're most likely not understanding what you're reading, okay?

And you're most likely then memorizing. We don't want that.

They don't understand what they read.

And

even if it's accurate and they have to reread and reread again, this is where your valedictorians, we've had several actually in here, who then get a 15 on an ACT back when Michigan used to do the ACT for the state test.

Fifteen, you can't really get into anything with a 15 on the ACT. Why?

Not because they didn't know the information, not because they're not brilliant.

Because they couldn't read fast enough in the timeframe because they had to keep reading over and over and over to be able to comprehend.

Many kids, if they're real motivated, they'll do their homework for four, five, six hours a night and get through what they need to get through, but they have to compensate for a whole lot of things, okay?

By rereading and rereading and rereading and kind of trying to get the gist of it to comprehend, okay? So you want to be mindful of that.

Guessing in texts.

And I love Anita Archer's quote of, "There's no comprehension strategy powerful enough to compensate for the fact that you can't read the words." If you cannot read the words on this page, and I'm not reading them to you, you are not going to be able to comprehend and have higher-level thinking and give me a summary of what she's talking about or what this is talking about.

So you must be able to read the words accurately and automatically on the page so that you can comprehend. Guessing, we have a blog called The Guessing Master, a webinar.

Because guessing is

Every person that works with a child who is sub literate and

struggling and needs intervention is so overwhelmingly frustrated with the guessing monster because the further and further along these kids get, because again, we have more and more words in your reading vocabulary, the more they guess.

If they started guessing in first grade and they got more at second grade, by the time they're in fifth grade they get better at avoiding reading, but they just guess all the time. And to undo that when it's so deeply embedded into their neural pathways is really a challenge.

So when you ask somebody, a child or your student, to read something out loud that's at the level that they should be reading, a grade level or whatever, just a couple sentences, and they are misreading words or guessing words or leaving off the whole couple syllables. I had somebody who had had a lot of phonics instruction for a couple of years.

It was an adult. And she could read any one or two syllable word anywhere. I couldn't stump her on a one or two syllable word.

But she'd say if it was a four syllable word, she'd read the first two syllables and then just fling something for the rest of it.

So we want them to be able to read the word from the beginning sound all the way to the end sound, no matter how big or long the word is or how many syllables it is. We want to be able to read all of those in the context of actually reading authentic texts. Okay?

Skip-- now a lot of older kids, again, they compensate and they try to fool

you. They'll skip over words, they'll mutter so you can't understand.

They also do that with their handwriting, with the spelling, so they slur their words and then they make their handwriting really tiny or sloppy so that you can't tell if they've misspelled or they haven't.

So doing that and just kind of

we'll be like, "Oh, maybe you were not actually really reading those words." Okay? Because these kids are real clever about hiding

this, too. So kids over rely on the

letter names. This is another thing that you'll see a lot when you get into older grades. If you

ask a child, what are the sounds in you?

Like the me and you, what are the sounds in you?

Well, and if they say wuh, which will happen,

why on earth would they say wuh for the first sound in you?

Because we don't say woo, right? And it's because the first letter name in the word you is a Y, and the first

sound in Y is wuh. They do the same with W.

What's the first sound-- what are the sounds in what?

Well, a lot of times they'll say duh because W is the first letter there, or wuh, huh, at, that type of thing.

So if they're really messing-- if they're really doing the letter names and really don't have any idea about the sounds, that's an indicator that they don't understand how to decode

the English language and that it's not serving them well. Okay?

Never, ever is a consonant letter name the same as the sound.

Okay? The sounds are what we need. The letter names are more like a middle name.

Great to have them, we don't mind if you know them, but that's not what we need to access to be able to be excellent readers, writers, and spellers. Okay?

Sometimes the vowels are the same as the name, of course.

All right, and then I talked about the misspellings in writing.

If you have a writing piece and there's lots and lots of misspelling, that's

a very big red flag that your kids are

faking it. Okay? A lot of times they'll also avoid the writing and write very

little even though you know they have a phenomenal creative imagination and can tell a great story. They won't try to put it down on paper.

They won't put their talk written down because they don't understand how to go about doing that with the spelling, for sure, and a lot of times even with the conventions like capital letters and punctuation and all of that.

So that's another sign that there is trouble in River City.

Okay, so we are at the end here. Hopefully you get to ask some questions.

If not, type some questions in there.

