

All right. So welcome everybody, and everybody who keeps popping on here, to our webinar about subliteracy.

I am Nora Shabazi. I am the founder and owner of EBLI, which stands for Evidence-Based Literacy Instruction, and it is a system of effective, efficient, explicit instruction in the five essential components of reading, phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as in spelling, handwriting, and writing. So we train teachers, classroom teachers of all grade levels, and also remediation teachers, Title I, reading specialists, special ed, who teach any age or ability level. So we really are passionate about getting really effective, efficient literacy instructions to teachers so they can get it to students and make all their lives easier. I also own Ounce of Prevention Reading Center here in mid-Michigan, where it's four degrees today, and I opened that in 1999, and it houses our EBLI headquarters, and we also see clients anywhere from preschool to senior citizens, one-on-one, in person here at our center, or virtually. So my passion for literacy runs really deep, and it is very personal.

Back in 1997, my own daughter, my middle child,

Colleen,

was a struggling reader. She was a year below grade level in second grade in reading, and her reading difficulties led me to researching reading and teaching her to read in really just a few hours. So that ended up changing my whole course of my life. I left my profession as a neonatal intensive care nurse and became a very, very passionate literacy champion, promoting and providing literacy instruction to teachers and to kids.

So,

it's something that in all of these almost 25 years has intensified as opposed to mellowed out a little bit. So I always love sharing about literacy. I love sharing what I know and what I've learned, and I love learning from others, because every single day I learn more to really move the needle of literacy so that we have a highly proficient society, really 95 to 100% proficiency in literacy across all ages and from children to adults. So that's my story, and I would love to know more about all of you. So if you could, in the chat, if you'll share where you're from.

You could share the temperature if you would like to, like John tells us with his

almost 70 degrees. You can share where you're from and what brings you here tonight. Why'd you decide to spend an hour or so on a Thursday evening here on this webinar and learning about subliteracy? So if you can share that in the chat.

Also in the chat,

you can

put any questions as we're going along.

I'm sure that there's questions that will come up.

So you can share those questions. Alyssa from our EBLI team is on tonight with me. Alyssa, you want to say hi?

Hi, everyone. Happy to be here.

Yeah. So she will be checking out the chat.

She'll be sharing, when I'm talking about certain things that there's a link to, she'll share the links in the chat.

She'll be checking and pulling questions out.

And so I'll stop every so often along the way during the webinar to answer some questions, and I also have time at the end, and I will be happy to stay here. As long as you have questions, I will be here for however many of you want to discuss, and all. I love interactive presentations, so please don't be shy and do share any questions, or thoughts, or wonderings, or great information, or anything with us. So again, those of you who are just popping in with us and adding

on, share in the chat where you're from, what brought you here tonight. Are you a teacher? Are you an administrator, a parent, a home school mom or dad? A business owner that's interested in literacy?

Whatever it is, go ahead and share that with us.

I do want to, before I share my slides, I want to talk a little bit about why I chose the topic subliteracy for this, our first webinar. What we've done starting in 2021, new year, new exciting, different things, hopefully, different way of life.

And

so we are starting a blog. We did start a blog that started at the beginning of January, and every other Tuesday we send out a blog to everybody on our mailing list about a topic that we think is of interest to pretty much everybody who's on the literacy pathway, basically, as a parent or an educator or whatever. And so in those blogs, I do writing about the topic, and then I do a video where I kind of personalize information, and then once a month, we're doing a webinar.

So I chose subliteracy because John Corcoran, who is on here with us-- You can wave, John, if you'd like.

He is the author of "The Teacher Who Couldn't Read." It is a book that I think every educator and parent or anyone interested in literacy should read. It is about his story of being a teacher

for 17 years, reading at a low elementary level, and he was
a history teacher. He learned to read when he was 48, and that was over
30 years ago. And,
so

I have become grand friends with him after about
12 years ago, I picked up the phone and called him when I learned about his story
and his literacy advocacy and all.

But he and I are working with a 22-time Emmy
Award-winning documentary producer to produce a
literacy documentary, and this, for both of us, is kind of
like a dream come true to truly move the
literacy needle far and fast. We are really, really
passionate about us, or about us, too, but about that, moving the
literacy needle. And so We have been looking for an
opportunity, and the time was right, and all of the stars aligned, and
so we have this opportunity. But on the flip side, it's also
created a ton of work for both of us that neither of
us realized it was going to be quite to this level.

Recruiting people that are really experts in literacy and
from a bunch of different angles, and vetting them, and interviewing them, and
learning from them. And in the meantime, we daily,
usually sometimes maybe five, six, eight times a day, we have
conversations and talking about many things.

And one of the things we talk about a lot is the words we use. Language matters. What we say and how we say it really matters. And Jon really has always had a big problem with the term, especially learning disabled. He learned to read at 48, and he could've learned, of course, at five, but he hadn't been taught yet, and he wasn't disabled. And so we've had a lot of discussion around that and how do we phrase that differently? How do we have not just children, and parents, but especially educators, look differently at how we look at kids and even adults who struggle with reading or who can't read.

So that's where I came up with deciding to do the webinar on this topic. I've been using the term subliteracy for a couple of years now because it describes really the situation that kids are in. They're below literacy level.

So that's where, to give you a little bit of groundwork, of where the topic came from. So that's my little intro story.

Now I'm going to share my screen and get going.

Remember, if you just popped on, if you would put your name, or you already have your name, but put where you're from, what brought you here, what causes your interest in literacy and wanting to always

learn more. So if you'll do that in the chat, and remember, share any questions that you have as we're going along.

And I'll stop along the way, and Alyssa will

tell me the questions, and we'll have a time at the end for question and answer.

Also, Jon is, if you have any questions about Jon, I'm going to be talking about

him a little bit throughout the presentation, but he will be around,

too, if you want to understand the

emotional trauma or the mindset that comes from someone

who goes through school and much of adult life for many

decades,

being on the outskirts of society because you are not able

to access the reading and writing system. Okay?

So it's a really important thing that all of us should be thinking about

because second graders who can't read become fifth graders who struggle with

reading, become 10th graders who struggle with reading, and become 48-year-olds who

struggle with reading. So we want to think not just about they're on the outskirts

of society as far as they don't get to be included in all the literate parts of

life, but also what is the mental and emotional

toll of that? And I must say that

it's huge. And Jon would be happy to share that, too. All right.

So our topic is subliteracy and a problem hiding in plain sight, and I'll talk a

little bit about why

that's kind of our subtitle.

So in this webinar, what you're going to learn is what subliteracy is.

So what is that? And I'm going to define it in the way that we utilize it, and that

we really encourage for you to utilize it, too. How common is it?

How do we fix it? There's a good question to have, right?

And then some techniques and resources as well as our question and answer

time at the end. Okay?

So what is subliteracy? So it's a very simple definition.

There's actually a dictionary definition of it that's kind of along the

lines of this, but ours is very clear.

Anyone who is reading, writing, or spelling below their

potential is subliterate. Okay? And I have these

pictures here. We see the frustration of kids.

If you're a teacher, you're familiar with this, and many parents, too.

Also, this sign from a school where you have misspellings. All right?

This happens frequently. All of us see this in life.

We see it across the bottom subtitles on TVs.

We see it in newspapers or magazines or books even.

