

Good evening, everyone. Welcome to the Supporting Reading. Had a little brain vacation there. Supporting Reading webinar.

So happy that you all are here. I'm excited to share about what reading looks like when we're reading actually in text. I'm Nora Shabazzi.

I am the founder of Evely, evidence-based literacy instruction, and it is a speech first or speak-spell-read foundational teacher training, and student instruction for all ages, all ability levels, all grades. So we're happy that you are here, whether you are an educator, whether you're a parent, anybody who reads with a child or is interested in reading.

So thank you very much for being here.

And I'm going to share my screen, and we'll be off to the races.

All right. I figured out last time I had a little issue with my screen, and now I know how to fix it. So look at me learning. Ta-da.

All right. Supported reading in text, what it looks like and what is the scaffolding to get there. I'm going to give you a little bit of the background in a minute as we get going. So if you would, I always love, if you've been in my webinars before, I love it when you're on live, if you will share where you're from, what you hope to get out of this, what inspired you to join us tonight. Especially, I just love seeing all the places all over the country and the world where people join us. And welcome also to all of you who are watching this as a recording. We are thrilled to have you whenever you are here, and if it's the middle of the night where you are or whatever else you have going on, we're happy that you're watching this recording.

And I will be answering questions at the end, so be sure that you put the questions in the chat. We have several of the Evely team on here, as always, and they will be answering some stuff in the chat, but they'll grab your questions and put them so that we have them available for me to answer at the end. Okay?

So don't be shy, and do ask questions. I love that.

So this topic came about, I should say,

with a little bit of prodding. I didn't really want to do it, to be honest, but

Nikki Pratte, who

is the founder of the Speech to Print Linguistic Phonics Exploration page.

If you have not joined that Facebook page, if you're on Facebook, I highly

recommend that you join it, because I don't know, she scours the

world and finds the most amazing thing, as do all the people who are the

administrators on there and that participate. It's a great page.

But she said, "You really need to talk about how you move kids quickly

or never even from decodables or directly into connected,

authentic trade book texts, how you do that, because there's a huge misconception

out there about what you may need to be doing and how you may be doing it." And I

said, "Well, I don't know how to do that because I can't teach you how to do it

all." But I think I came up with a way to show you what it looks like

and to give you some pointers

about this whole process and how it is possible to move our

readers very quickly, even if they're really low, into authentic text with

stuff that hasn't been taught to them explicitly yet. Okay?

So in this webinar, you're going to learn how we go about moving these kids without guessing or memorizing. We are very, very, very guessing adverse. We do not promote guessing, we do not teach guessing, we don't allow guessing with our students in Every instruction or to our teachers, of course.

And so how do we go about doing that without embedding those bad habits, with staying with accuracy? So we're going to talk about that.

What does it look like to have supported reading in text?

I'm going to show you some videos of one struggler in a group, and then another child who is struggling just a little bit.

So severely struggling, and then when they're moving more toward more and more advanced, complex kind of texts. Okay?

And what kind of instruction do we do before, and how is this scaffolded, especially based on a lot of things in the research that show what need to happen when we're doing reading. Okay?

So

supported reading in text. There's a blog on this, and we're also going to have a workshop that I'm going to talk to you about at the end, too.

So if you haven't read the blog, be sure you check that out and read a little bit more about that.

Okay. So I do want to say, as I'm talking about this, what I'm going to be talking about is when you are reading with your students or with a child, where they're reading. Where they're reading out loud so that you can hear them.

But I do want to just give a shout-out to, and a reminder that reading out loud to

children, whether you're a parent of teens, whether you're a classroom teacher, whether you're anything, obviously of any age of child, reading out loud is a great idea. Typically, you want to read out loud of text that is more of a challenge than whoever's listening, your class, your child, or whatever, could read on their own. You're going to expose them to a lot of vocabulary, a lot of background knowledge, the flow of a story.

There's so many great things that are there for reading out loud. It doesn't teach someone how to read, but it does give a lot of exposure to text, along with a whole lot of other great things.

Now, if you have an emerging reader or even a struggling reader who is improving, you can do read aloud of a chapter book where you read most of it and they read a sentence or two. Or you read most of the page, and they may read a short paragraph.

And then you keep expanding on that.

So with your help, even if it's more challenging text where you're helping them out in some of the ways I'm going to talk about in here.

So reading out loud, great idea.

All right. So I do want to also point out that Evely is not the same thing as traditional phonics. There's many great things in traditional phonics, and they're included in Evely, but it is not the same thing, and the methodology and the process of how we teach is very different.

It's also the same with balanced literacy.

There are good components of balanced literacy, and those things we use and we teach in Evely, but there's other things that are not the most effective and

efficient things for students to be able to read to their highest potential.

So Evelyn is kind of like Marnie Ginsberg had talked about in, she did a podcast that we'll share with you. It was a webinar on the Science of Reading page called A Third Way. So there's this and there's this, but what is a way that can be even more effective and efficient from what we find?

And that's what I'm going to be talking about.

So I just literally 15 minutes ago, had this insight.