Our next webinar is April 21st, my sister's birthday, 7:00

Eastern time. And this is going to be a fun one because there's been a-- oh, Speech to Print versus Speech to Print. That's supposed to be Print to Speech.

That's Nora working too many hours today.

So this is Speech to Print versus Print to Speech.

I will fix that before we send this out to you guys.

Lots of talk about this lately, lots of questions about this, lots of murmurs and all. And so I'm going to talk about this really explicitly because I've been wanting to talk about it for over 20 years, so I'm pretty excited to have that opportunity, and especially when there's now some interest in it. So that's just as far as the different kinds of phonics, it's what it means and why it's so important. And it is very important.

But again, this should say Print to Speech. You know what?

I'm going to fix that right now because I know me

and

you guys can watch me

so that I do...

All right.

So that is what we will be talking about on our next webinar.

So I'm going to stop. I think that's all we got.

Stop sharing

and hopefully, Alyssa, we have some questions.

Do we have any wonderings out there?

Great.

We have one question so far.

One question.

One question. Okay, hold on. I got to jump there.

This is from Sarah Foster. She said her daughter's in a pre-K program,
and they do not insist on proper speech pronunciation, et cetera.

This is bothering me as she is hearing and copying sloppy sounds, and I would like
a way to express as succinctly and scientifically as possible that my daughter and
these kids will need to decode and encode words with fidelity and confidence so we
can reach for accuracy and speech first. How to approach?

Please and thank you.

Sarah, would you mind unmuting because I have a question?

Just say hi when you've unmuted.

Oh, hello.

Hi, dear. Thank you so much. Can you give me an example of what you
mean?

Consonant blends. We're getting a lot of peas instead of
please. I always point to my pin.

Oh.

I insist that she sees me making the L sound.

It's not peas, may I have some muck, it's
please, may I have some milk.

How old is your daughter?

So I want to hear that.

I think I-

Three and a half, but she is already decoding.

Okay.

So it's getting to the point where I can't ask her

to

build words with sounds that she's not regularly

hardwired to use. Like I need to hear, it's not a

cat, it's a cat. I need her to hear that T at the

end.

Right.

And if they're just kind of slopping along at school,

they do the Lord's Prayer or whatever.

"I want peas and thank you." I'm like, "It's not peas, it's

please. I want to hear the L.

Please."

All right. I love this. Okay. Now,

it's called life, and so

all of us... Maybe she should go to England because they are so much better than we

are at enunciating the words really clearly.

But yeah, that is a problem that you definitely are going to have across the good

old US of A. But what I would do, and what I do do, even

with my little grandkids that are under two and just turned one, and even the

baby that's five months, is what I would say to her

is,

I'm going to pretend her name is Molly. I don't know what her name is, Sarah.

But tell her, "Say puh, puh." You can do it clear and

I'm doing louder and stuff because I get that schwa and I get in trouble for that,
but say, "Puh, puh." Say, "L." Talk to her about where she holds her mouth.

Say, "L." Put your tongue up behind your teeth. "L. Puh, L.

Say pull." And break it down like that to her.

You're not going to change the teachers on having them do that most
likely. Right? But you can do it, and you can do it a lot better even yourself,
quite frankly. So pull. Now say, "E," and then have her repeat,
"E." Now say, "Please, please." I do it with Christopher,
my 22-month-old grandson.

Say that L, and I grab the letters off the refrigerator, and we will make a
word and I say the sound, and he says the sound, and then I tell him where to hold
his mouth. He's so into it. He thinks it's the greatest thing since sliced bread.

And so then we do all of the sounds, and then I say the word, then he says the
word. Now, he says c**k a lot. He says c**k
for clock, and he says c**k for cook.

So doing that L, he'll do it in isolation.

And he also says it for a bunch of other things we're not exactly sure of,
something out the window. But he'll do it in isolation, but that's
developmentally pretty, that L and R and N, actually,
any adjacent consonants. They say gamma's house and those type of
things. So you break it down to the very smallest sound.

Say the first sound, have her say the first sound.

Say the second sound, have her say the second sound.

Put the sounds together, have her put the sounds together.

Now, if you say, "Puh," and she does it, "Puh,

l, l, pull, ease," and she says, "Please." And then you say, "Okay, say please and thank you." And she says, "Peas and thank you."

Understand that it's about repetition

and that articulation. Which developmentally, again, they do say banky and peas and gamma and that type of thing.

Transitionally, do we want them to be doing that still at five? No.