I'm like, "How can it get through a publishing company in a book like that?" And

then on the right here, and I always keep this, it's right here, I could grab it

for you. It's

at hand's length here in my office at my center, and this is Colleen's

writing piece from 1997 when she was in second grade

with 19 of the 40 words horrifically misspelled, and it is a

reminder of me to never, ever let up on this mission that we're on. So the reading, writing, and spelling below your potential has a lot of consequences, not just personal, but that reach out into society as a whole, and most if not all of them are negative.

All right. So why do we need to use the term subliteracy?

Why is that a good idea? The reason that this is a great term is that because it describes a situation. It doesn't put a label on someone.

It doesn't put the blame on a child or a teacher or a parent.

It just says this person, whether they're five or 50, are reading or writing and spelling not as well as they could. All right?

They're just below their level in literacy. And it's not going to judge the human. So many terms like the term just learning disabled, it's a horrible term.

It truly is a horrible term, and it's time for us to push that aside. We're saying learning disabled, that this person who that label is on is unable to learn, so dis-unable.

So what does that mean? If you say, "Well, this child is learning disabled," that automatically, even if it's not conscious, it's subconscious, the teacher and the student and the parent dramatically lowers their expectations. If they're not able to learn, why would we even try to teach them?

Okay. If they're not able to learn to read, so we're going to modify the environment to deal with their disability is what I've been told by actually the State of Michigan's special ed director. They had a special ed here many years ago, and I'm like, "What?" So we're not even going to try to teach them if they're disabled. They are not. 95 to 100% of all people in our English-speaking country are able to learn to read. All right? And if they're not learning to read, we need to do something different as the people teaching them, all right? Not label them. And then dyslexia. Dyslexia is a term that is necessary to get services for kids in some schools, and it's becoming more and more, but if it's a term that's being used, it should be used internally. It is not a term that should be used with parents or children to say, "Oh, you have dyslexia," or, "You're dyslexic." Okay? Because what does that do? This means that I'm limited. There's some limiting thing in me. We had one of our clients many years ago, she actually was in sixth grade when she was taught EBLI, and now she's in her 30s. When she was in third grade, she went to the dyslexia center, and they had this piece of burlap, and they pulled out a couple pieces from the burlap and told her, "This is your brain, and it's missing a few pieces." And she was eight years old, and she's like, "Oh, well, my brain's missing pieces." Well, then she learned to read, became a phenomenal, fast, accurate reader and great

speller, and went to college and

got a degree in history and I think four different minors, too.

All she wanted to do was read. The first book she ever read was "The Lion, the Witch and the Wardrobe." But she said, "I had in my mind, here's this adult and this expert telling me my brain's missing some pieces." You can't go find some pieces of your brain, can you?

So when we do that to kids, they automatically lower their own expectations and think they're not capable, and it's not true.

Here in our reading center, we have taught people who have been told they were the worst dyslexic in Pennsylvania, the worst dyslexic in Texas, and the worst dyslexic in Michigan.

And I'm thinking, whoever tells them that know about all the other dyslexics in the state. But all three of those had been told that.

And then really decreasing their mindset and their bar. So we need to have a conversation and change the conversation around that. When I was a NICU nurse, we didn't say, "Oh, your child," when a parent came in, "Your child's hypoxic and had a bradycardic episode in the night." They'd be like, "What?" They don't need to know that. That can be utilized internally, and we can say, "They had a little trouble breathing, and everything is okay now," that type of thing. Your child is subliterary.

They're not to their potential in reading, writing, and spelling, but we are going to do everything we can to get them there.

Do you notice the different feel in that?

It's a totally different mindset.

We have to quit blaming the children who become

adults that we blame for their own

difficulties that they have no control over fixing unless the adults that are

teaching them can help them. Okay?

So that is why, in my opinion, we should all

make #subliteracy, what's that called?

Trend or whatever it's called. Go viral, or whatever that all is called.

Because we must change how we think, and we must

change how we speak if we're truly going to get to 95 to

100% proficiency in literacy in this country.

Right now, we're at 35, so we got a ways to go, but we can get there.

We can get there, but we can't get there doing the same things that got us

there. Okay? So

I think that subliteracy-

May I-

Yes, go ahead, John.

May give you a personal experience?

The

term learning disability is about 50 years old,

and we invented it to describe little boys and little girls

that were having difficulty processing language, both oral and written.

And I

believe that my personal experience

is that, and believe that the term is toxic.

And

we use the term, and as a matter of fact, when I first told my story

publicly, I learned to read at the age of 48, and I kept it a

secret for 48 years of my life. My wife was the only person that knew.

And I taught school for 17 years,

in a public school in California. And

I

told my story as an illiterate. It was publicized.

"John Corcoran taught school for 17 years, and he was illiterate."

And it really made my wife very uncomfortable

about being illiterate. Illiterate

is there's something between there.

But there really isn't anything literate, or you're literate.

And what does illiterate say? And people often

asked me if I was learning disabled,

and

I didn't particularly like that word, not able to...

That way I described it. And I think it is a

toxic word, and I think we started using it with good

intentions, but we've outgrown it, and it's time for

us to change our language because it does have power.

And in retrospect, when people ask me if I was learning disabled, I never saw myself as learning disabled.

I was

never labeled learning disabled.

I was labeled the dumb kid that sat in the back of the room, or the blue jay, or the buzzard. We didn't have that word when

I was going through school. But when they ask me now,

I would say,

since I learned to read at 48, I was able to

learn, and I learned a lot of things.

I could count money and change before I went to school.

I didn't learn that at school. I learned the timetables on time.

I learned a lot of things. So to say I was disabled,

and that puts the blame on the student.

And in retrospect, I would say,

and my evidence is that I did learn to read at 48, so I was able.

And I had a lot of experience with teachers that had a teaching disability and didn't teach me how to read.

And that was from my side of the fence.

And I don't mean that derogatory or anything, it's just to sort of make the point in terms of our perception. And as

Nora was explaining, the term
subliteracy is a
nice term in between. You're illiterate where you
don't know anything, and you just mark your name with an X.
That's illiterate. And then we have a big gap between that,
illiterate and
literate.

And the subliterate is really a nice way, to me, it's really
comfortable. And I used it in defining
my third book,
and

I actually stole it from Nora.

But I wrote it in my book, and I get credit for it.

I started using it, and she's defining it right now.

So, I really
find that as really comfortable. How do you guys feel about this, talking
about a term? It's not going to teach anybody how to read, changing terms.

But I just believe that
for an adult that doesn't know how to read,
an illiterate adult, subliterate,
we're suspended in our childhood emotionally,
psychologically, spiritually, intellectually,
and

certainly academically. And that's-

You know what, though? I like your question.

I forgot what it even was. It just was in my mind.

What do you think about that term? And I'd like people to put that in the chat.

And when we're at the end, question and answer, we can go into that a little bit more. Okay?

Thanks for sharing, my dear. So yeah, put your thoughts about that.

We do want to know what you're thinking, and also what questions you might have for John also, as far as like, "Hmm." Because there's a lot of food for thought here. All right. I'm going back to my little thing here.

Okay.

So,

let's see. How do we address subliteracy?

We just talked about this. We have to provide instruction that is going to make our people who are learning, learn.

Okay? We need to move them to their highest potential in reading, writing, and spelling, so they can be active literate participants in society.

So again, John's story. If he learned to read at 48, if he'dd have had the instruction, he could've learned at five or six or seven or

eight. Okay? How do you address

subliteracy? You have to address it with literacy instruction, and literacy instruction that works.

