

Their highest potential and literacy. So I'm here tonight very with one of the topics that I'm Most excited about because this is what led me on this path of literacy instruction.

My background is not in education, but back in the ninetys my daughters struggles which showed up 1st really with spelling.

Is what led me to learn everything that I could possibly. Learn about improving reading and improving spelling and writing, of course.

So Now, it used to be a very, what do I want to say? Desolate path that I was on as far as not very crowded.

Not very many people were on it back in the ninetys and you know in the 2 thousands and even it's 2,000 and teens in the last 5 years or so there's been so many people who have become a aware of the research on the reading and literacy as I whole and all.

And there's been a lot of confusion and questions about, especially with Ebly, I've heard people say, Ebly doesn't teach spelling at all.

And I've heard every other people say, Ebly only teaches spelling. And, or when we're, you know, we've taught happily now we've got to do spelling and just a lot of things that I hadn't heard until about the last 5 years, you know, where this path has had a lot more people on it, which is really exciting and delightful.

So I just really wanted to share some things that we've been doing for over 25 years to help all of our learners that we teach.

Of course, many of them with intervention are struggling, but also in classrooms that teachers that we train at all to move everybody's spelling.

Much higher and much faster. So this webinar, the whole goal is to help to share with you guys some of those things that we have been doing and had a lot of success with forever, well not forever, but for 25 years, which is a long time.

And also there's a lot of often a lot of charge around spelling. So I just wanna be, you know, really, acknowledge that that it there's a lot of angst and and Emotion and energy around spelling and how we teach it and how we don't teach and what we do and don't do and all of those types of things.

So much of what I'm probably gonna share might, for many of you might be very, you know, different and it also may bring up some, you know, like, oh, wait a minute, what's, what's she talking about?

So please don't be shy about asking questions. Always, of course, I'm very big on being kind because we're all on this journey together to do the best that we can do to help all of the kids that are in our that we are teaching or that our own children or whatever.

So always be kind, but don't Hesitate by, wait a minute, that was crazy.

What's she talking about there? Or, you know, I feel like this may be run. Go ahead and say that we want you to be skeptical.

We want you to ask the questions we want you to share. Okay, so be open and we'll have at the end my webinar has never go an hour I must say.

I mean they might go an hour but then we do questions and so that sometimes lasts a little bit.

So always ask your questions in the chat as they come up. I'm not going to answer them in the middle of me sharing and presenting, but I will answer them at the end.

And we have Katie and Cricket and Shannon from Ebly are on here tonight and they will be, I don't look at the chat or pay attention to it while I'm talking, of course.

I would have a very, little attention issues would be like, whoa, because, I'd go off to there and totally forget what I was doing.

But I'd go off to there and totally forget what I was doing. But I always read everything in the chat when the when the webinars are done or at least by tomorrow depending on.

And how long it goes in and where I'm at with that. Okay, so It's gonna be interactive.

We're gonna have some things that you're gonna be doing. So I want you to be sure you have a piece of paper and a pen or pencil nearby, cause you're gonna be doing some stuff on your where you are too with this.

Okay, so with all of that I'm gonna share my screen and we'll get going.

Okay, so the name of our webinar, as you know, is Spell Better Read Better because with how we teach with Ebly.

It really is the focus is on spelling to read, right? We teach reading by spelling actually.

So, and the more you increase spelling, the more reading will increase even more. So we're really pretty obsessed with spelling.

And really helping all of our learners so that they can become highly proficient at spelling. So that's what we're going to be talking about.

Alright, so in the chat if you would because I always love this if you will share where you're joining us from tonight and again thank you so much for being here I am just really thrilled we had over 1,500 people sign up and that's just really exciting to me to be able to share with all of you wonderful people from all over the world.

And also I would like to know, and you know, again, I'll be looking back on this, but what are you wondering about spelling?

Because I know a lot of people are wondering a lot of different things and Kerry and have a lot of questions and curiosities about different things about spelling.

So if you put those 2 things in the chat, I would greatly appreciate it. So thank you. And again, as we're going, put those questions in.

Shannon's going to be grabbing the questions and putting them in a document for Katie to be able to answer.

Now, Ideally, you know, Cricket and Katie and Shannon are on here from Evely, but if you'll just put your chat, your questions and all in the general chat and that.

Private message them. Sometimes they're doing a lot of work in the background there and sometimes it's hard for them to realize, wait, this was a private message and not a, you know, that one for the whole group.

And that makes a little bit challenging. So ideally go ahead and, just. Put your comments and stuff and your questions in for everyone.

Okay. That would be helpful. So these are the questions that I'm going to be. Addressing tonight.

Do we use letter names or sounds which are better for spelling? Should we correct misspell words in writing?

This is a big question that a lot of people have a lot of different perspectives on. How do I utilize both grapheme and morphology and spelling?

Right? There's been a lot of talk. I quite honestly know this might sound ignorant since I've been doing this all this year these years but I'd never even really heard about morphology or in that way of it's become a really hot topic.

You know, as of late, you know, the last couple of years, but there's so much talk about it.

And, and I want to talk about how we go about, integrating and working with morphology too.

So this is very hot topic. So I wanted to address that. And what's an effective and efficient way to improve spelling for anyone, whether it's you or me or own children or the kids that we teach.

And the 1st thing that I want to say is this is something that I have followed. From back in the nineties when I was learning about how to help my own child.

And then when I started my training teachers and opened my reading center and coached in schools and all is if I if you can't explain it to a 6 year old you don't understand it yourself so for me if I can't explain it period I don't understand it.

Okay, so. When I've learned so many things about so much as far as learning how to teach reading and

spelling.

And many of the things don't make much sense to me. And I know that if they don't make sense to me, or if I've never used, utilized them or it doesn't, you know, it's something that's a little like, wait a minute, how do I explain that to someone who's learning when I can't really understand it myself.

So this is really important. Are we teaching something and just saying it? Or do we truly understand what it is?

So this is kind of a litmus test for me with everything with Ebly. If I don't understand it and also haven't applied it and see that it works with with learners.

I won't be talking about it or sharing it with anyone, not with the people I kids I teach or not with the teachers or adults that I train and share stuff with.

So I think that that's a really good point. These are 2 book recommendations that I have for everyone.

Not because they're by the same author and it's that because all these are the only books and they're actually fairly old.

One, why are children can't read is from 1997 what put me on this path to you know, linguistic phonics or structured linguistic literacy actually, and then the, early reading instruction was in the early 2,000 that she wrote and what I love about these books is that the references are exquisite.

There's hundreds of them in both books. Pretty much every word that she says in both of them are referenced to different research that is still cited a lot.

I mean, typically, especially in spelling today. Okay, so I really highly recommend these books and and they still, they're actually sitting right here next to me.

They, they remain my favorite books on reading and teaching reading and the history of reading and you know because they make sense right so just like that thing if I can explain it in this book especially why I children can't read which put me on this journey it made sense after 6 months of reading so much stuff that made no sense whatsoever to me.

This was just like, oh, it was just like this, you know. Beautiful, you know, opening of like, I get it, this makes sense.

So I really do highly recommend it both for the content in it, but also for the references that she shares throughout all of her stuff.

So I've got some, I don't know why. Get rid of this. Something is okay.

Alright, so spelling and reading. We are using the same code when we spell as when we read.

Now, reading is much easier than spelling because it's recall. And I think of this as I see a lot of people.

I've lived all over the world for about 15 years I did. I was a Navy wife and then I bop around a lot and I have in the last 25 years after that.

With this reading stuff, so I see a lot of people, I'm in a lot of schools, I'm at a lot of places, go to a lot of, you know, in a lot of the literacy kind of people are in the same place and I'll see somebody and be like, oh my gosh, I think I know that person or I know I know that person but I can't recall their

name. However, there's a much better chance I'm going to recall their name if I'm actually seeing that person as opposed to if somebody says, hey, Nora, do you remember Lacey?

And we're, and I'm like, who knows where? Wherever and I'd be like, where I have nothing to go with X to look at as far as a person or anything. And I'm like, oh, for sure.

I'm probably not gonna remember Lacey, but I have a much better chance of remembering that person that's in front of me.

Okay, because I can recall, okay, I've seen her face. Oh, I remember. This is where, and I might even remember her name.

I'm at least I'd probably or him his name. Remember where, you know, the connection of where, know, I had met them or last come across them before.

So that's easier, right? Because you have something there to go with. Now spelling or just going from in your brain, you have to recall.

Okay, Lacey, who was that? Where was it at? I don't know, gosh.

It's much more challenging to spell than it is to read. And I've had a lot, especially in the last year or 2, people say, my child, they're proficient, they're at grade level, they're even above grade level at reading, but they're still not spelling accurately.

That is normal. With everyone that is normal, with you, with me, with kids who are above grade level, with kids who are below grade level, with kids who aren't, you know, reading at all, kids are reading really well.

Spelling always lags behind reading because it's more of a challenge. Alright, so they're gonna they're gonna grow.

We're gonna grow them in reading, you're gonna go spelling, grow, grow. But typically this spelling is gonna lag behind almost always.

That's really, really an important point to understand and realize that these are not going to be on equal footing.

I don't know that keeps going back. I wasn't even touching it. Okay, so.

It is very common for you and all of us to be able to read words and know what they mean and all that good stuff, but then not be able to spell those same words.

And so we, this is where I need Japan and paper, pencil and paper. Now no using your phone.

Am I gonna ask you to put it in the chat or anything but I'm going to give you 5 words to spell.

They're all words that I'm pretty positive they're in your speaking vocabulary and then if you saw them you would have no problem reading them.

Okay? But we're gonna practice spelling them. All right, so no cheating. Just write them as you think they should be in and then on the next slide we're gonna look at him.

Okay you ready? Got your pencil and paper, pen and paper. All right, and ideally not on a computer because then I will spell check for you.

Alright, our 1st word is liaison. Liaison so a liaison to the students going to college or something.

Okay, liaison. Go ahead and write that word and spell it.

The next one. Is separate. I had a separate container for this and that.

Separate. So their 1st word was liaison. The second word is separate.

Our 3rd word is a word. That I never could spell. I'm a great speller actually and a great reader, but this word always got me until I actually used the with it.

So I wonder how you guys are gonna do this. This word is convenience. Convenience.

I love the convenience of anything that's convenient actually. Convenience. Makes my life easier.

Convenience. Now this one I've used a lot in teacher training when I used to do teacher training in person until 2,019 or not or 2,019 is when we started our online, but this is a fun word.

Teradacto, what little kid doesn't want to learn how to we teach little kids how to spell terra dactyl actually so write out teradacto

And then our next one, this is a bonus word. Now this is a word I have a little story when I was training teachers in person, which I used to always do, a teacher said, well, let's spell our durb.

And I'm like, I have no clue whatsoever how to spell her. So we did the process with spelling orderve and I did it all in all the things I'm supposed to remember and everything and erased it and I misspelled it and I misspelled one spelling then I erased it and did it again the process of because the last thing I want imprinted on our brain is correct

spelling. I did it again and again in front of a teacher training. 5 times I misspelled this word.

I've never misspelled or derb again. I will never misspelled or derb again.

Okay, but I was like, that's a crazy word. Okay, but so now we're gonna check.