It's kind of like if you and I were on a safari, and you're like, "Nora, check out these elephants. Oh, my gosh. Look at these elephants and the babies.

They're playing in the pond." And I'm looking over here at a gazelle that's giving birth, okay? And I'm like, "Oh, I wish you could see this perspective of what's going on." You're like, "But I want you to see this one over here." So some of you, almost everybody, unless you're kind of a

speech to print or say, spell, read familiar with that and teach that way or an

Evelyn person, you may be looking at the elephants where I'm looking at the gazelles, and it's hard to have that perspective because you haven't been looking

that way. So it may be challenging for you to understand, how am I

doing what I'm doing and explaining on here when you're coming from a different perspective. And that's normal, so don't worry about that.

But just know, "Hmm." Be open to what is this different way that I can look at this to see it differently?

Because so many people, we only have the perspective that we're coming from, right?

So I'm going to be talking about a way that is familiar to very few

people. Okay? And so I can't tell you the whole entire of it in an hour. So some of it will be foreign, and that's expected

Okay? So with Edli and the way the methodology that we use and the process of how we teach and the system of logic and all of that is very different than both traditional phonics and balanced literacy.

All right, so how do we move quickly to getting our learners to accurately and automatically be reading in text?

Because when we talk about text, I'm talking about a menu, a birthday card, video game, kids like those video games, right?

So the directions on a video game, obviously a book, your instructions in math. So reading is text. All right?

Any kind of text that they need to be reading, we want them to be reading it accurately, automatically so they can comprehend it, of course.

And we want that across the board. And we want to get there quickly.

Quickly is the key. So, I'm going to be talking some about that.

Now, over here on the right, you can see the concepts of English.

I talked about this more at length in our spelling in Edli webinar that was the last one that we did, as well as the blog.

So you can see a little bit more about that there if you want to go deeper.

But what we do with Edli is what makes it move so quickly is that we teach from our speech, okay?

From the words that are coming out of our mouth, that's where we start.

We don't start from the letters or a letter, make is this sound, or this is the

letter name. We start with the words coming out of our mouths, and then we attach those sounds that we say with them with the letters on the page.

So it's kind of a whole 180 shift type of thing.

So we start with the speech first, not the letters first.

And we're going to say those sounds in the context of a word.

That makes it meaningful and relevant, and it

takes away all that time for when you're teaching isolated sounds.

Sometimes even half of kindergarten or remediation instruction is taken up with isolated sounds, which are not meaningful and relevant and can't get us into a word. So we want to get when we're talking or we're coming from what we're saying and our words that we speak, we're already at a word.

So we start with a word, then we go to the sounds and the spellings that go with them. So that's kind of a

different perspective for sure. And then the concepts, up to four letters can spell a sound. The same sound can be spelled in a lot of different ways.

Oftentimes the same spelling, whether it's a vowel or consonant, can represent many different sounds. And then we need a multisyllable strategy to deal with those big words. All of those things, if we have a strong foundation in this, with application to reading, that's the whole point of what we're doing with reading instruction. So we're going to give our kids the things they don't know.

It's not that we have to stay away. We haven't explicitly taught that, so we can't teach that to you. We don't do that. We're not going to stay away from that.

We're going to give them the information they don't yet know.

So that's the first repetition of that, and then we may be explicitly teaching it later, but all of us, whether you're a parent, whether you're a grandparent, whether you're a teacher, if the kids don't know something, we need to give them that feedback, correction, the information that they don't know.

And we don't want to talk a lot. Now, that sounds so easy in theory, and it is not easy in practice, especially if, like me, you're a talker. Okay?

I am a talker, but when I am instructing kids, sometimes teachers, depending on which type of instructing I'm doing, I do very little talking because I interfere with their thinking, number one, and it's too much blah, blah, blah.

Like the Charlie Brown episode where the teacher's like blah, blah, blah, and that's all they hear. So we want to give them just what they need, redirect when they need to, and let them move to where they need to move. Okay?

So the more we talk, the less they learn, really. Okay?

So we don't want to over talk. We want to give them what they need.

We want to read just when they go off path and keep on going. All right?

So those are some of the ways that we can move really quickly into getting into authentic text or trade books or whatever.

So how do we prepare for supported reading?

We give them explicit instruction before we read, and oftentimes it has to do with what we're going to read, but sometimes it doesn't, actually.

So, and when I say that, I mean if we're teaching the sound /s/, the story may purposely have a lot of words that have different ways to spell /s/ in it, but it may just be a regular old anything, article or

story or whatever, because there's going to be spellings for /s/ in pretty much everything you read, unless it's really controlled.

We're going to scaffold the instruction. This is really, really critical.

So we're going to give them the explicit instruction.

We're going to hold their hand, we're going to redirect, re-guide, have them go into the direction of what they need so that then they're successful.

They have that struggle, then they're successful.

They have that struggle, then they're successful.

So our teaching and support is really, really meaningful and really, really beneficial for them. Okay?

If the kids don't know something, we're going to tell them. Okay?

And we tell them that up front. That decreases anxiety a lot.