And if you have literacy instruction that's keeping us at 35% proficient, which

we've been at in our country for a few decades now on our national tests,
our literacy instruction is not working.

There's no other way to put it. We must do something different, because we're not
going to move the needle if we keep doing the same thing and expecting different
results. Okay, so instruction is the answer
for sure. So, here are some of the side effects of subliteracy.

We see these things more and more in our reading
center over the 20 plus years we've been doing this.

Instead of having this dissipate some, we see more
kids with more intense anxiety, shame, anger.

Oh my gosh, are they mad. They are so angry and
so fearful, and so... absolutely, they see a book, and
they

physically shake. Okay? Because they're so traumatized

by being 30 hours a week in a situation in

school, being asked to do something that there's-- It's like somebody asking me to

program this computer. You can put me 30 hours in this room with the

best computer on Earth, 25 of the best computers, all different ones,

and they will not get programmed unless somebody comes to me and

teaches me how to do it. It would make me very angry, for sure.

Anybody on my staff here knows, on our team, they know about me and technology.

I get so frustrated because I don't know how to do it.

It's not that I can't do it, it's just that I don't know how.

And then somebody teaches me how, then I need some repetitions, and I get better at it. Still not at the programming level, for sure.

But all of these feelings, and then they're just continuously churning and building, and more and more of it because they're marinating in anxiety, embarrassment.

So many little kids, seven, eight, nine years old, say they wish they were dead. They want to kill themselves.

They find going to school and being in this environment and feeling like such a failure, or like John said, dumb.

You're in the dumb row, or that type of thing.

Even if those words aren't spoken, those kids are picking up on that.

So all of these things are side effects of our struggling subliterate children. And then they become adults who hide them better, but these feelings do not go away. It's not like, "Oh, I'm 18," and all of a sudden, they're gone. And unless we teach them how to read and we help them be literate participants of society, they are still going to be with all of these things. Okay?

This is something that I like to share because I think it's really quite profound.

The Izzos. If you're not from Michigan, Tom Izzo is the Michigan State basketball coach. In Michigan, he's kind of like a celebrity in Michigan. They usually have a good basketball team, and he's a really good

guy. I'm a Michigan fan, by the way.

And they've had us in their booth at their,

I don't know, suite, at basketball games, and they are delightful, amazing people. And we were actually going to work with some of his basketball team, and that fell through.

But they had a son who, in fifth grade, was reading two years below grade level. And so he came, and I taught him for 11 hours. And he went two years above grade level, actually, and came on the honor roll. All kinds of changes.

So they actually did a video testimonial.

It's about, I don't know, eight minutes long or so about it.

But he said this in here, and normally I don't read from a slide because I think it's a little offensive, but I think that this is important to hear as well as to see. So he was talking about Being open with this video that's out in the world, I think it was 2014 that they did this, and letting everyone know about these issues that Steven had had.

So he said, "The first thing you have to do is admit there's a problem." Now that's the same whether you're a parent, a teacher, anybody.

We have to admit there's a problem before we can do anything about it.

So the first thing you have to do is admit there's a problem.

I think we're all afraid to do that.

The more affluent you are, the more you are afraid to admit it.

There's no prejudice here. It, reading difficulties, hits different

nationalities, different ethnic groups, different socioeconomic groups.

When you're more well-known, you want things hidden. We don't.

We want things better. And I know

we all want things better. Oftentimes we have fear or we're just

frustrated or defensive like, "Am I doing stuff wrong?" I'm doing stuff wrong every single day. Really, all of us are every single day, but we continue to learn and do stuff better, and we always make mistakes. It's part of being human.

But we have to admit it, and we have to understand, it doesn't matter if you're a multimillionaire or if you're tremendously disadvantaged and poor,

this issue is something that's very, very

ephemeral. It's everywhere. All right?

And typically people who are affluent hide it better.

That's just the truth of the matter.

So we want to be sure that we admit there's a

problem, look at what it is, and then go for a solution.

That's the other big thing. We want to go for a solution.

So how common is subliteracy? Now we're looking at here kids who are

below proficient. All right? So that is not good, of

course. So in 2019, in our fourth grade NAEP

scores, these are the national scores on reading, 35% of our fourth graders were proficient. That is unbelievable, isn't it?

It's horrifying, actually. It was 37% in

2017, by the way. So we're down a couple percent.

34% of eighth graders are proficient, down from 36.

So this means 65% of fourth graders in the United

States of America are not proficient in reading.

So this does not mean they're all-- We can't say all of

these 65% are learning disabled or are dyslexic, and it wouldn't be fair

anyway. They are definitely subliterate.

That's the situation that they're in, but they are not not able to learn.

Okay? So we have to change what we're doing.

And then when they get to be adults, we still have a great big problem.

52 million are low level literacy, which is level one or

below, which basically,

not even being able to fill out simple forms. Okay?

And then there's a whole lot that are at different places than that,

too.

So that is where we're not even proficient. But what about the rest?

What about those 35% of fourth graders or 34% of

eighth graders and then all of the adults that can read?

What happens, and we see this all the time, so many people who are

good readers, not so good spellers. "I don't read very fast.

I have to reread to understand what I'm reading." That is

very much almost everybody, unfortunately.

I always think of a story, Hannah, my oldest daughter, who works here, she's

my partner here at Ablely, and she went to University of Michigan in their honors program. She got a 31 on her ACT, which is phenomenal, and so she was in honors English. That's what her degree was in, in English.

And she had been listening to me for 10 years, blah, blah, blah, about this whole reading stuff and all the things that I was so engrossed in, and she'd even sat in on Ablely trainings and stuff, but she said, "What turned the light bulb on for me in my English honors class at University of Michigan," sitting in a room with everybody in there had a 31 or higher on their ACT to get in the honors. She said, "We were reading a novel, and the teacher had us go around," there was only about 25 people in the class, "and we all had to read out loud." She said, "Over half of them were halting readers who misread quite a lot of words."

So that is not okay. Right?

So that is a level-- They were subliterate.

Can they get through? Very much so.

We had a kid here, he actually became literally a rocket scientist.

He was for Boeing or something like that.

But he came to us, he had a 31 on his ACT, and he wanted to increase his ACT score.

Now most people would not be too unhappy with a 31, but he wanted to have the option of any college he wanted to go to.

So

we worked with him for three hours, and he went from a 25 on the reading

in the ACT to a 34, and his composite

score went to a 35. So he was subliterate, all right?

Meaning he's not reading to his potential.

Instead of putting the bar, let's maybe make it here because everybody's so low,

let's put the bar high and let's help everybody reach it.

That's what we want to do. Okay?

So, so many times people say, "Yeah, my husband, he won't write the grocery

list," or, "He doesn't

want to spell because he's not so good at it," or, "He doesn't really like to read.

He doesn't want to talk about it." Because you start hiding and bringing

inside all of those feelings of shame and

embarrassment and, "How am I broken?" Kids hear all the time,

teenagers and adults, too, "I'm so embarrassed. I'm just embarrassed.

I don't want anybody to know about this," and, "What's wrong with me?" Or, "I must

be broken in some way," which is really not true.

We just need to continuously search and continuously

provide

what we can do to

move everybody to be as proficient as

possible.

So what to do? All right? You're like, "Geez, Nora, you're kind of depressing me a

little bit here with those last few slides." So now we're going to go to the other

side. We're going to go on the flip side about, yes, there's things that everybody

can do. The first one thing that you can do is educate yourself. Whether you're a parent, a teacher, an administrator, just somebody hanging out here, educate yourself and find out really what the true story is. That's what Jon and I are trying to do with our documentary, too. It's like, first of all, we have to know what it is, we have to admit that there's a problem, and then we have to fix it. That's the deal.