So you if you want to in the chat you can share how many you got that you had spelled correctly.

So here we have. Go ahead and check him. Liaison, separate. Convenience, teradactyl, which is such a great word.

And there's that crazy, orderve. Like, really?

Alright, so check those out if you want to share in the chat. Please go ahead and do that.

I see that we have lots and lots of people that are coming in since we started. So thank you guys all for joining us.

Please share in the chat where you're coming from and also any, you know, what your wonderings are about spelling what you're hoping to get out of this.

Tonight. All right, so those are our crazy words. So English is very challenging in spelling. Much more so than in reading, and especially if you don't understand the concepts and how the English language works.

Okay, so our 1st question that we want to answer, letter names or sounds, which ones do we prioritize?

So what I want to talk about 1st is that that's teaching of Ebly in any stretch in linguistic literacy instruction is moving from speech first, st meaning that when we're teaching spelling, of course, we're coming from speech and the sounds that we say, not the names of the letters, but also with reading.

All of our instruction is focused on the first.st Speech first.st Okay, what sound do you say for this spelling?

This is the, you know, here you're saying E, here's how you spell E.

So we, the focus is always on the speech even if we're obviously doing reading, you know, with the letters because speaking is natural.

Almost everyone, right, unless we have some sort of a, you know, cognitive. Or physical defect, or, you know, challenge, that we aren't able to speak.

Okay.

Almost everyone coming into school is it is speaking, right? They're talking, they're speaking in words, speaking in sentences on a continuum, of course, some, you know, with better language and more, robust sentences and stuff, but speaking is natural.

And we learn how to do that without somebody giving us explicit instruction on how to speak. But letters

and learning the letters in the alphabetic code is man-made.

Somebody created those and it has to be taught. Kind of like learning how to play the piano or any kind of instrument.

Many things that we do in life and especially in school are biologically secondary. Meaning they need to be taught.

So when something is natural and we're going to teach to what these students already have coming into school, which is their speech, it gives them a head start in learning and also our alphabetic code are symbols that are based on what the sounds and the words that we say.

That's actually how it was created. So we are gonna go with speech 1st always with writing and reading and spelling of course.

Oops, see. But we will go with, we do teach letter names, but we teach them in the context of handwriting away from reading and spelling.

So we're not saying we don't want you to know that, you know. I'm wondering if I missed a slide here.

Don't. We don't want you to know the letter names. But when we're teaching reading, when you're coming from a speech 1st instructional practice, right, and methodology, the sounds have to come first.st

So we definitely prioritize and really only you can't do sounds. With letter names, quite honestly.

So we go 1st with the sounds. So a few points to consider. Is when we're using instructional vocabulary.

So the things that you know or we know, like I said, morephology, not something I really knew much about.

Many of the things that are being talked about now like fricative is one. It's a kind of a fun work because some's like, that's almost a naughty word.

I really don't know what it means. So if you were to say to me, what's a fricative?

I couldn't answer that. That's vocabulary that many people today are learning a lot about a whole bunch of different words.

There's all kinds of things, dip thong and all kinds of stuff. But they're things that we may.

Be interested in learning. Or is helpful for us to learn as adults. But it's they're not necessary.

To take somebody how to read to their highest potential, right? So no teacher that I've ever known has said, or anybody teaching readings has said, wow, I have all this extra time.

What am I gonna fill it with, right? What our challenges is that we have limited amount of time and we

have to be really efficient.

So we want to be efficient with how what we're teaching and what we're how we're speaking.

And, and only teaching our kids the need to know, right? What did they really need to know?

To be able to read right and spell to their highest potential. And we want to really pair that down to as little as possible to help them free up their, you know, working memory, decrease the cognitive load so that they can, you know, learn what they need to be able to do.

Which is accurately and automatically read and write and spell. We're with us with spelling. Definitely less talking, less vocabulary, less do less things that when you're reading you have to read and pick those words up off the page when you're spelling.

You have to put those spellings down. We don't want to have that interference of that cognitive load of all these other things in there that may take us off of the you know, the path to accurate spelling.

Okay, so less is more, which is really true. And what I love about this picture is it's kind of like we do the very minimum that's absolutely necessary.

And of course give corrective feedback in that, which is, that all that white space there in that black it makes me think of your brain is freed up to do the work that you have to do.

And the recall that you have to do and all the things that have to happen to be, you know, an effective and correct.

Accurate speller. Just in time learning, this is a big one for me that's really, really hard.

To, you know, convey, I would have to say. Just in time learning means like when it's relevant and I think about this nice beautiful Mac computer that I have, I used to have a PC and then I moved to a Mac and I'm not technology is not my forte, it's not my biggest strength and it was just like not easy for me at all.

And then in our staff meetings we have a tech tip. Everybody does a you know not everybody but we typically have a tech tip or so.

So do this to, I don't know, press control something and something's gonna happen. And I'm like, okay.

Yeah, when it's in a staff meeting, I'm been given this information. I don't it doesn't I don't integrate it until I have to learn it.

That's what I'm talking about just in time learning when I need to figure out how do I cut this and paste this quickly.

I care about, now I know, Control C and Pro V, my 2 best friends on my keyboard.

I need to know that because I'm gonna use it. So this is the key to with writing.

Doing writing when you need to use it. You're gonna make a grocery list, right?

So having the your kids write the grocery list and then fix their spellings because then it's purposeful if they're gonna write something to someone.

Or if you're gonna write a paper, you're gonna write about something you're really interested in like sharks or something.

You want it to be writing and spelling is so other people can you can communicate with them when they're not there so we have to be able to spell it correctly so that other people can read it, right?

So just in time learning is mean it means when it's meaningful and relevant of something that I have to use to apply.

When it's isolated instruction, it's not going to click as much, right? And isolated instruction would be things in you're going to see this further along with my daughter back from 1,997 spelling list spelling list is a perfect example of isolated instruction that doesn't stick.

Right? Kids can it's like using rote memory to memorize a phone number like when I was growing up.

Here's what my phone number was. (989) 725-5052, but it was 5, 1, 7 was the area. But then, but now it's not.

So I know that phone number. So if somebody, I gave them that phone number, they're gonna call me.

You know, 75 5 0 5 2, they type it in, they call me, hang up the phone and then somebody says, what was that phone number?

I don't know. I used it for what I needed it for was for this to call or for this spelling test and now it's out of my brain because it's more like giving someone a fish as opposed to teaching them how fish, right?

So spelling lists are not going to be very effective. A lot of people were all, we've all did, I did them.

I'm sure most of us had spelling lists in school. But there it's not an effective or efficient way really to teach.

Spelling or to drill in any way where you're going like oh you've got this but then you can't spell it what correctly you know the next day so that's not that's not go who oh my gosh I got all kinds of stuff going on here Alright, so that's not the kind of instruction that's gonna work so well with spelling.

Again, I just talked about this that's spelling lags behind reading both for neurotypical and neuro-diverse learners.

So all people, a lot of times so many neuro-diverse learners themselves, people who are adults who are dyslexic have said to me, well I'm gonna misspell some words and I'm like, well, so am I.

And, and I've had many people say to me, it didn't occur to me that people who don't have dyslexia miss the words.

Also, and I'm like everyone does if you look at the script spelling bee they're all except for one person misspelling words right I'm even that one person is going to misspell word eventually.

So when you're remediating someone who's been a sub literate with reading and then their spelling is going to be even lower.

The spelling gets even further because These you have many things to do you have to undo the misspellings that they that have become pretty much automatic right and then when something becomes a habit it's much harder to fill in that rut and make a new rut, then it would be to start from scratch, right?

So then you have to reteach them the correct spelling and and have them practice applying that. And also they have to do a lot more reading so they're exposed to words that and in the way that they're spelled correctly.

Okay, so very important. So when we teach spelling and reading with speech first, st we have to have with the sounds going on first.st

It just there is no other way to do it. And doing and doing letter names with the handwriting works really, really beautiful.

And the reason that spelling with the letter names is problematic for many and and really the majority I would say of learners is that the consonant letter names sometimes the vowel letter names are the same as the vowel sound right like oh and go but the consonant letters names are never the same.

Never. Now sometimes like in TE, the 1st sound. The same but it's still at least every constant letter name is at least 2 sounds long and this is gonna cause much more trouble with spelling as opposed to help.

Now there's research that say the kids that know their letter names typically do better with spelling, but it's not causation.

It's not because they know their latter names. It's a correlation. It's a correlation.

And then you have like Scotland, I know this gentleman that's a administrator in a big school district here in Ur County actually in Michigan and he lived in Scotland and until second grade and he said we only were taught sounds and he came to the States in second grade and he said I was actually the best reader in the class but I was put in a remedial reading class because I didn't know my letter names as well.

I knew my sounds and I could read but I didn't know my letter names and I thought isn't that very interesting but they don't test them.

Now in the US we are very you know from the beginning we're trying to teach our kids the letter names and all right so I would love to see some more research on this.

I mean, research is not settled and I would love to see more research because for me, I've taught many people who are completely illiterate, that can't even read at a kindergarten level and they're adults.

And all of them knew their learnings, right? But not the problem what they had was the sounds.

So that to me is like, hmm. And struggling readers, almost every one of them if they're second grade or older know their letterings, but not their sounds.

So we prioritize the sounds both because of, you know, our speaking, but also because those letter names cause a lot of confusion.

Gave you a few examples here like M. Why a lot of kids say look for why which is the sound that goes with because that's the 1st sound in the learning and H then is H.

So there are some where it's the same side at the beginning that there's always at least 2 sounds in every single consonant, letter name, which causes some confusion and we don't want confusion.

So here is what we're going to do now is we are going to have you. Goodness, Mara.

Oh, I'm good you the answer. Okay. Here we go. Okay, when you mix letter names and sounds, the problem happens with spelling.

So here are some actual spellings that we have seen with kids and I want you to go ahead and you can put it in the chat if you'd like because I'd be curious is what you think.

What do you think these words are that these kids were writing? What words do you think they're mixing up letter names and sounds and all kinds of good stuff?

And you'll see they have a good idea that we're supposed to be going with sounds with spelling.

But when those of us who are trying to read it can't read it, it's it's problematic.

So go ahead and write down or put in the chat. What do you think these words are? That these kids were spelling.

They're very clever, actually.

Just give you a minute to do that.

I've seen so much of this kind of misspelling now that I'm usually pretty good at it, but some of them still continue to stump me.

If I have context and it's you know in writing It's better, but. Alright, you ready for the reveal?

Alright, so here with Car, we have R, the letter name R, because car is actually 3 sounds.

So they use that letter name. This is a big one for L, right? Well Oh, but they do for L.

Wide. Now this is interesting, isn't it? The NBA is good. That's a weird one, which say that would like I just said a second ago that because that's the letter name Y they're saying that so now they've got the whole letter name Y in here and then the Okay, this is clever, isn't it?

Hey, which are the 1st 2 sounds? And then that. So that's what comes up in their spelling.

DC. DC, or V, even DCV. But that, but maybe. So, DE, letter name, E, letter name, and then we've got that.

And this one is interesting. Look at all those letter names. See is E. So there you go, cause the SS could work there too.