And you don't want her to do it at three and a half either.

So you have to do more of the explicit instruction yourself.

I would say it's probably not going to be a good use of your time to try to get the school to really do it, to be honest.

Because they're not thinking about adjacent consonants for anything with the preschoolers. You can do it with that L like you said with the milk.

M, m, i, i, meh. And that's going to be easier because the L is before the C. Mil, milk. But that

L is a tricky speech sound. It's a tricky speech sound developmentally for those beginning learner kids. If that makes sense.

Does that make sense, Sarah? Or do you need clarification on that?

No, yeah. Sure thing.

Okay. So parroting. We call it parroting.

Yeah.

Do a lot of parroting and you will see a difference

with that with her, for sure.

Mm-hmm.

Yeah. And

from birth, from in utero, quite frankly.

I speak to my babies all the time in

segmenting. "Oh my gosh, let's have some ch-ease.

Cheese."

Mm.

And I just say it myself. "Oh, and we're going to play.

P- we're going to p-l-ay, play." I segment and then they start saying

sounds. Christopher always goes by the refrigerator and grabs a letter and says the

sound. About half the time he has the right sound, which blows my mind, quite

frankly. But again, it's that explicit instruction and

application. Look at, Sarah, our

webinar on phonemic awareness

games. There's a lot of things in there and suggestions of working on that,

too. So we'll have

Shannon stick that in the chat, too.

Alyssa, anything else that's out there?

Yes, there was another one that just came in from Victoria.

What about a child who can spell relatively good but read

poorly?

Victoria, can you tell me the age? Can I get the age

of this

child?

Did that come in, Alyssa?

Seven to eight. Second grade.

Okay.

Can spell well and reads poorly.

That's really interesting. Does this mean spelling well in their writing or spelling well on a spelling test?

Writing.

Wow.

Yeah.

I don't really know what to say about that, Ms.

Victoria, because

I know a lot of really good readers who are poor spellers.

I don't even know how that really would...

Is it misreading, like guessing the words misreading, or reading too slowly, or what's the reading about?

Is there anything there? I can't see, Alyssa.

She didn't write anything yet. She's typed the last couple, too.

Okay.

He's guessing and being very slow.

That's so interesting. Does he have a phenomenal memory?

Can you unmute Victoria? This will probably be easier and faster.

Let me see if I can find her to unmute her.

Hi.

Hi. Tell me more, will you?

He

guesses a lot. He doesn't have a lot of
stamina for the reading.

He will look up and try and guess and
memorize the words and think that he knows what he's talking about.

But he will say the beginning, but not the ending

But however, when he is writing something that he wants to
write about,

his spelling can be relatively good.

He has all the sounds.

Okay. Can I stop you there? Let me ask a clarifying question.

Would he spell the word phone like F-O-N?

Is that what you mean, he would have all the sounds?

He does, yes. So it's

phonetic, but in many cases, he's also
applying the rules.

So

do you mean he's spelling accurately?

Yes. If I've taught him that P-H also

says F, and he knows that phone will be spelled with a

P-H, he will use that P-H. However, if he comes to

read it in a book, he

might know it, he might not know it.

The longer words, he's not reading

well at all, and he has no stamina for it.

So longer multi-syllable words, is that what you're saying to me, or words like-

Correct. Yes.

Okay.

Yeah. So,

from what you're saying really with all of that, he has an understanding of the

code,

probably more in isolation from what you're saying, and it's very interesting that

he's applying... The phonetic spelling and spelling correctly, he knows

about sound to symbol-

Yes

... obviously. So he knows that for the spelling. He also knows it for the reading.

However, he's

probably not blending well,

and he is going to blend the first little bit and then guess.

So is he taught balanced literacy in school? Is he taught guessing?

I'm

teaching him just this year

this way. So this is my first year as well with Ebley.

Okay. You're Ebley trained, right?

No, not Ebley trained, no.

Okay. So you're teaching him, and he doesn't go to school?

He does.

He's in your-

He's in my second grade class.

Oh, okay.

Yeah.

Are you teaching a phonics program?

Orton-Gillingham.

Okay. Some kids are very confused with the...

And that's exactly what my next thing is going to be at.

With all of the rules-

Yes

... right? And the logic of the rules. How is his math?

Very good.

Mm-hmm. Watch out for him then. Okay.