My number one thing, which is why I put it in a page on its own, is this radio documentary, "At A Loss for Words," and Alyssa will put the link in the chat. Many of you have heard of it, I'm sure.

It was done a couple of years ago by Emily Hanford, who is an American public media educational journalist, and it is about basically how a flawed idea is teaching millions of kids to be poor readers. So like Jon said, he was teaching disabled.

These millions of kids that are becoming poor readers are not coming from teachers who are thinking, "Let me wake up today and see how I can help my kids be poor readers." That is not happening anywhere, and it never would. Okay?

These teachers aren't equipped with what they need, and this documentary tells you all about it. It's absolutely phenomenal.

I recommend

listening before you read the article. They're similar, but not exactly the same.

And also, I see on here Molly Woodworth, who is actually featured in here, is on our

webinar tonight. But this is when people say, "Well, really?"

Are we really not teaching how to teach reading?

How do you know?" This is the first resource that I send people to.

Why are we in the situation where we are, where only 35% of our fourth graders are proficient? And the other thing that I love at this, at the end,

Emily has

over 50 resources and citations

and research articles and everything you would ever want, you could stay in there forever,

about every word that she spoke, or that somebody spoke

in here, she backed up. And Molly actually works for us doing our

financial stuff. And Emily, I cold called her, or cold emailed

her. She was looking for people to interview

as she was researching. She spent a whole year doing this, and I said, "Why don't

you come here and come to one of our trainings and interview some of our people?"

So she stayed for a week and interviewed well over 30 people, and Molly

and her daughter, Claire, were the only ones that made the cut, but she'd

interviewed hundreds and hundreds of people for this.

Tremendously well-researched. I think of her as my hero,

because all of these years, so many of us have

been on these roads

by ourselves with very few people, thinking, "Well, how can we

really change this situation of this reading problems and

the literacy problem we have in the country?" And all of us seem to be on roads

that are not connecting with each other, and Emily helped to bring us all together and really helped to grow the group that's following the path.

So this is a documentary

that you really want to listen to. It's fascinating. It's interesting.

It's intriguing. I listened to it with so many people, especially when it first came out, and my own kids and all that, who I thought would be like, "Oh, gosh." And at first they might be, "Oh, gosh," but then as you get into it, it's like, wow. It's riveting. So if you really don't know much at all about this, that's the first place to go.

Here's some other resources. And they're simple,

straightforward ways to educate yourself instead of saying, like I did,

"Give me 25 great big books to read." Most people are not going to do that or have the time to. So the first one is The Reading League.

The Reading League has been around now for five years.

I think they just had their fifth birthday.

This was created by a friend of both Jon and

mine. Jon introduced me to her, Maria Murray,

who was a college professor and was so distressed about

how

people in teachers college, going to school to become teachers, were not taught how to teach reading. She tried to do it, but she said everybody else in her department wouldn't do it. And across the board, it was hardly being done anywhere.

And so she wanted to do this informational thing for teachers, but for

anyone, to put out information on what's the deal on what research says about learning to read. The brain, not just education research, but neurological research and cognitive psychology, all kinds of stuff. So they have a phenomenal... You can join for free. Their YouTube channel has unbelievable free resources on it. If you want to know, you could get lost in there, because there's just so much great stuff. So that's a wonderful place to educate yourself.

The next one is "The Science of Reading" document. I love this document. It's about 17 pages long. It was created by SC Sore out of Tennessee. They are using this. But what it is, it's so succinct, and it talks about reading. People say, "You only teach phonics," or, "You only teach this," "You only teach that."

And that's not true, pretty much, of anybody. But this talks about all of the components of reading and what the science says about them, what the research says, and why it's important that you have them all in instruction, or your children have them in their instruction. I love this document. I highly recommend it.

The other thing, "At A Loss for Words," and these things on this page are what I give to people who are especially just jumping in and learning. "Sink or Swim: The Appearance of Reading." This is a blog post by a teacher. She was a kindergarten teacher who was very balanced literacy. I'll talk about that in my blog next month more.

She was very much not teaching the kids how to actually read the words, but more look at the pictures, guess the words, the experiential piece of reading,

trying to get them to that. And then she had a son who was diagnosed with dyslexia. And then she started learning about the research about how you

teach anybody how to read. Because how you teach anybody is how you teach everybody, quite honestly. There's not different ways.

It's this is the path, and this is what we need to do for our brains that are not wired to learn to read when we're born.

So it's fantastic. She makes a comparison about pretend swimming and pretend reading with her kids.

So that's a good one, and it also comes from a teacher.

This last one is actually a webinar that I had the honor to facilitate.

It was five people, one from a state level, one from a county level, a principal, a teacher, Julie Van Lierop is on here, she was our teacher, and then a reading specialist. And we did a two-hour

Where they shared, the principal had moved her school from 13% proficient in reading to 93%, I think it was, in three years. Okay, so they were telling you exactly.

When I say roadmap, they said, "We use this and we use this, and we did this, and we did this, and we did this." It was phenomenal.

Great thing to do to see what can you do differently, because

yeah, it's nice to know that there's a problem or that we need to fix something, or
yes, sub-literacy is something that we need to
change or maybe use that term, but we also have to follow it
along with action to be able to actually
make it so these people who are sub-literate then become literate and no more sub.
Okay?

So those are the resources. Educate yourself. And it doesn't take...

Whoops, I don't know where that came from.

And it doesn't take tons of time or tons of energy, and there's a lot of
places out there that

can help you and a lot of people that are willing to do anything to help
educate people and support them.

This is something that I say a lot when I'm training teachers or
coaching or doing that type of thing,

or talking to parents. Guessing words rarely leads to accurate reading.

We're going to talk in our next webinar next month about this a lot.

Guessing is one of the top strategies that kids use, and quite honestly, it's
one of the top strategies that they're taught to use to figure
out what words are. So it almost always leads to misreading the words.

And when you're not reading the words, so inaccurate reading leads to poor
comprehension. If you're not reading the words on the page, you cannot
understand what is going on in what you're supposed to be
reading. So you have to be accurate at reading the words on the page

in order to free up your brain and comprehend what's actually been written there. Okay? So that's just a little share.

So what action steps do you do? Now some of you on here are trained in EBLI and most of you are not trained in EBLI.

So,

the action steps, how you deliver it will be a little bit differently of course, or even any kind of-- Some of you don't do any word level work or you're not trying to think about phonics or phonemic awareness or how do we get them to read these words accurately. So I'm going to talk to you about what you can do, too. There are things that you can do as soon as you get off of this, or probably if your kids are in bed, tomorrow. All right?

So we're going to get our kids to accurately read the words on the page.

You cannot say,

"backpack" for book bag. You cannot say "puppy" for dog. The words written on the page, when somebody has written something down, they're talking to you. Reading is talk written down.

So if they're talking to you, you need to read what they said.

Just like I'm saying words and some of you may think, "I wish she'd kind of say some different words," or, "I don't really agree with that." These are the words that I get to convey and you get to convey back.

I don't change your words when you're speaking to me and you don't change my words when I'm speaking to you. It's the same when we're reading.

It's somebody who's written these words is speaking to you.