Well, yeah, is the 1st on an S, but so C is oftentimes what you're going to see in that spelling.

So O. Okay, and then B, but EDE, at and then. So that letter name, these kids are trying desperately to use what they know and almost all of them know the letter name.

To do what they need to do by sound, which is spell. And so it causes a lot more problems than You need to learn on this thing why it does that but any problems then benefits okay So watch for that in your in your kids writing because you'll start to notice that.

So all words are made up of sounds. So when we've been speaking much longer than we've been writing over the historically, right?

So when the writing systems and actually in why are children can't reach you talks quite a bit about you know the history of of you know, writing and how that came about.

But they, what they did at 1st they tried to draw pictures, right? And that doesn't, going by the pictures can be a lot of different things.

So then we, you know, it kept getting more and more refined to where we're going by.

Symbols to represent sounds that we say. So every word that we say is made up of sounds.

When people say you can't sound a word out, I'm like, Everywhere we say is made of sound so of course you can sound out every single word or derv is weird, but oh or you can say all the sounds in it now the spellings that that we are gonna put to match them can be very weird but if we go with our speech and then we are going to put to match them can be very weird but if we go with our speech and then match them

you're actually gonna be very weird but if we go with our speech and then match them you're actually going to learn how to actually spell them because we need to know that all sounds are spelled with up to 4 letters.

So one letter can spell a sound but so can 2 or 3 or 4. So we want to teach this process of getting the sounds, which is why we have to be really good at segmenting.

And then the word with with Ebly, we always go with the sounds 1st and put placeholders for the sounds before we show the word.

Because when you show the word that kids automatically start saying the letter names are, you know, mixing up stuff there, but they can't mix it up if we aren't haven't shown the word yet.

Okay? And this decreases the cognitive load when we're going just by sound. We're staying on the same horse all the time and it decreases confusion for kids and then they know we're going with sounds and not the letter names and they very much can know that sometimes with the vowels one of the sounds that go with the vowels is its letter name.

Right. So makes it simpler in simplifying always helps with learning. So memorizing a mastery.

Why does this not? Transferred to spelling and writing and I already touched on this a little bit but because it's because we're using rote memorizing and and we're memorizing a string of spelling words.

Now my daughter who was the struggling reader and more struggling speller in writing was great at spelling on spelling test.

She was fantastic. We would study all week long and we would burn the list at the end of the week.

And she almost always got like an A, but she could not spell those words still in her writing because she again was taught to fish.

Or given a fish instead of being taught how to fish. She was taught to memorize those and wrote memory but not given a process of how to do it with all spelling.

All right. So if you have kids who've mastered something on a spelling test, but they're not using those same accurate spellings in writing, they have not mastered it, right?

That is not mastery. That is, I have recurred you to regurgitated this after having it's like me I think with my anatomy and physiology I used to be a nurse in in nursing school.

We had an anatomy and physiology test today and study for. I stayed up all night and I crammed like a crazy woman and I did really well.

I think I got like a B on the test. I could not tell you any of that. I mean, I had to relearn it all.

I had it for the moment and it looked good on the test, but it's it wasn't that space practice that interleaving that learning it over time that recall.

No, it was like memorized drill, boom boom boom. To me, isn't that good, right?

But it wasn't good because I didn't have that information. And we can tell if one of the 1st questions we asked parents when they call for our reading center is.

How is your child selling? Oh, they're great. They do great on all their spelling tests.

They, so then their next follow-up question is, not that spelling. How do they spell if they're writing you a note or a grocery list?

Oh, they're horrible at that. That's the kind of spelling that's really spelling, okay?

And that's the kind of spelling that we want transference to. So spelling by sound.

Now this can be simple with the one letter spellings like this. We're putting the placeholders down for the word.

App so the kids I said we're gonna do the word step we put lines down for the spellings for the sounds and stop so we've accessed the sounds we segment them we know what the word is all that kind of good stuff we'll talk about what it means and all and then they match the spellings to the sound.

I'm listening to a webinar. All right.

So we're going from that speech. Leading to. To then you match the spellings, okay?

And this works well. With whether you're doing one letter spelling or here we've got another one.

Same 4 lines, we're gonna put the lines down for the sounds in charge.

Charge, right? No letters, no nothing, right? We've got a blank whiteboard and we just put the spelling, the placeholders down there.

And then, so then the word and they match the spellings. Or Jeff. So that's what's gonna happen with spelling and that saying those sounds as you're right to help imprint it on their brain with the correct spelling.

It's not guess what it looks like. What do you think it's spelled like? Now let's try another one.

We're going to show them and teach them how this, I mean, there's a lot of other things that we do, of course, along the way with, teaching that, you know, the same sound could be spelled in different ways and the same spelling can represent different sounds and a lot of explicit instruction that moves them to this but this is what we want them this is the key of what we want to do and that

this continent like at the end of the word make or the end of the word I don't know Well, I can't think of what it like.

Yeah.

Any of those as far as that consonant E at the end, we keep those guys together, right?

Now it's interesting because I've gotten a lot of flak about that over the years. Okay.

And John Walker from Sounds Right, who's a structural linguistic literacy, is actually the only other program besides Abley that teaches this, his system was created to be taught in classrooms, whole class instruction, but he said, I really wanted, normally he said like with like, I do the I and the E is the spelling.

But I wanted to do it with a KE as the because it makes more sense, but I knew that there was going to be an uproar.

And for me, when I created Ebly, I'm like, this makes logical sense. How can I explain it to a six-year-old, right?

We're gonna say those sounds in order and match the spellings and interestingly just in March I was out at a conference in Missouri show me the science I love it it's 1 of my favorite conferences but Holly Lane was there from you fly and most everybody knows about you fights become wildly popular, a print to speech kind of instruction.

But she said in her presentation, know she's doing weird like like like she said we used to put the alkon in boxes what she going the e outside the box and we've always done that now we put them together they're the only people or the only programmer anything that does this like we do.

When they're, you know, mapping the letters to the sound. So I thought, well, that isn't that interesting.

Flattery is the, or imitation is the best form of flattery or whatever. So it makes sense when it makes sense, and it also works for kids and it transfers to accurate automatic spelling and academic reading.

That's what we want to do. Okay, this is. 1,997. My daughter Colleen.

It's her 1st spelling test in September of her second grade. Now interesting. You look at that 7, I look at 7.

I'm like, hmm. She was a very classic dyslexic, though I'd never.

What if I didn't really know anything about dyslexia or should was never diagnosed with dyslexia, but when I look back at her stuff and I have a lot of her things from kindergarten, she definitely was, had.

Pretty much everything that you, you know, checks all all the boxes. So here she, she gets 17 out of 12.

On her spelling. Look at my aren't isn't my kid smart right? All these beautiful handwriting doing great.

Okay, so that's her spelling on her spelling. Same month, this is the same month.

This is her writing. This is what put me on this path to this. Literacy thing. This whole literacy journey that I'm on is because I was like, wait a minute, you know, so the uppercase D's in here, another clue.

They're writing gives you so many clues about what's going on, but I'm like, what is happening?

Did my child get a brain injury or why? Can she spell so beautifully? And all the, and even when she got into multi syllable words on her spelling test stuff, beautiful.

All right. She couldn't spell those at all when she got into writing. Now, if you look at this, here's a pond. Yay!

She found that right. Here's a pun in her writing.

Something's wrong with this picture, right? This is why this is not a good indicator of how well someone spells, what they do on a test.

Right? It's got, especially a test that they've been. Trained or drilled or taught or worked all week on on memorizing.

It's not if it doesn't transfer, it's a lot of use of time and energy both for the teacher and the child that is wasted, right?

Because it's if it doesn't transfer, then that is definitely not what we want. So she has a lot of her work.

Right. For some reason I have everything it seems in her second grade packet of stuff. So I went digging through that to share some of these things with you guys.

So should we correct Miss spelled words in writing? This is a big question for lots of people like, no, don't miss, you know, we want inventive spelling, we don't want to correct it, we don't want to crush their little spirits, all that type of thing.

And I had heard this a lot and it doesn't make sense to me at all. Still never did and still does not.

We do not have kids. Do inventive math, right? We don't if they do 2 plus 2 equals 7, we don't say, well, you know, they, we don't want to correct that because they don't feel comfortable.

Or we don't tell them that Michigan is in, you know, Australia. Something or in Europe or whatever.

We don't tell them incorrect information and let that stay in their brain because practice does make Maybe not perfect, but definitely process.

Progress. And if you are practicing misspelling words, And you're not corrected like my daughter never was in school anyway, you are going to get really good at misspelling words.

And that is the problem. You're going to make progress in a detrimental way. Detrimental progress.

We do not want that. When we allow kids to misspell and we let that in the science of the learning.

Supports this what we let sit on their brain without corrective action is what's gonna get further and

further that you're gonna make a stronger and stronger neural pathway so it's real tight and you're gonna have a hard time on doing it, which is why spelling is so hard in remediation.

Kids have been practicing spelling wrong. You know, for a long time, depending on how long.

And also they have, Not Red Munch, so they're even not exposed to the spellings and words and all of that.

So if you're looking at remediation and spelling, this is going to be much more challenging to fix.

Because of those things, okay? So we do not want them. To just get better and better at miss.

Spelling and make more and more progress at misspelling words. Okay, really important. And this is going back to my daughter.

All of these I got out of her second grade folder. So these are from her writing. He says she loved to write.

Man, she practiced misspelling like a crazy fool. There's pages of stuff. That are misspelled and she took I mean I taught her to read very very quickly and she was reading chapter books literally within hours but her spelling she did not spell was correctly it was about 2 years before she because she had you look at this was okay we see that a lot I thought that she used to do WZ sometimes too but I couldn't find anything

in the paper so she liked that for the was now down here like what is going on, Colleen, why are you spelling it like that? Well, guess what?

Why starts with what? So let's try this one. And then she's like, oh, well, I've been taught that that, you know, that 2 letter in common words, well, was is common, right?

So let's try that one. So she's just like winging it. Nobody, these were never, as you can see, never corrected.

Yeah. Only not corrected. Of course she's not going to rewrite them with the correct stuff herself because you can correct the writing all day long also and put WAS above that.

But unless they're doing the actual correcting and having that coming out of their hand, it's not going to go into their brain, right?

So we do not want them to just fling it and wing it. You know, there's a lot of ways to spell just about every sound in English, so that gives you an endless supply of combinations to kind of try and if you haven't read a lot it makes it even worse.

So we do not want to let them continue to do this and make stuff up. and continue to get worse and worse at it and, and really not understanding.

So, and again, I just, I want to stop because I keep seeing more and more people pop in, which is great.

Welcome to all of you. Be sure you put your name. Well, your name will be there, but you're where you're from and you know the questions that you have.

And keep asking questions throughout. What brought you really to this webinar, what questions that you had that brought you the webinar? That's what I'd like to see. And then of course, keep.

Keep, those questions come in and we'll answer those in a minute. So how do you use like utilized graphings and morphology?

You know, I've gotten a lot of flak just recently like, oh my god, Ebly is the devil because they don't teach morphology.

And I'm like, this is so interesting. Because in my mind, and is again, I'm the creator of Bedley.

Why would we not talk about word meaning and on means not and means it happened before or in means you're doing My assumption.