So he is going to be those kids who are much more
simultaneous processors, they're better at math, they're
creative-

Yes

... they're good hands-on, all of those things.

I'm going to go so far as to say pretty much about 0% of them are reading or

spelling anywhere near as well as they could with most instruction. Okay?

Okay.

And many of those kids with Orton Gillingham, you give them the rule, they love logic.

So you give them the rule, let's say, do you teach them two vowels go walking, that rule?

The vowel teams, I don't tell them that much.

I just say that they will make one sound, and say the sound, yeah.

Do they think it's the first sound, like E and E-A, or O-A is O, that kind of thing?

That's the way it's been, yes. For second grade, that is what we do, yeah.

Okay.

The vowel teams.

So a child like him, he's going to take that information, and he's going to really apply it because he's a great learner, and he's got a head that's like, it's going to be in there like super glue.

So he sees E-A in the word great, and it's going to be greet. He sees E-A in the word head, and it's going to be heed.

Right.

And he may be even when he's writing the word me,

it might be M and then E-A, depending on what's being taught.

So for these kids, especially those more simultaneous processors who are not good sequencers, the overload in trying to apply all of that makes it way too overwhelming for them for reading because of all the things that they need to do with moving to applying it to reading, and then the spelling as far as, which one do

I use? So if it's like you said, he likes to write about things he likes to write about, like if he likes to write about dinosaurs, that's a hard word to spell.

But a kid who wants to spell dinosaurs and they're really into it, they could spell dinosaur all day long because they've memorized, they've figured out how to write dinosaur and they use it a lot, if that makes sense.

That makes sense.

You want to look at him and his spelling for accuracy. For me, phonetic spelling is not accuracy.

Right.

We let them phonetically spell, and we immediately fix it so that they see that... Because those are logical spellings, which is great-

Right

... but it's not the acceptable spelling, okay?

So they have to have the acceptable spelling in their head, because otherwise those logical spellings get, and especially a kid like him, because they're going to have

a really good memory and remember a lot of things, but putting it together, doing that reading piece.

Now if he's spelling and he's like, "Okay, phone. Pff, I know it's P-H." Okay.

O. Maybe he'll put an O-A, depends on what rule he's learned or whatever he knows about it. So who knows as far as with the spelling, but I think that he's probably fooling you, and I would make sure that he goes by sound, and that he truly knows how to blend, and that he blends one piece at a time in a multi-syllable word and puts them together and you really go for accuracy.

Because he's one of the ones that can look pretty okay, and then start going downhill, especially more so, they start going downhill in second grade. That's when my daughter went downhill.

And then they really start a free fall in third grade.

Right.

Most of them. So, and it will be with both the reading and with the spelling, too.

So mostly blending. Very good.

You know what?

That makes a lot of sense when you said about the math.

Right. So the math thing, I always look at those good math kids. They have a way in their simultaneous processing that they love logic, but they

don't like, "You're putting me on this horse for these red words, but you're

putting me on this horse for these one syllable words, and you're putting me on this horse for these words here. What horse do I...

I don't know which horse I'm supposed to be jumping on right now."

I agree, right.

They want to be on one horse.

Mm-hmm.

They want to be, "Give me a horse, tell me how to do it."

Let it be consistent so I know how to do it, and then let me move forward with that. And Orton-Gillingham teaches a different process for reading and for spelling, too, really. They teach more speech to print for spelling, but print to speech for reading.

So now they have to learn two whole different systems, plus put all those rules in the brain, and then the rules aren't consistent.

And they're like, "Why are these not consistent?"

I'm not understanding this because I learned that, I was told that, I did it, and now I'm trying to read and it doesn't work."

Right. Okay.

So that's that.

The best way to help him is to help him with his blending, making sure that he's

focusing on the word and blending it accurately.

He's got to blend it all together, but he also needs to know the code.

He needs to know--

If we were to teach those two letters and you say the first vowel name,
he would read the word soup as soap, right?

Because that O-U, then that would be "oh" from what he knows to
this point, from what it sounds like.

Right.

So you want to be really mindful with those kids that what you're teaching them,
because those two vowel teams, where the first one you say the letter name,
that only works 40% of the time. There's 60% of the time that it's not so,
like the E-A in great or hat, or the O-U in soup.

So when they're applying that to everything, when you get outside of
worksheets or the stuff that's following just that information,
then the wheels fall off. And that's with reading anything
that's outside of that controlled text or even with writing and
spelling. Does that make sense?