So we must read what they wrote. If we make up our own stuff,
that's not reading what they wrote, that's making up our own
reading or
whatever we're trying to say. So we have to read the words accurately that are
written in that book. We also have to spell in writing accurately if we want
somebody else to read our words. If you're misspelling like Colleen did in
her paper that I had on that slide at the beginning, you
aren't going to be able to read it. Okay? You can't read what she's written there.
There's a picture of dogs, so at least you know it's about dogs, but basically not
going to happen. So if you cannot spell correctly in your
writing, you are not going to be able to convey to somebody else what you're
trying to say. So these are the number one things that we need to do.
So how do we get there quickly? Of course, instruction is the key, but we
don't all have that at our fingertips right now.
So what kinds of things can we do in the meantime to get our kids
so that they are not guessing the words and are not misspelling them? Okay?
So in order to read the words correctly,
let's say that a child is reading along and they say, "Give them the soup."
Okay, for sound, let's say they say, "Soup."
If you know,
if you're familiar with phonics and sounding out words and the
sounds that go with the letters that represent them and that type of thing, if they
say, "Soup," you can tell them say the sounds, okay, and then they'll say the

sounds s, ou, and, and then put the word together.

Now if you're like, "I don't know what you're talking about there, Nora, and I don't know how to do that." If they say soup, you as the parent or even the teacher, all you're going to do is say to that student, "Say sound." Then this is really important.

They must say the word out of their mouth.

So they must then say sound. You don't just tell them say sound because then sound is in your brain and it's not near their brain. Okay?

You ought to have it come out of their mouth.

Say sound, then have them go back to the beginning of that sentence and read that sentence accurately again. We do this even if they say and for sad and then for them. So you have to be nearby, right? If you are not nearby and your kids are doing a lot of misreading or your students, then they're going to get better at misreading. They're going to do more and more of it and it's going to compound and then it's going to be really harder, well, a lot harder to do it.

And let me tell you, it's very hard to undo when they guess words, quite frankly.

A lot harder than to teach them to read. So you want to give them the right thing.

So have your kids read out loud to you, okay?

And then give them the information that they need, have them repeat it, have them redo

the sentence. Now people may say, "Oh my gosh, but aren't they going to lose the meaning?" They aren't getting the meaning.

If they're saying soup for sound, they aren't understanding what they're reading.

So there isn't any meaning. We're not there yet.

We can't fly the plane yet because we still are

figuring out

how the controls work, all right? So we can't get there.

So that's what you're going to do is either tell them the sound.

If you don't know how that works, you're going to tell them the whole word.

All right? Again, after they read it through and you've given them sort of corrections, have them read it back.

Now you can also read it yourself to them.

Give them the sound they misread. Now you read it again and

then they read it again. So now they've got it out of their mouths fluently and accurately. Okay? So if they need that little kind of a

... a buffer from you, you can do that.

What happens a lot is kids read silently.

Do we know what's going on when they're reading silently?

We do not know what's going on. It's amazing to me how much both parents and teachers say to me, I say, "How do they do when they read out loud?

Are they reading the words that are written there, or are they guessing words, misreading words?" "I don't know.

I've never had them read out loud." I hear that all the time. Okay?

We must have our kids read out loud.

If you don't, you don't know how they're reading. Okay?

You won't know if they're misreading or not reading.

And next month when I do my pretend reading webinar, we're going to talk about some of the ways that you do know if they're actually pretend reading.

If they're misreading, that's pretty obvious, but if they're pretend reading,

that's a whole different thing. Another thing that's a really great

idea for your child, your students, whatever, read

out loud to them as they are looking at the text and following along.

Epic, I think it is. Epic has books on tape, too.

That's something your kids can, if you're a classroom teacher, they can do that independently where they've got headphones on and they're reading along.

And I would even, if I were the teacher in the room, recommend that they follow along fluently with their finger.

No tap dancing, but nice and smoothly. Okay?

That way they're getting those words under their eyes.

They're hearing what they are. Even if they aren't getting decoding instruction, and some of them are not going to get along if they don't get decoding instruction, but some of them will progress further

by doing that. And seeing the words and hearing them and seeing them, and those 35% of kids really, they figure out the code, that are proficient, they figure out the code on their own.

They figure out, A, that it is a code, and how to kind of work

with it and deal with it. So you want to have them get words under their

eyes. Okay? And then you could talk about what was read, and

then they could experience the flow of the story because guess what?

When you're reading a sentence and you're getting four words wrong and it's going slow, you don't get the flow of the story, and that's not where the joy comes yet.

The joy of reading is going to get there, but not when you're not reading the words there or when you're going through the process of doing a lot of corrections, which you need to do on the way to flying the plane. Okay?

Just like you've got to practice

with the instruments and learning them all and then practice with them.

Before you fly the plane, we've got to do all of these things before we can get to that whole fluent reading and flow of the story.

But your kids can still enjoy that either by you reading to them or by them reading, listening to a story and following along.

So those are some ways that you can move your kids to-- First of all, they even need to know it's important. No, don't say,

I don't know, pig when the word

is horse or something like that. You've got to read the words that are on the page.

And we say that a lot

at our center here and in classroom with students.

So accuracy. Accuracy, accuracy, accuracy.

You know how real estate is location, location, location?

Reading and writing or spelling is accuracy, accuracy, accuracy.

Should be the very highest on your list of priorities. How to spell words correctly.

Now this is actually Cricket, somebody

who's here on our Ebley team. This is one of her clients just from last

month. Okay? He is a sixth grader, and she asked him to

write a sentence in their first session, and this was his sentence.

Some misspellings, not a lot of text.

You can see he's not doing a whole lot of writing.

And what do we want sixth graders to do?

I think he just wrote, actually, she sent us, he wrote a several paragraph essay

about building a computer, as a matter of fact. So here was his pre-writing.

She did a lesson with him. She works with him one hour a week.

She did a lesson with him, and she did some writing and some fixing and then

had mom do it. So these are his pictures of his writing.

This is his writing that he did on his own.

He's doing it on a whiteboard. We have some parameters.

You have to have at least three sentences.

You have to have all of these things, a capital, period.

So he writes on a whiteboard. The whiteboard's kind of important because it's easy

to do fixes, and it's not going to produce a whole lot of anxiety.

You can do this, I've done this many times with a whole class, by the way, too.

So they write on a whiteboard, then Mom goes through, or

you or the teacher, or we do, and writes above the

corrections. So we're not done there.

If Mom goes through or the teacher writes the corrections, the teacher gets better

at spelling the word, not the student, okay? Not the student.

The student has to have it come out of their own hand,

okay, and doing the process accurately.

So here is that where he's done the corrections now, and then

he goes and puts it on paper.

Quick, easy.

How excited do you think this child is?

Eight days later, he's writing this when a week earlier, here is what he was

writing. This is motivating, okay?

But we have to scaffold for our kids, and we have to teach

them what they need to have. So much of our writing, almost all, quite frankly,

at our reading center, there's no capitals, there's no periods. You can't read it.

Kids can't even read it because the misspellings are so bad.

And they really hate writing even more than reading.

So

this is a process that anybody can do.

So have your student write, your child, your students, whatever, write.

Start with a sentence. Don't start with a five paragraph essay.

You want to start small, and you want to build on it.

So I want to show you two, because this is pretty awesome.

This is the same child, and this was early mid-January.

So he did another one. Mom did the fixing.

He rewrote the pieces, then he rewrote it on paper.