I mean, we have that in our training for sure, but it's integrated. So you can deal with both graphene and morphology.

Especially in spelling, right? So dogs, if we've got kids, they're gonna read something about dogs.

We do the word dogs. Alright, they know that if they're doing cats, that's a.

It can be, so can be easy at the end. Usually means more than one. You just talk about that after they've expelled it.

They've written it. We've discussed what it means. We want to always do that. Always talk about prefix and suffix and root word to help with vocabulary.

And that's 1 of the beauties too of integrated instruction, like Ebly, that you can do so many things.

We're gonna teach you how to spell a word, but we're also gonna teach you what the word means.

We're gonna teach you the phonemic awareness. You're gonna be blending, you're gonna be segmenting, you're gonna be doing handwriting correctly, you're gonna learn about the meaning, you're gonna learn about the morphology, all of those things can be integrated.

What you speed up your teaching and their learning. Both of those things just skyrocket because we're integrating that and it's meaningful and relevant to the kids, which is really important.

So the same thing like with Blick. Little ick. Beautiful. Just means in the past you lick that ice cream cone yesterday, right?

We can talk about it. Quickly and these kids have been speaking with these words and they know what they mean too but we can talk about it how it applies.

Then you can move to that learning much quicker, not just with his spellings but also with the meanings and the prefix suffix and root word.

Okay, so all of this is integrated to make it all move, faster and further for everybody.

So what about, multiselers? I wonder what the word is here. I think this is physician, okay?

So we are gonna split our words how we speak them. Right? Spoken syllables because if we're going by speech, we're going to talk about how we speak.

So we always talk about singing or, calling it to dinner like, you can hear where those split, right?

So, physician. So that's how we're gonna split our words. We don't split our words.

We don't split our words. We don't split our words by rules or types or dictionary or anything.

Our kids have their mouths. We don't split our words by rules or types or dictionary or anything.

Our kids have their mouth and their ears with them always. We've taught them to read in this exact same way.

That's how we split when we're going to do multi-syllable reading instruction, and there's a lot of flexibility.

And that, right? To as far as with kids. So if we're going to teach it physician this would be physics and not with a rule or a type or anything besides how it's coming out of our mouth.

So we put placeholders for our syllables. Then we're gonna put placeholders for our sounds.

Yeah.

Alright, so they've got they understand that. Because we've taught it to them. And then they're gonna match the spellings and you know point out things that are unusual so that they just remember we don't talk about this is I don't know.

Irregular or this is, we, you know, anything like that, you know, any spellings you're not sure of, or any, when we do it, and you misspelled, then you're gonna correct them, and then you're gonna mark them to make sure it helps you, you remember how to spell in the, in the future.

So we're gonna add those spellings once we have the placeholders for the sounds. So we don't mix get that letter name and letter sound interference happening.

So that's what it looks like with with multi-syllable. And then you talk about, okay, physics means

medicine, and then you talk about, okay, physics means medicine, like, right?

A physician, physical, that type of thing. Shun, you talk about, okay, physics means medicine, right? A physician, physical, that type of thing.

Shun, this is a really important one that we are always pushing on. When you see this shun at the end of a word, this is going to mean it's about a person. This is about a person.

So whenever you're spelling a word, musician, magician. Pediatrician, mortician, whatever.

When you hear that shun and it's talking about a person, use this for your spelling.

So all of those things are integrated again and ideally they're going to be words that we pulled from something that they're then going to read so then they immediately apply it.

But in the reading too or something they're going to write even better. Okay. What's an effect in an efficient way to improve spelling?

Teaching by Sam. This is the key. This is a kindergartner example from a class canary in classroom.

This is the child in November in the same words, right? That's it's an assessment.

And then this is the child at the end of the word, end of the year in May. Now this child does not have all the words spelled correctly.

Are we gonna say, oh my gosh, no, we're looking at progress because with spelling again, which is much more cognitively challenging, and it requires recall from your brain, this is unbelievable.

Okay. Absolutely spectacular the difference from November into May. As far as those spellings. Again, because it's much more challenging than reading.

But you can see if you look at number, what is it? 7, I think. I'm sure this word is jug.

He's already, you know, still, even as a kindergarten, G starts with j, so let's try that one, right?

J, that's with Jeff too. So if we had a 50 50 chance on the letter D thing, but I'm pretty positive that's what that word is.

But you can see where their their progression is and also things that we need to do like, oh, we're gonna really focus on, you know, the sounds and those.

Corrections not with these words that they're testing on of course, but in general in our instruction these are the things that we need to look at Now this is something that we do.

We have our parents do, right? That are in classrooms where kids are taught ebbly and intervention where kids are try to badly at our reading center where kids are taught.

We teach our parents and we also have a mini course that I'll talk about in a minute that you can get for \$25 and anybody can do this.

We have our kids right and anybody can do this. We have our kids right and then we have parents, \$25 and anybody can do this. We have our kids right and then we have parents typically write the correct word above.

We don't ask them to segment and then we have parents typically write the correct word above. And we don't ask them to segment and do know all the code and all the stuff that we have been teaching their child because they aren't training in it.

So the child writes it, are they using inventive spelling? Of course, I using them of spelling sometimes, right?

When I'm not sure, we all do. We, which means we misspell a word and, you know, we correct it hopefully.

When I'm typing and texting and Usually that's more of a whatever, but I do that. I do that a lot.

Notice it afterwards or on a post or that kind of thing when I'm going fast. But anyway, we all misspell.

It's something that's universal. And then we're going to show them what the correct spelling is, but we're not going to stop there.

We don't just show you what it is because you can look at something and that's not going to get that those neural pathways connecting in your brain.

You have to rewrite it and I ideally say it so that what you the last thing imprint on your brain is the correct spelling.

That's what this 3rd one is over here. Okay? And with the correct capitalization, punctuation, all the things.

We want all the correct, correct, correct, accurate, accurate, accurate, automatic, automatic, automatic, all of these things so that what's going into your brain is what we want going into your brain and what we want sticking in your brain, okay?

Not just misspelling and say, oh, cool, I can kind of read that, right? We want to show you in kids like that, they get where they're not so.

Stressed about making errors because they know they're actually going to be corrected and they can get their thoughts down.

Same with me. I write a blog. I write a blog. I don't even read it and I send it off to my team.

And they write back, well, they give me, Edits, they give me corrections, they miss spellings of.

You know, grammar or punctuation, all those types of things, right?

We want everything to be correct when we're writing so that we can communicate with other people. And we wanna start that young with our kids.

Okay, so if we wanna make this information stick, which is the accurate spelling of everything, we're making it the instruction meaningful and relevant and what we're asking kids to do.

Meaningful and relevant, integrating it. So that it's doing a lot of things at one time and not doing these little silos.

That we're doing spelling over here and we're doing phonemic awareness over here and vocabulary is going to be here.

We're going to do them all in integrated to move these kids forward faster. Okay. And we're going to be accurate.

You're not going to be selling. Why you asked for was or WH US for was and you're not going to keep doing that.

You do that? Cool. I know this is was. Good job.

I can see what you did there. Here is how, you know, that's logical, frankly, especially the W.

Cool.

H. But, that's logical. So we're going to show you the acceptable spelling.

Okay, because in English almost all of our sounds can be spelled in a lot of ways. So we're going to be consistent too.

We're not going to ask you to memorize a host string of letter names and then not be able to spell that again, you know, tomorrow.

So we're going to go by sound and we're going to be consistent and we're going to give you practice.

And this is a much better way than giving kids list after list after list of spelling words to memorize.

Okay, even if it's the same pattern or any of those types of things. We need to give that, teach them how to fish instead of giving them a fish and have it transfer to because that's the whole point of spelling correctly, right?

So that we can write and other people, we can communicate with other people when they're not, we're not with them.

Okay, so here are some resources that you can utilize. With, the spelling thing one of them especially if

you have older kids middle school teens adults.

These are not for somebody to teach Abley themselves. People have been trying to do that. I'm like, oh my god, in heaven help me.

They are. For these kids to do on their own. Do on their own, say their sounds.

Really, I created these for adults who have so much, trauma and anxiety and they don't want to show their dirty laundry, they would like to have privately be able to work on reading themselves and improving their reading without even a teacher helping them.

That's really what my point was for these. So they're, you know, much higher level, but these are great and also includes spelling, especially for those older learners.

And for you to go through yourself to see what this process looks like not to learn how to do it because that's not it's just like you know.

You don't, I don't know, go to a gymnastics. Now you know how to do gymnastics or whatever.

So it's not to learn how to do it, but it's to get exposure for you and to practice it as a student.

Let's see. Here we go again. Ebly community. I highly recommend you join our every community on Facebook.

Lots of people who are training in Ebly and lots of people who are epicurious are on there and there's always a lot of really great conversations.

So that's a good place to go and ask questions and you know learn from others too. We have a spelling mini course and all these things Katie will be putting the links in the chat and they'll also be coming tomorrow in your recording if you're if you're watching the recording it's in your email with the recording.

Thank you for watching the recording too and you can share on the every community page if you have questions and thoughts too.

I'm glad you're here doing that. But the mini course will how you go ahead and support your kids with the ways that I was talking about here.

So that's a \$25 course that you have forever. And webinars are really great places to.

To learn more too. Those are the here and, and then our apps.

We do have 3 apps. There's KD. I'll give you a link to those on our website.

They're on iPads and one of them is on iPhones and or Android, all of them are on Android phones or Android devices too.

Very \$4 and 99 cents for life. You can put a bunch of kids on those and then they also do spelling along with reading because we integrate all of that too.

So that's a good step. Now this next page it looks like a circus so beware.

It's very colorful, isn't it? Fun, did a little, kind of cool.

This is about our SLO summit, which I'm very thrilled about and have been integrally involved in.

The, you know, creation of and it's going to be June, the 24th through 28.

It is free. It's got 35 presenters including all these on here and a whole lot more.

Mark Seinberg, Lindsay Kemeny, who's son I taught actually for a few sessions and we have a panel of those of us who have created programs of structured linguistic literacy programs.

I'm gonna be talking about teaching multi-syllable words without syllable types. So that's gonna be mine.

You can listen to each speaker. At the time of their presentation and you'll see we have on our, just regular every Facebook page.

We have everybody every day until the summit starts on the 24.th We're showcasing one speaker or keynote or panel.

So you can see all of those and also you can go I have this, Katie is going to share the link to the summit if you want to sign up and also these little QR codes you can get to it by that.

And if you're interested in Ebly training, you can one of the if you upgrade to a VIP pass which is \$67 until June 24th and it goes up to 97.

You can get 20% off every training and there's a lot of other. Perks and different things from Evely and other.

People, who are a part of this, summit that you get for free as part of, the upgrade to.

And we're also going to be showing the truth about reading several different times. For free for everybody.

So I'm, this is something that I've. Worked really for years with Donna from the Science Reading Facebook page and with a lot of other people too since over the last year a little bit more and we're very very thrilled about the quality of what's in here.

I'm a host for this too, so we've been recording many of the, well, all of them.

And I just cannot get over. How mind blowing these presentations are. It's really, really exciting.

So if you guys are gonna be thrilled. So I hope you can take part. And that's that.