Yes, it makes complete sense.

Okay. So yeah, you've got to be sure that he's got the right code.

I would be mindful with him as far as rule
instruction.

Right.

Because he will really use what you tell him, and then when
there's exceptions,
he wants that logic where this is what it is and how it is.

Right.

Yeah.

Thank you very much.

Yes. Anything else, Alyssa?

Yes. We had just a question here. Melissa

Peterson said, "Do you have a webinar with the best practices for teaching kinder's letter sounds?"

I have a whole training for that, actually.

Great.

Yes, I do. That's what our training is for classroom teachers.

Could we please teach all of this research-based stuff in the whole class?

So much of it's focused on remediation, but yes, we do teach-- I don't have a webinar on it because it's like saying, "Let's take the whole Earth and put it in an hour." You can't. But it's a whole process of reading, writing, and spelling, how you introduce the sounds, how you do it really quickly when you're doing it as speech to print. Our kindergartners have all their one-letter spellings, including with using it with CVC words and CVCC and CCVC, so that words like CVC, like cat, or CVCC like camp, or CCVC like stop.

So all of those within the first eight weeks we teach in our kindergarten classrooms, and then they move to two-, three-, and four-letter spellings and multi-syllable work. So our kindergarten, I see Julie's beautiful face on here. She can talk to that.

She's a kindergarten teacher that's been teaching evely for about three

years. And these kids, we move to where they're accurately reading, writing, and spelling, and getting them for sure into text so that they're practicing in that application.

And not only with books that you can only use these spellings that we've taught you, but we support you so that you can support them with

code that is giving them exposure to it when you haven't explicitly taught it yet, too. So the kindergartners are capable of--

And Julie had been teaching for almost 20 years before she started teaching evelly, and she's like, she thought I was a Looney Tune, right?

Maybe you still do, Julie. But she's like-

Oh, no. Now I worship you, but before, yeah, I was like, "Oh, my goodness."

Yeah. Because of the speed or what, Julie?

What do you say as far as the kindergartners?

Because of the speed, and that when we've raised the bar high, they totally get there. My kindergartners now are reading, like decoding multi-syllable words all on their own.

And they want to.

Yeah, and they're also spelling. They're writing. You can see it in their writing.

We

explicitly teach and support all five essential reading pieces as well as writing, spelling, and handwriting. Yes, Julie?

I wanted to say, too, because you were just talking about writing, the end of the year standard for kindergarten for writing is to write a vowel-consonant or a consonant-vowel-consonant word.

Even my lowest kids are all writing CVC words correctly, and so many of them can do the blends and the digraphs, too.

In spelling? Yeah.

Yep, and that's just from teaching every 45 minutes a day.

Yeah, which is fun. So there's a process and a progress, for sure.

These kids can acquire literacy, meaning reading, writing, and spelling, and handwriting, so much faster than we've given them credit for, which is really fun.

And that's what we're all about, for sure. So go.

Anything else, Miss Alyssa? Did I even answer the question that was going on there?

Yeah.

No? Did I do okay?

They said we have a training.

They shared a link to the trainings and the page.

Oh, good. Yes.

Sarah Foster, this is cute, too. She said, "Thank you so, so much, Nora.

Huge mom fan of yours. Can't wait to see the truth about reading." I'm going to

throw that link in there, too.

Oh, okay, good. Good.

But that's all the questions.

All righty. Well, look at you guys being easy. Perfect.

And we're a little over, even, too.

So thank you all for joining me, and I hope that you will come at the

21st. It's going to be great. This is, like I said, a hot topic that a

lot of people want to know, what is speech to print versus print to speech?

I thought I was doing that. I thought I was doing that, too, and I'm not exactly

sure. So we've been teaching speech to print for-- I've been teaching it for

25 years here at our center, for 23, and to train teachers for 23 years

also. So I have a lot of

experience, and I have a very firm understanding

of what that's about and how it differs from print to speech, which is

traditional phonics with rules and all of that kind of stuff, too.

So we're going to be delving into that, and I hope that you'll join

us. I hope that you'll share it. Invite other people once we get the--

You'll have the

link in

the chat, but you'll also get it in the recording.

So get people to come so that we can all learn together.

I appreciate you guys, and thank you for being part of this mission of teaching the

world to read. So have a great rest of your evening,

and we'll see you in April, and it'll be spring and warm. Yay.

Thanks so much. Bye, guys.