So this is how you can get your kids to be, if you're Ebley trained, of course, you already know this, and you're going to have them say the sounds as they write, too, if they've been taught by sounds, all those types of things. You want to integrate, okay, and teach as many things at a time as you can that are meaningful and relevant and applicable.

Writing this paragraph that he has to write for school or whatever is meaningful and relevant and applicable. Okay?

So all of those things to increase the motivation, but also increase the success. We want them to struggle some.

Struggle is good for learning, but they have to have success at the end.

If he wrote this, he knows he's got all kinds of things wrong.

He doesn't know what they are. It's like when we ask kids to go and edit their own work, they're like, "Uh, I just wrote that, so how do I know what's right or what's wrong?" They don't have the capacity to do that.

We have to give them the feedback of what they need so then that they can correct it, and then they get excited, and guess what?

Then they're motivated to write more.

This boy has been writing a whole lot of stuff in the last couple of months.

So that's how you work with your kids

To get the correct writing in spelling and writing. Okay?

So this is the whole process. You're going to get this, whatever this is called.

I don't know why I have this line over here, but oh well.

You're going to get this whole PowerPoint in the recording tomorrow when we send this. So this just goes over just what I said.

You're going to fix capitalization, punctuation, all that good stuff, and then have them write it on paper. So all of those things are what you want to do,

so that what they're seeing under their eyes and producing out of their hand is the correct spelling and writing.

And what they're saying out of their mouth is the correct words when they're reading.

Here are some resources that you can use if you're like, "I don't know about this sound

learning stuff." Guess what? We have some stuff for you.

So these level one online student lessons, Alyssa's going to give you the link, and we'll have the link in the recording tomorrow.

These, I did in March for

our kids when they all had to go home and weren't in school

anymore because of COVID. So I did 16 45-minute lessons

for kindergartners, and 16 for first graders and the beginning of second,

and 16 for the end of second and older.

We had sixth grade, seventh grade kids on these. They're pretty robust.

They are going to teach your kids a whole lot of stuff by sound.

We would have hundreds of kids. I'd have hundreds of kids on a lesson when I was

teaching these kids. So again, they're all free.

You can go on there, choose which grade level.

Be sure your child has a whiteboard and a marker, and they can use these.

We did these, some level two, because so many parents were like, "No, please don't stop. We need more." We bit off a lot more than we could chew, really, with that whole thing. It was a huge project.

So in the summer, we did 10 more lessons. These are the fee.

They're \$5 each. There's 10 lessons for each.

These ones also include,

we did some geography. The kids all chose animals or places they wanted to study, and I'd find articles.

We'd look at the globe and find the place on the globe, it was so much fun, and then tie it all to our Ebley lesson.

So those are grand, and really, you can use those. Teachers can use them in their whole class.

Parents can use them with their kids. They're really lovely.

We also have some read-alouds, great books. The kids loved these.

I think there's eight, six or eight 45-minute read-aloud times with this too. So those are there for you and for your resources. And people sign up for them every single day.

So we'd love for you to use those. Our Ebley apps are another thing.

This is much more explicit instruction. It also teaches handwriting.

Our Ebley Island Lite is free. This is for very beginning readers, three

years old up to maybe beginning of first grade. This is the full app.

Ebley Space is a continuation of Ebley Island.

And Ebley Sight Words is teaching the high-frequency words, or what a lot of teachers call sight words. It's a term that's confusing now, especially with orthographic mapping and all.

But basically, it's those words like the, they, and, of, for, and all.

We teach them by sound on this app. We also teach homophones and sentence writing. So this is probably second grade and older here, for this app. And each of them, they come on all these things.

They are not available on iPhones, but they are on iPads, and they're \$4.99 each. And you can put several students or children on each one.

So the Ebley apps are also instruction that's going to teach by sound and teach your kids that decoding. So when you go to support them and you don't really know a whole lot about that, they will have that foundation to be able to utilize those.

We have a lot of webinars that are very popular.

These are all, most, well, all of these are teaching webinars.

So if you

have a younger child, they can't blend very well, here's a webinar.

We actually show videos on here of me actually working with kids, showing these things I'm asking or telling you and teaching you about, showing them in action with kids. Our sight words one, if they have b, d

reversals. This is a big one we highly recommend, writing the alphabet to improve their handwriting and also increase their fluency.

And then here, we have a guessing monster webinar because guessing is such a big, bad problem, and a lot of people don't know what on earth do we do to get rid of it. So we have a lot of webinars.

We'll have a link to those, too, for you to utilize.

And all of these are free also.

We also have a boost. This is not for remediation.

This is not for people who are struggling with reading, okay?

This is for people who are subliterate in the way that they may be proficient or at grade level if they're an older student.

It's for secondary students, middle school, and high school students.

And

we've had fourth graders use it too, so we have fourth grade here. A lot of adults.

This is the lesson we use for ACT prep, SAT prep, GRE.

I've done it for LSAT and MCAT. I've done it for adults.

We got feedback from a woman who is 78, and she just did it and increased her reading speed by 93 words a minute. Her degree actually is in English.

So she was just like, "First of all, it wasn't anything what I thought it was going to be." And I thought, "What is this lesson?" But second of all, "I

couldn't believe how much it helped me." So we are giving

this for those of you who are interested

until February 4th, so for a week, at the

\$49 promo code instead of

\$149. So you will have the sign-up for that in the chat and

also in the email, and you just need to put "webinar"

as the promo code. So this is what you... Oopsie.

This is if you yourself are thinking, "I'm not that great of a speller." Really,

it's beneficial for anybody. If you're a high school teacher, it's a

75, 80-minute lesson of me teaching your kids.

They need a whiteboard and a marker.

You can put it on, and you can kind of facilitate and

oversee, and do the whole lesson. Typically, we do the whole lesson in one sitting.

We have an average of an increase of two to four points on the

composite score on an ACT with this lesson.

Our highest score was a seven-point jump from a 20 to a 27.

So It'll increase your reading speed, almost everybody.

It'll also help with your comprehension and also with spelling.

It's kind of like teaching decoding and how the English

alphabetic code works on steroids.

So once you sign up, you actually have access to it forever,

and it's done, of course, online. So that is something for those of you who are

just like, "I wish I could read a little faster to get through my stuff at work,"

or that type of thing. This is the lesson for you or your children and students. And I know several people have been using it, and it's been a lot of fun to get the feedback about it, too.

So there is that. And then our teacher training.

What is our teacher training, a lot of people ask, because it's the main thing that we do. It's done online. We have training.

There's a certain one that's for K through three classroom teachers, one for kindergarten, one for first, second, third, of course, and then EDSO remediation for anybody from kindergarten through adult that are taught.

So it's for teachers who teach anybody kindergarten to adult.

And then this one is for fourth grade through 12th grade classroom teachers. So all of our trainings are tailored, obviously, toward the teachers who are being trained in it and their specific situation.

But they also are unique and really quite revolutionary, where they have the teacher training and the student instruction happening simultaneously. Okay? So it's really exciting.

We've had it now, this is our second year, and they've been very popular. And we have them,

sometimes one teacher from a district will do it, sometimes we'll have a whole district, all their schools with all their K four teachers and

remediation teachers. So if you want to check into that, that is something that we do to make sure that we move people from subliterate to literate.

And this just shows a little bit about the teacher training.

The teacher training piece includes steps.

We go through every single step of every single activity.

We have a document with it, and then we have Hannah showing the steps with our wonderful EBLI team, pretending to be the students and doing the errors and walking you through error corrections, too.