You will get the recording tomorrow and now I will quit sharing and we will see if you guys have any questions.

Okay. Alright, Katie, what have we got?

Okay, Nora, you have quite a few questions. The 1st one is

How can I help students with dyslexia?

We teach lots and lots of students with dyslexia. So the same thing that we, I mean a lot, a lot, a lot.

We've actually had a lot in the last year and a half or so. Especially maybe 2 years now.

A tremendous like hundreds of people who have been teaching dyslexics with OG who have been trained in.

And what I would say for you is go to the every community Facebook page and there's a put a PIN post at the top about people's stories.

Money, if not most, in there are private practitioners, home schoolers, parents who have taught dyslexics and, and that's a great question to ask there, but it.

Eli is, we've been teaching people with kids and adults with dyslexia for. Ever since we've begun.

So. By speech it takes away a lot of the cognitive load and dyslexic kids Many of them actually like my daughter who have that same kind of have good memory ones will move faster than even neurotypical kids.

And others, they need more about repetition, but they they will improve. And get to grade level or above for sure with Ely too.

Yeah.

How would you say? Would you say it's equally as effective for students with ESL and EFL learners?

Yeah, you know, that's so interesting to me and I'd love to get some research on this.

We had a school that was a Mostly Spanish speaking, like the majority of kids there had Spanish as their 1st language.

And we actually only used the Ebly apps with them. There was a couple people who were trained, but mostly these people were using the Ebly apps and, and in other situations, we have a lot of Arabic too, but Hispanic is probably the most.

But they almost tend to learn. To read faster. As an ELL student than English speaking. I don't, I mean that's just been what I am noticing, so that's totally anecdotal, but it's the same thing, it, you know, and it actually makes sense, especially Spanish is a pretty transparent language, so it does not nearly as crazy as English.

And you know, Spanish speaking that can read kids that read Spanish and all 2 are like, what are you guys thinking of over here?

But once they understand that there's a logic in how the code works, they just really, really fly.

You have to do a little bit more with vocabulary. And if especially if they're not English speaking at all.

We do a lot more with vocabulary and including pictures after not teaching by pictures but you know doing a word.

And then showing a picture of this is what a chair is or a clock or whatever it may be. That we're talking about too and a lot more with vocabulary and speaking too because you got to get the listening speaking as well as the reading and writing all in and one fell swoop.

So yeah.

Alright, this next question is how do you practice spelling rather than always testing spelling?

Yeah, we really don't test spelling, much. You, you could test spelling by when they write and you see what their spelling is really.

But you practice spelling by teaching them how to do it and going by science and having them do it, right?

So, We do a lot of spell. I mean We're teaching our reading by spelling.

Okay, so if we're gonna Whenever we're gonna read a, I don't know, an article or a chapter or whatever, we pull the most challenging words out, okay, like, I don't know.

I was just seeing what, encephalopathy. That's 1 that we haven't.

6th grade. Article about concussions and brain entries and stuff. And so that one we're gonna have them spell encephalopathy and then I don't know what there's another one that's really crazy like that.

So we'd have them spell those and then other ones we do with reading but we're constantly teaching spelling.

With everything that we do because we're matching the sounds to the letters. And then we get them to actually write.

We start out with a sentence with a summary sentence with a sentence with homophones with a sentence

using high frequency words with a sentence.

You know, to start and then we add as far as writing with more and more and always correct. Always, always correct where we show them the corrections if it's whole class.

We do it on the front board and they all correct, but we always do the corrections and we start with A small amount of writing because even in high schools, even in AP classes.

Writing is horrific because your spelling is horrific along with somebody's, you know, kidnapped all of the capital letters and tears and nobody's ever done much about it.

So these kids don't know how to do that. So we have to teach them. So even those high school kids in a classroom will teach them a sentence when you're teaching with a summary sentence or something you know with home with bones using they're there and there, that type of thing.

You know, it's meaningful and relevant and also we're gonna fix those spellings.

Yeah.

How would you help students remember which spelling to use for long bowel sounds?

Well, we we do, I think we have a whole process. We do a sort with a bunch of different ways to spell sound if it's a kindergarten classroom or kindergarten child or whatever, we would do probably 3 or 4.

We started out with 2 couple spellings. Words or yeah, sounds they have 2 different spellings and then it's usually 3 or 4 for them.

With our second grade enough, it's probably 6 or 7 different ways to spell a sound.

So we show them, we talk about the patterns of where this is usually at the end, this one's mostly in the middle, that kind of thing.

And then we apply it through multicyllable work, through multicyllable reading work, through reading and writing.

And so it's not like we just tell them these are the ways to spell that, and memorize them.

We know ever tell them to memorize it actually. We show them and then we apply and then guess what the spellings for all long vowels actually and the variety of them are going to come up especially if you're reading authentic text or trade books.

They're everywhere, right? So we're going to continue the, it's not like we've got this week of these lessons and then you're done, you're gonna keep reading things that have those spellings in them forever.

And hopefully writing things too. That do. Yeah. It's a whole different paradigm shift, to be honest.

Go to the SL, I'm telling you that the. Ones that I've watched so far and actually hosted 2, you're, you're gonna have such a better understanding from such a wide view of how this pair, this, it's just a very different way of teaching than almost anyone has been used to doing.

If you if you're not familiar with it.

I know you addressed inventive spelling, but there was a question about if that would still apply in kindergarten.

Even preschool. We do. Yes, definitely, especially in kindergarten. And if you look, you know, Julie Dan Lear is like, she's like a Ebbly Queen of kindergarten classroom instruction.

She works in a high poverty district with a lot of kids who come in and with you know Knowing no letter sound, letter name, can't hold a pencil, that type of thing.

And she has all of her kids reading and spelling. Really well. I mean, you'll be amazed when you see some of her stuff.

And, you know, that she shares on our, community page and that type of thing with, with their writing and spelling, but she starts out slow.

We start up very slow. We're gonna do one sentence, so we're gonna do one son at a time, and then we move to doing more writing, but always correcting.

Always correcting because you We go for quality 1st and then we go for quantity. We do not want a lot of writing like Colleen was so good at where you can't even read it.

That's, there's no point. The only point of writing is so somebody else can read what your thoughts are, right?

And also we don't want the dog ran when you can tell me a story about the beautiful Labrador retriever, you know.

Galloped across the, I don't know, field or something. And then you write the dog ran.

Well, why are you doing that? Well, guess what? I don't know how to spell all those other words.

So we want you to write that story and we want to support you to get that story, but we're not just gonna start with that.

We're gonna get people like, I need to write a 5 paragraph essay. Yes, we'll get you there.

But we're not gonna get you there with doing it all incorrectly and where somebody can't and anybody can read it where you can't read it, right?

So that's really the key. So you got to Start with quality and start small. And it's really hard.

Even I remember a 1st grade. Do all of teachers that we're in a very affluent school district with horrific scores and their writing was horrific and I came to coach and it was probably October maybe.

Maybe even September, but beginning of the year and they said We need to write a paragraph. And I'm like, okay, so how are they at right in a sentence?

Well, they're pretty good at right in a sense. I'm, okay, let me do a dictated sentence and we'll see how those kids could no more write a sentence than I could fly to the moon and I was like, what?

I said, you cannot. That's like saying to my, you know, grandsons who are now 18 months and they do run all over the place, but when they're learning to walk 6 months ago, you know, this is not, this is not okay.

You don't get to take a few steps in fall down. No, I need running. That's it.

Run. You know, I'm gonna pull you, drag you, we are gonna do that.

We do it to kids in kindergarten all the time. We need our 1st grade. We need to have all of this.

And then we have a whole bunch of kids in high school in every grade, second grade, kindergarten, all over where they're practicing doing so much wrong.

And we, you know, I had a doctor once, he's trying to retire to 84, he was 84, he's a pediatrician that lived about a half hour and he contacted me and said, you know, I'm trying to get a doctor to take over my practice, but even in their resumes that they write to me, there's so many misspellings, how can I

have a doctor take over my practice that can't even spell? And I'm like, well, good luck finding one that can because You're just not gonna, you know, it's almost nobody.

And this is another thing because then they become adults and many teachers are like, I'm not the great of a speller. Of course you're not.

How could you be? Right? So the thing with is is we've got to teach our kids what we're also in the meantime teaching ourselves.

Right? I'm a much better spot. I've always been a really good speller, but I'm a much better speller with doing this process too.

So. Yeah, start. Early and Yeah, consistently.

This question is from. Someone in New Zealand. Ask. How do you?

Somebody just I need to write down. I need somebody. I was invited to come to New Zealand a couple weeks ago and I'm like, I might have to do that.

How do you approach the Schwa vowel and spelling multi syllable words?

Okay, now please don't shoot me on this. But I'm gonna be brutally honest, okay?

Are you guys okay with that? I hope I don't even. No, somebody told me I were not allowed to say this.

I don't, I couldn't explain to you what a Schwa is. I certainly couldn't explain to a child.

There's 9 sounds that go with the letter A. So if you have it can be a short sound like at and at or long sound like a and 8.

Or like in was, right? That's supposedly the Schwa I understand when it's a.

But it's this unstressed something. So I just had this discussion maybe 2 weeks ago with a person who said you can't say you don't know what that is.

And then I said, well, what about the word salt? What's A accented? What's unaccented?

I don't even, this is where we say that the extraneous stuff that doesn't make a lot of sense.

What's that senator unanswered? That A in salt is aw, right? It's not long, it's not short, it's not.

So it's aw. Now that A in luggage is if. So what are you doing about that?

The A and father is how are we gonna, how am I gonna explain that to someone? I know how to explain it in the way we teach.

I don't know. It doesn't make I've tried so hard and I'm not lying with reading with I'm like this does not make sense to me.

It doesn't make any sense for me to say. No, I, I can say in regurgitate the, you know.

Definition of what it says, But as far as need to teach it so kids can actually apply it to read and to write.

I don't know. So that's really the only answer. I've never used the word SWY in my instruction in 26 years.

Because I don't know how to. And that's just really honest and it might be a triggering for some people but it's True.

And I taught a lot of kids who, in adults, quite honestly. Who have told me and talked about Schwa.

But still are, you know, reading at a second or 3rd grade level and had been taught for years.

So for me, I, to me, that's 1 of those extraneous things that's not necessary to utilize in any of our verbiage of instruction.

So I don't know if that answers that very well. We just teach them what's this is the spelling for that

sound.

Right.

The next question is, is there some level of memorization to spelling as you get into longer words with more vowel teams and such?

There is a there is a level of memorization and everything with reading and spelling. Of course, right?

You, you know, we, when we orthographically map these words into our head, it's basically, have we memorized them?

Yes, but in a way that makes this become accurate so we can become automatic. So yes, so instead of having to memorize.

50,000 words or you know. In the English language there's more than that but anyway that many to spell which is not humanly possible we have to memorize the about a hundred 50 spellings that go with the 44 sounds and no and you need to have repetition if I'm spelling orderve that's weird, right?

So I had to have 5 repetition. And then sometimes I just spell it for fun to see if I can still just spell it, you know, which I know sounds crazy, but I do.

But so the more that you're actually applying it with the spelling piece, there's got to be, yes, you've got to recall it.

It's got to be in your memory. It's not like there's just a, you know.

You know, I don't know, curtain there, nobody's home. We've got to have that information in there to pull out. Oh, I know.

Yeah, there's a lot of ways to spell. I'm gonna use this 1. 0 yeah, you know what?

Pass ends with that, that double letter S. And so I'm going to use that 3 letter spelling prepare.

Yes, we've got to have that memory there to pull out, but not that they're memorizing how to spell these words by letter names.

It's like, I know these pieces of code. I've understood my brain has been a, you know, learning patterns since before I was even born actually that's how my brain learns best so I've seen these patterns I've been taught these patterns I've applied these patterns now I can teach myself even more and more because I understand that there's a logic to all of this.

So yes, you definitely have to use your memory. To a degree.

Okay, somebody asked how can she help a student who has speech difficulties and reads fluently spell better.

Yeah. The same way, the same way. And speech difficulties isn't a really interesting thing to me.

Another thing on my list of all these things I'd love to have research at. And we, without even trying, so many things have been accidental for us, but.

Kids who have really significant speech. Articulation, right? We also need to talk about, you know, expressive and receptive language.

It's all another story, but articulation problems when they're when they're being taught by sound and they're separating each of the sounds and they're not because so many kids they do for, and all that, right?

So they go to speech therapy and they're practicing that, but not in the context of at the beginning and at the end and in the middle of the word and all of that, it's kind of an isolated.

Sometimes I do it in words some too, but with Evelyn, you're constantly doing all of it in the context of a word.

So what we find and we there's 2 little five-year-olds that we had at our center that I remember clearly over the years that they came in and they sounded like their mouth was full of marbles and we would be like Not understanding a single word they said.

At all. And interestingly, both of them were the youngest in their family and all their whole family could understand them.

But we were like, we don't know what you're saying. The time they've been here for, you know, I don't know, few months.

You could understand what their speech got so much better. We weren't specifically working on speech, but when you have to isolate the sounds in the word and say this sounds as you write them and then say this sounds as you put the word you got all of that it helps with that articulation in that speech.

And we talk about with those kids, we don't talk about how you hold your mouth or what your mouth looks like with kids unless they need it.

And some of those kids, we do need to talk about that and hold up a mirror and show this is what you're going to do.

Stick your tongue out. You know, my grandson was just doing I had my grandkids today and my for, just turned 4 year old grandson was saying something.

With us and it wasn't I don't even remember what it was but I told him how that sound is and then I put it in the word and then he repeated it and then he's running around practicing.

I wish I could remember the word, but practicing saying it right, that's what we want to do.

And that speech is gonna help much better. And then, but the interesting thing, they'll say book F.

And write that spelling, which is why another thing teaching but by speech is great for Dialect or you know even speech issues that type of thing you have them you know matching that spelling they know what they mean it's just that they're having hard time getting it out of their mouth that way.

Okay, usually spelling lags way behind reading. How do we get spelling to increase rather than lag behind?

It's always gonna lag behind. It's just going to, when you have something that's so much more challenging and so much more cognitively heavy, it's just it takes more, but you can get it to lag less behind, right?

We have, I mean, how many we hear all the time? Oh my gosh, my child is a great reader.

Oh, but they are horrible at spelling. Well, I'm telling you something. They aren't as great of a reader as they could be.

They they aren't reading to their potential if they're spelling incorrectly, no matter what age, right?

Whether it's us, no matter if you have 3 PhDs, if you're reading, if you're still misspelling a ton that reading is it could be here but it's here so we don't want the spelling to be here but it's always gonna lag a little bit but we don't want it to lag a lot and it's gonna lag a lot because people have been frustrated.

right? It's hard work, especially when they're not progressing so much. It's like, well, they can use spell checker.

Really matter. So we kind of throw it to the side kind of like handwriting, which is a very bad idea in both situations to do.

But we just like This is kind of, you know, go ahead and spell check it. But you know, as spell checks like no suggestions, you too far off on that, that I can't do that, right?

So. I forgot what the question was, Katie, but hopefully I didn't go too far off.

Beat and track.

No, I think you answered that. The next question is how has spelling and writing been impacted by the rise in laptops in elementary classrooms?

Do we need to support more pencil and paper at home to fill brain wiring gaps or is computer spelling the same cognitive wiring?

No, that's such a great question. Thank you. Whoever asked that? Absolutely, you're right.

No, those computers are causing a lot of issues, you know, especially because we're going so much toward them, but there I just saw another research thing.

I mean, I have lots of handwriting research things about writing by hand. How critical that is and typing is

not going to get you the same.

I just saw a post on that somewhere and somebody said, well, some people are just not going to get good at, they won't be able to handwrite or do well.

I'm like, not if we don't teach them, but when we teach them, yes, they all will.

Many, many, I mean, we taught countless kids with dysgraphia that you couldn't even read their stuff and then they become.

Good handwriters, right? So the writing by hand. Is critical. Absolutely critical.

Now, It's easier, it's simple, we want to have a program, all those kinds of things, and but you're not gonna get the same, you're not gonna get the same outcome.

So absolutely, do more by hand if you're a teacher, do more by hand in your classroom.

Obviously you're gonna do some stuff. It's on, you know, digital stuff, but you really.

There you know you if you're doing digital work you want to make it so that it's you know, quality where your outcomes are gonna actually be improved instead of instead of kind of like lowering the bar and just kind of getting it down and checking that box.

Because that's a really big Issue for sure. Yeah, that's great question.

Okay, I want to be trained in, how do I go about convincing my district to pay for it?

I'm a special education teacher in northern Michigan. She asked what are my spelling points? I feel like maybe she meant selling points, but selling webinar so

Yeah. Hey, there you go. I like that spelling sling. What I would say to you is to, Connect and the community page and ask for someone who's a specialized teacher and I would you know, kind of interact with that getting people to share their results getting people to talk about their experience and going to your I mean how how are your kids performing?

Do you have, you know, 95% or more who are have become proficient at reading and spelling.

My thing is, is the answer to that, and I like 100% really, but is almost no for the vast, pretty much everybody, most part.

I do notice a couple of schools where that's not the truth, this the case. But if we earn at 95 or 100%, we need to keep.

You know. Searching and refining what we're doing. And that's what I would, I would use data for your people and then I would use other, you know, talk to other people who are doing it and that whatever grade level you are, that type of thing.

And see, you know, share, we have a lot of stuff. We have, have them go to the SLL summit, quite frankly, if they would or you go to it and, you know, share some stuff from that.

But The selling if. It depends on your administrators that just is the case. I've worked, you know, we're in 47, 48 states and 13 different countries and I've talked to administrators from all over.

We don't we don't reach out to administrators ever. We don't have a sales team.

We don't they come to us because they've heard about it. So if they're resistant, you're not gonna get there.

To be honest, if they're open and they're looking and they're wanting to, you know, improve, you know, outcomes and that type of thing for you, you know your administrators.

So I would, we have a lot of things and our intervention training page, there's a, info pack.

That's something that you could share with them. You know, there's a lot of different things that you could share with them, but it depends on.

Where their mindset is really. And if they're open and just say, you know what, I'd like to pilot this.

And And this is why. And I would I would do that but also check on the community page for somebody who's in your situation because we're going to tell you it's great, you know.

It's our stuff, right? So you really shouldn't believe anybody who is the program creator or selling something.

You should talk to people who are actually doing it. And see what the outcomes are from them. Though that's what I would recommend.

Alright, the next question, is there a place for teaching letter names to?

Yep, and handwriting. That's what I would say. That's where we have a handwriting webinar.

I highly recommend it. There's a huge connection between handwriting and reading fluency.

Of course, writing fluency too, but that's where we teach it and it's going to teach the correct Letter formation and it's gonna teach all kinds of good stuff.

So yes, and then that's where we teach the letter names. So yeah. We're not saying we want to get rid of them, right?

But Really, we don't need them for a lot of things, right? The kids don't need them to read and write.

So. But we have no problem with them learning them.

Alright, I answered this in the chat, but I thought maybe you'd want to address it. Somebody asked if this also applies to high frequency words or hard words, do you want to just talk about what words all of the strategies would apply?

Yes. Yep. Every word that we speak. Can be sounded out, right?

And every word that we can sound out have letter, a letter, or up to 4 letters. That represent that sound.

Yeah.

Right. So your high frequency word we're gonna do the word were, 2 sounds, 4 letters, a 1 letter spelling for a 3 letter spelling for her.

It's the same. We put your kids on the same horse and we do not change it. Now, Is this this kind of word or that kind of order?

Do I do this with this word or do I do that with that word or how no words are words?

We say the sounds, they're made up of sounds, we say this sounds, we match the spellings to the sounds and then we read the sounds.

So we can read them and we can spell them. And write them. So yes, every word, without exception.

You know sometimes there's some weird stuff going on or Derv is pretty good the word Colonel like a Colonel in the Army that's pretty weird but Just because it's weird doesn't mean it's just like, isn't that interesting?

And we, kids think it's so cool, especially with the weirder thing you find, the more that's like, wow, check out that spelling for, crazy idea was that.

But and then you can look at the, you know, the history of it and that kind of thing if you want to to figure out why they did that like missus the word the Abbreviation misses very interesting story behind that.

But somebody's like, why is that misses? Why is that R in there? But Anyway, stuff like that.

Yeah, but all sounds.

When you showed the word charge, you had a lot of questions coming up about the letters AR and why wouldn't they be on the same sound line?

And then would you address our controlled vowels?

This is the most popular question for anyone when talking about speech 1st instruction. The AR, okay. That can be one sound like in the word dollar.

Or, or, those 2 letters represent one sound and dollar. If you have the word car.

Alright, if we headed on one line it would be Ka. Which actually my New Zealand people, they would put it on an online as with people in Australia and people in some places in England.

Because that's the basically, they call it, that it's 2 sounds. We don't say, here in much of the United States in Boston, they do actually.

But we don't say that. Most of the places in, you know, besides what, what I mentioned. So that is actually 3 sounds.

And if we're gonna go by sounds, we're gonna go by sound. You can see my mouth is moving 2 times.

Or is it distorts the sound before it, but if you segment it purely and with a second in between, no problem.

It could also be If you look at the word war, okay, how fun is war? That's another sound that goes with the letter A, by the way.

So, okay, warm. Whoop, o, or, hmm. If we're going by sound and then we're gonna match the spellings, it's very easy, right?

So why would, why I guess my question would be 2 for that too. It's really a curiosity.

I've always kind of wondered, why would you put it on one sound or 1 1 line? Because it's obviously and definitely 2 sounds, right?

So even like, like the word her, that's gonna go on one line, the earth spelling.

But if you have like the word Period. E, so that's definitely 2 sounds, and then if you have the word, Well, Mary, I guess it's a 2 letter, or, or E, like Merry Christmas.

So you separate by what are my ears. So you separate by what are my ears here my mouse say.

And we're gonna do that with every word here, my mouse say. And we're gonna do that with every word and every sound, and we're going to do that with every word and every sound in every everything.

And we have a process. This consistent that we use with all words. But yeah. Because otherwise kids will still and you guys see this just like that word car.