Then the second half of our training video is me talking about all of the reasons you do what you do, why you do what you do, because so often teachers are like, "Well, I'm just doing it because that's what I was told to do."

But we want you to understand everything that you're doing, and also everything that we ask you not to do, too. Okay? So that explains that. Whoopsie.

And then there's documents that say what aspects of literacy does this teach, and it also has it printed out.

We also have videos of me teaching whatever activity that we're training you in at that point in a classroom, whether it's with kindergartners or high schoolers or in between one-on-one, small group, and whole class. So that's the teacher part, and then you move immediately for that activity into the student learning, where there's a video where you turn on the video of me to teach your class.

Of course, they're different for each grade level.

And

you can see that, or you can teach it yourself.

And then we have

resources and documents and stuff for you to use with your student

instruction. We try to give you, comprehensively,

whatever you may need, okay, to teach your kids to learn

to their highest potential. So EBLI

training, that is my world and my life and where I put almost all

of my energy.

So

that's what that is, and we always love sharing about it.

Our next webinar is Thursday, February 25th at 7:00,

and we will be sending out information.

Our next blog comes out on Tuesday, and we'll have the link in there so that you

can sign up. And also Alyssa will put the link in the

chat.

Ta-da! And look it, we went pretty far, but we will still do time for the answers.

And I never stopped at all Alyssa to ask if there was any questions.

Usually Hannah will interrupt me. Sorry about that.

And we do thank you very much for taking time and your

evening. So Alyssa, do we have some questions, or...?

There are a couple.

One was asking, from TJ, "What's the best way to address a

student who says they didn't misread when you correct them?"

I would say, "Okay, well, go ahead and say it again." That's what I would do.

Because we don't let them get to...

When they misread a word, EBLI staff, we don't let them move any further. If I'm reading with a group of four or a classroom of 104, sometimes when we go in and coach, they'll say, "We're going to bring in all of our kindergartners or all of our ninth graders." So it doesn't matter.

I am right across from the student who's reading.

And if they say basketball for blueberry, we stop right there and say, "Go ahead and say the sounds." If they said, "I already said that," which we know that that can happen. And that's just a defense mechanism for those kids who are like, "Ugh.

First of all, I don't want to do this, and second of all, I don't want to whatever." So of course, being very gentle and all of that with them.

But if they say, "I

just said that." I said, "Cool. Go ahead and say it again." So even if they didn't say it, I'm not going to tell it to them. That's the other thing.

You're not going to say... Well, I guess if you're the parent, but if you're actually an EBLI teacher, you're helping them work through it, you'll say, "Go ahead and tell me those sounds." I don't say, "You got that wrong," or, "That was not the word." Go ahead and tell it to me.

And if they said, "I already did," I said, "Okay, great.

Go ahead and tell me again." Just being firm, but really loving and all of that type of thing. So that's how I deal with it, and I recommend that you deal with it.

Yeah.

Do you want another question?

Yep. What else?

Ingrid: "How important is handwriting for K2 relating to learning to read?"

Tremendously.

Yes. I can look at your kids' handwriting and tell you which ones are struggling with reading, okay? And also which ones have attention issues.

So for me, if I were a kindergarten, first grade, second grade teacher, especially kindergarten and into first grade, our EBLI lessons have handwriting through everything.

We teach them the process of doing it embedded in what they're already doing.

But the top to bottom, left to right is so crucial with

Tying into literacy. Okay? Fluency, sequencing, simultaneous, everything good.

So it's the same when we read, we go, talked about it, left to right also.

So what I would say to you, if you're wondering about the handwriting, check out our blog on handwriting to increase fluency or whatever it is, handwriting and the alphabet and fluency or whatever. Check out that, do the process.

I explain the whole process in there.

You do some assessment, you walk your kids through, you'll be blown away.

In the free lessons, I also teach the handwriting process.

We actually did it 20 days apart, and kids took pictures of their handwriting.

It was absolutely unbelievable. Even for me, I was blown away with the process of how much more the kids did.

And interestingly, when they do that alphabet thing and they increase the number of letters they write in a minute, you see a correlating increase in fluency and accuracy. It's the strangest thing.

Anybody doing research, please contact me, because I'd love you to do some research on that. So yes, handwriting has been way under-emphasized, and it's a very, very significant problem that we really need to fix. But you can do it in a way where they're not doing all these worksheets with handwriting, where you can integrate it.

Integrate explicit, systematic instruction in everything, that where you gradually release so that they become more independent is where the rubber hits the road.

So, yeah. What else, Alyssa?

Okay. Fran Olsen had messaged and said, "Now and in previous years, noticing students with weakness in their phonemic awareness skills." And she just wants to know how you address that.

Yeah. Well, we have addressed it very much more.

Especially our remediation has it all throughout, a lot more in kindergarten, too.

So you address it with that explicit instruction, not necessarily every day.

We do explicit instruction as they get stronger, because with EBLI, and Fran is EBLI trained, every time you do a split-word reading, like

you're doing impossible, I-M, im, P-O.

Say A. They say A. You just did phoneme substitution.

You just did that activity in application.

So if you're doing that, they should be moving further and

further along with that. But there is the deletion and phoneme

substitution, and another thing that's actually in the free lessons is Pig

Latin. Google Pig Latin, there's directions.

If you want

to really your phoneme substitution and up the ante there, do Pig

Latin. The kids will be fascinated with it.

Our older group of kids, it was one of their favorite activities that

we did in the free EBLI lessons.

And there's stuff on how to do that.

So you have to do more targeted instruction with it,

going from the letters and fading away so it's all oral.

So, that's going to

help with that.

What else, Alyssa?

There was a great comment. This isn't a question, but Kathy Trial said, "I think

the term you are suggesting is an excellent qualifier that not only is respectful

to the learner, but also signals instructors to embrace delivering instruction

that holds the bar high for subliteracy." I thought that was beautiful.

Yeah. Thank you, Kathy. That is

so true. I really would like for everybody to really consider that and consider about our words, and we're just so distressed about how traumatized kids are that are coming to our center the last five years. It's heartbreaking to see. And even when they become proficient readers, it takes a while for that emotional trauma to fade. So it's a really, really significant thing. And our words, again, do matter. So subliteracy, let's see how much we can move so that the sub is not necessary there.

Okay. Well, anything else, Alyssa?

Not specific questions.

I see one that just-- I have several questions. Is that okay? Yes. Who is that?

I can't-

This is Anna. "If teaching ESL students and they say the vowel sound's not quite right, should I not stress?" And two, "If the student has trouble distinguishing sounds, if you say what are the words in sap, and they don't know what to say for the sound, what do you do?" Finally, "For adults, if you're starting at the beginning of EBLI binder, do you still read the simple stories in the binder with them?"

No,

on that one. All right, so the first thing is ESL and the

vowel sounds. Here's the deal. Some people have accents.

If you're in Maine or Australia, you say ca in chalk,

okay? You do not say ar. You don't say this ar.

And in Spanish-speaking people,

Arabic-speaking, if they have an accent and they're speaking and their

A is really an uh or some different thing,

they are not misreading that, quite frankly.

That's how they're speak--

For example, I had a trainee once from French Canadian

in Canada. I forget where they're from, but up there where they...

His name is spelled D-O-N, and he said, "Hi, I'm

Don." I'm like, "Don?

In Michigan, Don's a girl's name." But really, we say Don.

And he's like, "No, Don." They didn't have the sound A

where they speak. So are we going to teach that? No.

There's flexibility. The whole English language and all of that,

the rigidity is a problem. We don't want to be rigid.

So if they aren't saying those sounds and what they're saying is how they say it in

the accent, we're not going to try to get a left-handed kid to be right-handed.

We're not going to try to yank their accent out of them and make it ours.

So you kind of have to say, "That's how they say that sound." So that's okay.

As long as they're reading it right, spelling it right, and they know what's going

on and what it means, does it matter? It really doesn't. Okay.

And what was the next one there? If a student has trouble distinguishing sounds. If you say, "What are the sounds in sap?" And they don't know what to say for the second sound. Oh, this is what I say. Okay.

So if I were to say, "What are the sounds in stap?" And the student says S, and then they don't say anything or they say P, or who knows what they say.

Then I'll say, "What's the next sound here in sap?"

This is crucial Okay? Tapping my finger,

I'm showing the student where to look while they listen, number one.

So tapping with the other hand is crucial.

Also, when they're looking straight ahead, they're engaging their auditory sense. Almost every human is stronger visually and verbally than they are auditorily. Why do we have such problems with auditory processing?

Because of that, okay? And there's not a lot of instruction with that.

So you're giving them a place to look.

They're looking straight ahead, engaging the auditory.

You're telling them where to listen, and you can hold it here.

What sound right here? /sæp/. And if they still say "sap" or whatever, this is what you do next. You tell them, "Say a," and then they parrot you.

So now it's come out of their mouth, it's into their neural pathways.

There's the art of teaching reading, and especially of error correction, that is going to move your kids far and fast or hold them back really far. If you keep doing error corrections all the time and really holding them back, and we're not getting in text where you get to get that flow of

it, or if you keep holding them back and we're not letting them move past CVC words because they're not doing everything absolutely perfect before we...

We aren't teaching to mastery of anything at all.

We teach that interleaveness. So we're teaching /kæp/ or whatever the word is, and then over here, now we're doing /pæt/.

So they're getting exposure to some of those same ones, but the more you integrate, the better. Okay? So anyway, that parroting really works well.

For adults, if you're starting at the beginning of EBLI,

I do not ever start an adult... One time in 22 years of my reading center, 23, however many years that is, one time have we started an adult, and it was a 26-year-old, at the very beginning.

We never, ever, ever would start an adult with CVC words, even if they're reading at a kindergarten or first-grade level. Okay?

Now we may start with a little bit more, but we are not going to start at the very beginning and those very beginning stories. We're going to find simpler things. We've used with adults...

Oh, it's that little book like this, and on every page, it's got a little hint about life kind of things.

There's all those kind of little books where you can have real print that's not insulting to them,

that you can help them through. They're reading the word "sound," they don't know that that's /aʊ/. You just tell them, "That's /aʊ/. What do we have here? /s/ /aʊ/.

What do you have next?" So that you're upping the ante.

You're really holding their hand with it, but then they're motivated.

If we teach them, "Nan and Pat swim," and they're in

ninth grade, or they're 25 or 40,

that's not motivating, and it's not really exciting.

If they're so low, and they really have

zero idea of any sound to symbol or any of that, we go there.

But it's so rare that I would say no.

But whoever asked that question, connect with me

directly, okay? Send me an email or whatever.

We can Zoom, we can talk, whatever, about that, because it's a good question, but

it's one that almost always we bring them way down further.

If you're giving them support and error corrections, then you can move them up

further and faster. Okay?

All right.

There was another question. Do you want another one?

Yep. Sure.

Okay. If a child often adds "uh" at the end of words, what do you do besides

phoneme graphing mapping?

Yeah. Here's the deal with the "uh."

A lot of times, that's how it's taught, quite honestly.

If you have a room of 20 or 30 or even

15 kindergartners, and you're telling them the sounds, and you're saying /m/,

okay? It has to be quiet in that room if they're going to hear you say /m/.

If you say "ma," the vowels give you the volume. All right?

So you have to have good behavior management so they're all quiet, number one.

Play the point game. If you're EBLI trained, play the point game, or even not.

And I'll talk about that in our next blog that's on motivation

and all. So what you need to do to keep them from doing that, say, "Go ahead and

say that sound, and keep your mouth shut." Like if it's a /m/ or if

it's a /t/, keep your mouth closed as much as possible and say it quietly.

Because you can say /t/, that's quiet, my mouth's shut.

/ta/, guess what? With every vowel, your mouth is going to open.

So keep your mouth shut and say it quietly.

And teaching them that, and then give them positive

feedback for when they're doing it right.

Lots of positive feedback for when they're doing it right.

Lots of catching them

doing it right, for sure. No, it's not, Cricket.

No, it's not "Don't Sweat the Small Stuff." It's a little book, and I can see the

front of it, too. It's like life's lessons or something like that.

Something that doesn't have a whole lot of print on a page for that adult, but I'll

talk about that

to you, too. Any other questions? And again,

I know that we are over time, and you're welcome to pop out if you want.

I do want to bring John back in and have him share anything

else that he would like, but I want to know, everybody's good? We're all set?

All right, John, any closing words?

Anything else you would like to say about subliteracy or whatever I've been jabbering on about?

I'll try to keep it in a couple sentences.

Consider,

please consider

not referring to another little boy or little girl

or teenager or adult that's struggling with the

written word

"learning disabled."

We are able,

and we came to the table with our teachers to teach us.

And just a consideration. I know it's a

legal term, and it's been around for a long time, and I

know it's part of the professional conversations that you have,

but when you think

your student is learning disabled, and you say it,

it's time for us to move and

get out of that. I think it's

really an arrogant term for another human being

to say that to another human being.

And

give it some thought. Give it some thought.

Thank you, John. Very much so. But yeah, John and I are

determined that subliteracy, it's a great term.

It's a respectful term. It says what's really going on.

They're not to where they need to be,

as

far as literacy goes, and we can use it, and the more of us that

use it, the more people that will use it.

We need to start using that term, start getting it out there, letting the

world know these kids are not reading to their

potential yet.

Yet. Always remember the yet. Okay?

Not, "They're not reading to their potential.

Oh, well, modify the environment to deal with their problem,

their disability." We aren't going to do that.

We aren't going to limit these kids by squeezing and contracting that,

regardless of what diagnosis or label or any of

that. And again, we can use those things internally.

I really think that those terms need to be kept

internal and not put out to parents and not put out

to children. I think that we would be very well-served

to do that. Also, I see that Shannon, "Life's Little Instruction Manual." Thank

you, Shannon. She's on our Able team, too.

She popped that in here with a link that you could get it, but it just has really good life instruction stuff that's not overwhelming.

When you have a struggling anybody, who you show them a wall of words, that's kind of an immediate panic type of thing. So thank you guys very much for joining us tonight.

I appreciate it a lot. I hope you'll join us next month on the 25th.

Also, it's almost like the Christmas date here it seems, coming along.

And

yeah, keep up the good work that you're doing.

Keep in contact with us, and we just appreciate you being on this journey of,

we call it teaching the world to read, and there's more and more and more.

Our paths have converged, and our groups keep getting bigger and bigger, and we support each other, and together

anything is possible. So thank you guys very much, and I'm glad that you were here, and I look forward to seeing you again sometime soon.

Thank you.

Bye, guys.

Alyssa, I don't know how to save the chat.

Can you hear me?

Oh, stop the recording. I sure do.