Cook, RR is a letter name and it's every letter name that's a consonant is at least 2 sounds long.

Alright, you had a couple questions coming in when you were talking about correcting spelling. There was one that was asking does that also apply to the times when they're asked to write for leisure?

Would that deter them to want to try writing and then how will they express any ideas on paper if all of

their incorrect words need to be corrected.

Well, you can express your thoughts. Verbally, right? I would it's in transitionally we're not saying you're gonna write a sentence only forever you we have kindergartners I mean our kindergartners and everywhere at the end of the year are writing paragraphs that are almost all correct with and Katie knows this kitty was a kindergarten teacher and she's experienced that.

So this is what our goal is, right? We should not expect again, my babies are not gonna run right away.

They're running now though, but these kids are not going to be writing a paragraph accurately right away.

They're going to be though by the middle to the end of the year in kindergarten and any other grade much longer quicker than that for sure.

So what we have to do is, you know, That's tile, especially a young child, can dictate their writing and somebody can write it down for them and they can illustrate it.

There's lots of things that you can do about that. But having somebody write when they don't know how to write.

Is only gonna get them better at being bad at writing and spelling and also frustrated because think about when I asked you guys to spell those words, right?

I didn't ask you to put him in the chat. If I'd asked you to put him in the chat, I'm pretty sure almost nobody would have put what you were spelling in the chat, right?

Because you like, oh. Probably gonna get these wrong. I'm not really interested in having everybody see me get these wrong.

Your kids are feel the same way. Even in kindergarten, raise your hand if you like doing things wrong.

So these kids are just like, I'm just not gonna write anymore. I'm not gonna do it.

I'm not, I know I don't know how to do this. I know nobody's told me how to do it right and I'm just not gonna do it or they're gonna give you very, very 4 the dog ran kind of writing because they don't know.

How to spell it correctly. They have beautiful, well the thoughts in their head are not what's down on the paper.

I could assure you of that. Because especially once they get past, you know, maybe kindergarten 1st grade when they might be okay with doing it all wrong.

But once they know they're doing it all wrong. They're not interested. And so we have horrible writers.

Almost across the board. And the older they get the worse they get because they've been doing it more but then they just kind of I have so many high school teachers that will tell me too, we don't write.

The kids are, you know, they can't write, so we're not gonna write. So if we really want them to get their thoughts out on paper, we've got to teach them how to do it and teach them how to do it so they can be accurate at it and know that they're going to be given, you know, the corrections too.

Yeah. So we will get there. It's not like we're gonna do, you know, just a little bit here.

We're gonna go for quality and then we're gonna do a whole lot with quality too. And as far as writing for leisure.

I would wait on that or write a sentence about what ever your favorite thing is or what where you can correct it.

You can do it on one page if you can correct and have them rewrite it on the other page.

But you have to teach them how the whole works instead of dike. We just gonna correct correct correct when you don't have a process of.

What you're doing or an understanding of how this code works and that type of thing. Yeah.

Nora, you did have a lot of questions about middle schoolers and high schoolers and how would you help those students who can read well but they just can't spell and now they're in.

In high school.

I would teach him. First, st if I were you. Middle school and high school teachers, I would not buy you but I would have them do those ebbly-free lessons.

There's 20 of them. Most of them are 15 min long, 10 min long, they're not very long, that's what I would do.

Because that's it's not going to take much for those kids, especially if they're good readers.

They're gonna make, oh, wow, why did I know this? I didn't, you know, there's gonna be a lot of light bulb moments, but that's going to be the very best use of your time for free.

And you're gonna, I'd love to hear how it goes too, because you're gonna be like, what?

How is this possible that you're seeing this much improvement in their spelling? With just that. The all you need is a whiteboard in a marker and they can do it with headphones and in a place they're gonna need to say the sounds out loud.

It's the only thing you wanna really, but I hound on that while I'm in there.

So that's what I would do.

Alright, does it matter the order that you teach the spellings?

Well, I mean that depends. Obviously in kindergarten it does and 1st grade you've got to start you know when they're emerging.

For second grade and above. I mean. Loosely, but not a lot. To be honest, really, we have a process in the order that we do just because that's what we do, but we don't.

When we're teaching speech to print. We're gonna to teach about, I think at our.

Second, even in our intervention, we teach maybe 8. Sounds the different ways to spell 8 sounds not 44 not 30 not 20 not even 15 we teach 8 because we're not teaching the information per se.

We're teaching the process. We're teaching the process that goes along with these concepts and skills that you need to use and we're showing you I've never taught the different ways to spell or the different ways to spell.

I mean, for lot of things because I've taught this process that they understand there's a lot of different ways to spell sounds.

Oh, they get that after really the 1st sort. But we're going to do ones that are the most frequent really 3 4 vowels I think 4 consonants that are going to be the biggest bang that they're going to be seeing the most of and then they automatically have kids are smart.

We don't need to explicitly teach them all this information. You need to get them going and then they start intrinsically picking it.

It's a beautiful thing and it's really how humans learn but we oftentimes especially with phonics got in this mindset we have to teach them every single solitary thing and every spelling for everything before they can actually ever use it but we don't.

We have to, if we're teaching them by sound and how they actually code, the alphabetic principle works, they start applying it much faster than you really could ever imagine.

Yeah, it's really exciting to see.

A topic that's come up quite a bit are using spelling pronunciation when spelling.

Versus the sounds like they're saying for the word people, her brain remembered. The letters PE and then the letter O and then PL E.

Let me just read it. Sorry. What are your thoughts on using spelling pronunciation when spelling?

For instance, I remember how to spell people by my brain saying, She has PE. And O and then PLE.

I now understand that the OH is a link to the root pop, but I still use the spelling pronunciation even today.

And there are other people that are saying For the words, you know, like February or Wednesday, the ones that have those unusual spellings.

Is it okay to pronounce them in a different way for the sake of spelling?

I mean, all of us do compensation, you know, things to compensate for everything, right? And so if it works, then that's okay.

I don't do it, but, or I don't teach it. You know, I'd do people put E with EO as the, and I'm not sure what you meant by the pop thing, but it doesn't matter.

EO can be E. And we teach them that Wednesday, we just teach them this spelling thing and then.

The key is if they can read it right and spell it right and they know what it means. Then we're golden.

And the more efficiently they can do that with the less brain space they have to take up because that's a lot of things to remember to do.

You know, it's interesting because Hannah who works for this is also my daughter. She, you know, 31 32 under ACT honors at University of Michigan all that kind of good stuff and she's and she says I'm a much faster reader because of Abley but I used to play those things where I put my head about how to spell weird words like that.

So I mean that's fine for sure. And if you can do it a way that's even more efficient, and that's more fine.

But as long as it works. But you if you think about that and you have to do that with a whole lot of words, that's a lot of brain energy.

You know, put into that. Yeah.

Okay, how do you help a child who struggles hearing a sounds and words like a auditory processing disorder?

Yep, that's called our life. In many, many, especially at our reading center, that's what we see all the time and we just have to train them and teach them.

How to segment. This sounds and we have all kinds of tricks and tips to do that. There's a lot of webinars you could look at.

That would talk about that are our Phoenemic awareness webinar. Lots of different ones, but yes, we get them so that we make sure that they are doing the segmenting and we are not doing this another thing that happens a lot.

We do a lot of the talking for the kids. What comes out of their mouth goes into their brain, right?

So it's got to come out of their mouth. What comes out of their hand with writing in the spelling goes into

their brain.

Yeah.

Alright, should we put up a sound wall in the class to help students with spelling?

You mean the mouth pictures?

It just does a sound wall.

I'm a magic that's what they mean because that's that's also a new thing I'd never heard about until the last couple of years but I've never used that.

No, I wouldn't say I've never used a sound well. I don't think it's a good use of wall space.

I don't think it's good use of instructional time and a lot has been coming out about that too that there's no research at all based, you know, if you have, I always say to teachers, if you have all kinds of time that you don't know what to fill it with, which I don't think any teacher does.

You could do that, but I. There very few kids that need those articulatory motions.

And a lot of them are, there's the speech kids, right? And So with those many classrooms full of kids, you're not going to have anybody that that really needs that.

So with those few kids that do, we talk about how you hold your mouth. I don't have a picture for it.

I just show them with a mirror and my mouth in their mouth. So that they can do that. But yes, I would not recommend it, but I know it's popular.

Does Emily teach specific spelling generalizations like, the letters CK and K, TCH, and CH, etc.

I'm not sure what that means, but yes, we definitely teach those spellings to our kids.

Is What do you think I'm not?

Maybe just do you teach like the different spellings for a sound?

Yes, like we one of our 1st sources where we teach CH and TCH. As a spelling.

It's also pretty early for kindergarten. We don't teach those. We, in kindergarten, we teach 19 classroom.

19 sounds, for 19 sounds. But that's by far the most in 1st grade. I think it's 12 and then after that 8.

So they're asking so when would you know to use CK versus K in a word?

We teach them how we do teach them 4 ways to spell. We have C and K and KE like in like and make

and then CK and we sort them and then we talk about the patterns and the tendencies.

Vowel with the common sound or if they know short while we'll talk about that but we say you know the one you learned 1st in kindergarten and the long sound.

So we talk about those patterns for kids. So we teach that in kindergarten like. Really quick, I don't know October maybe.

Maybe November, but I think October and. For 1st grade week. 1, 2, somewhere in there.

And then. When you teach the sort that 1st time, they're saying that they can't get any of these to stick.

What would you say is the best way to practice those after you teach that sort?

Well, no, you don't teach the sort thinking that they're going to master that, right?

The sort is the explicit instruction introduction, right? To it. And then you apply it and we have lot of different ways that we use to apply, but also If you're reading a book, pretty much any book, a page of any book, you are going to find those different ways to stuck or all kinds of things.

In there that you're supporting the you know doing supportive reading with error correction and stuff so that has that's just not a Problem it sticks quickly.

Okay, there's a lot of conversations going on right now in the chat about, in reading simplified instruction.

Is there a difference between the 2? If so, what is the biggest difference?

Yes. There is. Ebly is very, however, is different really than any other SLO, program is that it's, it teaches all 5.

Explicit instruction and all 5 essential components of reading. So phonemic awareness phonics, vocabulary, fluency and comprehension, as well as explicit instruction in handwriting, spelling, and writing.

And so we integrate that and we also have We're very big on discovery. We're not big on worksheets.

Now, reading simplified is, you know, going by sound first.st They've also had a focus on more K 2, maybe 3.

She's just, I know done some stuff with 4 and 5, but Pretty much the phonemic awareness and phonics.

That's her focus with that and a lot of people have it, you know. I think it's a great place to go to kind of.

Dabble in learn, not dabble. That's a bad word. But to get your feet wet and learning what this kind of instruction is, there's, you know, with Ebly, we're very big on discovery, explicit instruction discovery, meaning that We're going to teach the different ways to spell.

We're not gonna show the kids what those spellings are. We have a process where it helps them discover it because the best way to learn is Make mistakes and get correction, to teach somebody else and to discover.

So to discover is absolutely huge when it's supported. So that's something made a lot of other reading simplified.

I know they'll actually show the spellings of the sound and put them on the worksheet type of thing.

But there's a lot the integration with across the curriculum. We teach. We have lessons, but we also teach our teachers how to integrate Ebly across the curriculum, whether it's in science or social studies or math or a novel or whatever you read or calendar time, all of that.

So For me, I used to be trained in phonographics, which was very phonemic awareness and phonics spectacular and really helped give me a great foundation in all of what I do and still do, of course.

But I, it was very one on one focused and limited in the. You know, the words used and all of that type of thing.

And I'm like, I wanna use what teachers have to use. And I want them to be able to have a system where they can utilize it.

For all day. When you teach, all day long, that's my favorite answer to that question.

And across the curriculum or whenever there's reading, writing, and spelling needed. So we teach the less lessons which you know, takes off the cognitive load for the teachers, which we also have videos where I actually teachers One on one or a small group or whole classroom student and then gradually release you to doing the teaching.

So we. We decrease the anxiety for the teachers and the cognitive load for the teachers and all that type of thing.

And then toward the end of the lessons, we're training the teachers or conditioning the teachers. I should say, intervention, we're like, we're hoping that you will have these kids go back and into the classroom and they're, you know, able to manage the grade level stuff.

But in the classroom we want you to teach this. All day, every day, whenever you have, you know, use the process.

I use the process in my own life every day. Right? So, there's a lot of, I don't, you know, I've never done reading Simplify, so I can't, but I know Marty well, and she's a friend of mine, and, and we, you know, promote each other.

I always say Cause her thing I think is like, 40 or \$50 a month that you can, you know, get in there.

Other people, that's a big discussion on the public community page too for people who have done both

which would give you a better answer to that.

But those are some of the things that I know, you know, for me the handwriting, the writing, the spelling are huge.

And, So, yeah.

So kinda not to piggyback off of reading simplified, but just the comparison. You have a lot of questions comparing, Emily and OG, Sounds right and OG.

And I know that those also are and, and, and, being discussed on the every community page as well.

Would you want to talk about any key differences here, would you recommend that they go to the community group and ask those questions?

The differences between. Okay.

And OG, in sounds, right? I think, Ali and Barton came up.

Okay, we going to that LA community page at the top that pinned post there are probably there's 50 some I don't know unless I look 50 some comments in there and I would say 40 of them at least are from people who had taught OG and now teach Ebly.

They will give you great comparisons. I have a, lots of webinars. Actually, there's 1 speech to print versus print to speech, which is one of our most popular webinars that people still of course sign up for.

You can get that in our webinar page that compares. Some of the differences. Between the 2 that really The differences are vast.

And one of the greatest differences that really has caused a lot of angst among people is the. Is the speed of Ebly and how quickly you can remediate students even severely dyslexic students that is, you know, very different than what most people think so that's a big difference but the the instruction of course is tremendously different we don't ever teach a letter in isolation we don't teach

anything in isolation. Even our kids 3, 4, 5 year olds, we're gonna teach.

What sound goes with what letter in the context of a word, which is very, it's very different, but there's a lot, a lot, like I said, we have hundreds of Barton, OG, Wilson, all kinds, you know, I've never taught, OG.

I've learned about it and I sat in a training before and that type of thing and read of course a lot about it but As far as once you get into it and all of those nuances of it, the people who have done both, there are many, many, many on our community page and they're very gracious about sharing about their experiences.

So I would look there as well as in our our blogs and webinars that that talk about that.

Because we we have quite a few oh another one this is one I would go to what's that one called?

From Balance literacy to OG to EI think that's what it's called, right?

With Janet.

Quick, we used to share that in there. And it's 3 people who have taught to OG for years, probably decades, and then shifted to Abley, 3 educators.

And they all, it's like they shared their experiences. That one is probably one, you know, I'd moderated it, but I, you know, I wasn't my.

Presenting kind of thing. They were talking about their experiences and answering a lot of questions. I would say go to that webinar and check it out because that's gonna give you a whole lot of insight on that question.

I'm glad I thought about that. And sounds right? Love John Walker also, door the man.

We could talk forever. We started ours the same month. He started sounds right. I started toby, which is pretty cool.

I don't know as much about sounds right to be honest. So I that's 1 you would probably have to ask somebody who's done both if there is anybody that's done both.

I don't know.

Okay.

Sounds rate has been discussed in the community group as well. Not as too much of an extent as, OG, but you could do a search for this conversation.

Yeah. Okay, good idea. Anything else I've kept you guys a very long time? Is there any more?

Alright, you you have a lot of questions, I'm not quite sure what time you want to sign off.

And so There was a couple other good ones. Well, they're all good ones, sorry.

Yeah.

But this one I was interesting. She said, I like the idea of correcting the spelling.

How does that look in a whole class whenever one's writing independently even at the younger grades?

And I know that this comes up all the time in the Facebook groups as well about the whole class with writing.

Yeah, they're not writing independently until they know how to write. Quite frankly. And then they're gonna start small.

So when we do our writing, we all come, we do together come up with a summary sentence, you know, we dictate a sentence if we're doing homophones, that type of thing, or we'll write, we start with a sentence and we all do the same one together while we're starting the process again.

Remember, we're gonna start at the beginning of the year and we're gonna move so at the end of the year.

Second grade at least, maybe even 1st grade, but we've got a 5 paragraph essay that they can write.

But we scaffold it and gradually release it. I do, we do, you do. We do a lot of that.

And we're gonna make sure that we go for accuracy and teach them how that works. And so they get some practice of actually putting a capital letter at the beginning of a sentence and a period at the end.

So they write the sentence as we dictate it and then we correct it. At the front of the board where they do the corrections on their board so the last thing that they see is corrected.

We do whiteboard a lot for a long time, then we transfer from whiteboard to paper and then they you know there they move into that independent writing of course because that's the whole point but we don't start there.

Because they don't know how to write yet. We've got to teach them how to write.

Yeah.

Okay. Could Emily work to support people who are getting their GED?

We do a lot of that. We do a lot of that. And depending on the degree of difficulty, they may need someone to do instruction for them.

So someone trained in Ebly to teach them. I would start with the Both the Abbey site words by sound app and the, the free lessons for someone getting their GED.

I know Shannon's worked with somebody, well not a GED, but she was going for I don't know, to get some accreditation in something, a teen or a young adult for that.

But definitely, yes, we've worked with lots and lots and lots and lots. Of Kids are young adults in that situation.

Also, what else? Who all the way up to the age of 82. Some have had their PhD, some doctors, some lawyers, all kinds of things that you would kind of be surprised about.

Yeah.

Somebody asked, could you address expressive and receptive language disorders?

I could, but I'm probably not going to hear because I couldn't do it justice and at quarter 10 to 9 and at night.

But the good news is I think I talked about it in the vocabulary. I just did a vocabulary webinar last.

Night night last night, last month. So I believe that I talked about that, but yeah, that's a very near and dear to my heart piece too.

That, you know, that we listen, then we speak, and then we read and then we write.

And if we're not speaking, Shannon could speak to that too. She has a child right now that.

Has had some significant expressive language. Difficulties and how we train that. So that we can move to, you're not gonna have fluent reading if you'd have expressive language difficulty.

So yeah, I would look at the vocabulary webinar. It's a great question.

And, See what I've shared about that in there.

Before you jump off, there were a couple questions about how to get started and then also if, bly, training has a full curriculum.

For teaching reading and spelling or is it to be integrated into other curriculums? Like she said, I know letters training doesn't have the curriculum included.

If you want to talk about that.

No. Yeah, Ebly is if what I would, my best recommendation. I mean, Eli is like I say in lots of schools all over the country and it's integrated, it's the it's used with a whole lot of different curriculums.

Ideally the best in my opinion is to use Ebly as the foundational instruction in a knowledge building curriculum like EL or CKLA or Witten wisdom with Ebly as the knowledge building or as the foundational instruction piece.

It's going to move ahead in some, especially in the younger grades, it's going to move them ahead much faster, but That is ideal, however.

If you're using, I don't know. Hey, mate, journeys or those guys, I don't know if those don't seem so popular anymore, but they used to be popular just few years ago.

Those kinds of things, what we say is use those and just kind of use the stories in the vocabulary using Ebly, but do the, Abley, and Ely is definitely in kindergarten and 1st grade and even second grade, going to move a lot faster than those do.

Meaning that your kids are going to be in multi syllable words in kindergarten by Christmas time.

And they're still gonna be probably in CVC words in that. You know, the scope there, but you can use the reading and the.

Stories and all that type of thing. So yes. Having it used as the foundational instruction and then we also for writing.

Once you've done Ebly, we record as far as a writing curriculum because we're gonna teach them how to write and then expand a bit on writing.

Of writing curriculum. Think SRSD. It also they have a 20% discount in the SLO summit.

So if you're interested in in EI would definitely say go to the SLO summit, pay the \$67 to upgrade and then get the \$600 off every training.

There and you can also get 20% off. I think SRSD if you're interested in that.

There's a whole bunch of things in there that you. That our discounts and also freebies and that type of stuff.

So if you're interested in training I would go there and then it would take you from the summit once you sign up and go to.

You know, get the 20% off, it'll take you right to our registration page and you can, you can do that.

Alright, I will give you.

Yeah, it's gonna go that discount will go. It ends the end of the summit, which is June 28.th

Alright, I will leave you with one last question. How, how well do students using Ebly do with comprehension?

Okay.

Here is no other reading. Reason but comprehension. There is no reason to teach reading. At all if you're not going to comprehend it.

Kind of like building house. You do not want to build a house and not ever live in it, right?

So that question to me is, you This is why we want to speed up this. This instruction so that you can get to the good stuff, which is to read anything you want to read and understand what you want to read, right?

And make it easy and effortful effort, that effort, effortless so that you're freed up your brain to be accurate and automatic and that you can understand and and be able to comprehend that you can write so somebody else can read it.

So comprehension is the goal of everything that we do. And we move there very quickly. We move into reading and text and we move into reading and authentic trade book.

You know, text that decodable stuff very quickly, because That's gonna give that exposure to all of those different spellings for all those different sounds we're talking about, but it's also gonna give you exposure to background knowledge to vocabulary and and improve your interest, right? It's we want to read about what we want to read about.

The NAT controls or, you know, things that are in this level or that. You know, only patterns or whatever.

So decodable and and and leveled text type of things. We don't use much. We do it kindergarten, of course, and maybe a little bit in some 1st grade.

But not too much.

Yeah, Katie, are we good? That was great you guys. You had some And I'm, no questions.

Thank you. And again, if you are watching the, this as a Recording hop over to our every community page and.

You know, ask any questions that you may have too. So I appreciate you guys being here. And spending so much time with me here on this Thursday night.

Are we good, Katie? Anything else?

I think we got through most of it. I apologize for any that I missed.

Beautiful. Sounds like there's a lot going on. So you guys will get the recording and any resources and links.

Tomorrow. In your email. So watch for that and feel free to share this and do come to the SLS.

I'm just so excited about it. I get more excited about it every day when I listen to more of the presentations that we're getting recorded and and host more of the things so it's gonna be share that share that widely all right and thank you guys again and I appreciate very much you being here and helping in this teach the world to read mission that we're all at.

Alright, thanks so much and happy summer. No more webinars until until the fall. So we'll see you then.

في