Don't worry if there's something you don't know, I'm going to tell you.

And a lot of times in teacher training, teachers will say, "Well, isn't that cheating?" And it's not. It's actually teaching. Okay? That's what we do.

I don't know something about this computer, that's always my example.

And all of these, everybody and the beautiful angels in our Edli team, they help me out. They give me the information that I need, and then I apply it.

And that's teaching, okay? So if they don't, they know that I'm going to get really crabby. And that it's not going to go well, and I'm probably not going to learn it.

But if I have the struggle, then I get the corrective feedback, then I improve.

Slowly but surely. I definitely improve. So, we do want that struggle, all right?

But we always want to give them the correction

with the struggle so that they end up successful.

That's how we accelerate learning

really well. And then we're also going to pre-teach some things.

Oftentimes when we read an authentic text, and especially really complex, three syllable or more words, a lot of them, we like to have in the text.

We will pre-teach some words so that they know the vocabulary.

They've spelled them, or they're going to spell them right and read them right.

Okay? So all of those things, and they know what they mean, it's going to help with their fluency and their comprehension. Okay?

So those are some of the things that we do, do.

Here are some of the things that we avoid, we don't do. Okay? Guessing words.

Guessing words is absolutely 100% no-no. Okay? Good readers don't guess.

If I had a dime for every time I said that phrase and over the last 25 years, I would be a rich woman, and I don't have a dime for every time. But it is critical.

We have a webinar called Slay the Guessing Monster.

If you haven't seen it, I highly recommend that because guessing, many, most, almost all kids, especially if they struggle with reading, are very adept guessers, meaning they guess really well, but they don't guess the words correctly. So it's subconscious, almost like breathing.

They don't even know they do it. They just do it so automatically.

So undoing that takes some time and focus, and so you really, it's worth the time and focus to stop that guessing. You have somebody who's writing, they're talking to you. You're picking up their talking from the page, okay?

So we have to read what they say. We don't get to make up our own stuff and throw in what we want to throw in. If the kids look at anything besides the words.

When we read, the words are the code that we are deciphering to pick up off the page. If you're looking at the picture, if you're looking at my face, if you're looking up at the ceiling, which happens a lot too, like you're trying to pull it from your memory, you're pulled away from the words.

And even if you were going to get the word right, your working memory's saying, "Hey, Nora, well you're looking all over the place.

I don't remember what's going on down there." Okay?

So keep those eyes on the words. Critical.

We don't look anywhere else but at the words.

And there's a lot of tricks to deal with that, too We avoid mostly, not 100%, but mostly, and with most kids, isolated phonemic awareness instruction.

So blending the sounds together, pulling the sounds apart, moving the sounds around. We do that integrated and in connection with the reading and in the context for sure of a word. All right?

And in connection with reading. We do the phoneme substitution constantly when we do our multi-syllable split word reading that we do, where you pull out the wrong sound, push in the right sound. That's why we do phoneme substitution. Okay?

We blend and segment all the time when we're doing our Evely work, always in the context of a word, and always

we want it to be done quickly and not taking up that precious

instructional time in isolation. All right?

So we do that integrated, and it's just embedded in everything that we always do. The phonics letter focus, so we focus on the words that come out of our mouth and the spellings that are attached to them.

We don't focus first on the letters and have the letters be the driving force of the instruction. Now, that's what almost everybody knows as far as phonics instruction. The letters are the driving force.

And it causes a whole lot of contention and confusion with the kids and the teachers and the parents, and with all of us, quite frankly.

So we are focusing on the sounds, not the letter names.

Because when you say a word, if I say the word Nora, the sounds that I pull out are not the letter names. /N/, I guess O is, but sometimes a vowel is a letter name.

/N/, O, /r/, /uh/. Okay? Those are the sounds, then I'm going to match the spellings to them. Okay? We don't have to deal with rules or syllable types or any of those things that take up tons of instructional time for educators, tons of cognitive load for educators and parents and kids for sure.

So all of that

can be avoided. And so when we avoid that, we can really move lightning fast with our instruction, because we're going with what the kids already bring with them, which is their words and their speaking. Okay?

Decodable books, we do those for sure in kindergarten, and very rarely after kindergarten. Now, sometimes, again, nothing is black and white when you're dealing with humans. I knew that as a nurse and I know that as teaching.

That there's

what I want to say, a spectrum of everything as far as abilities and all this.

Nothing's black and white, not with English language, not with anything.

There's a lot of that gray area stuff.

But generally, our kindergarten teachers will use decodable books, decodable passages, and move them into Dr. Seuss books and Frog and Toad books and those types of things, because we can move them really quickly when we're doing this system of logic and methodology that is focused

on what we say as opposed to starting first with the letters. Okay?

All right. So what does this pre-teaching consist of? All right.

We're going to pre-teach certain things before we move into the reading.

And as you go through, your students will need less and less pre-teaching, and more and more, they'll be picking up through reading, supported reading, and independent reading too, as well as writing.

But right now, we're talking about reading.

So we have to have that front loading of explicit instruction, but

I'm going to talk about the ways that our amazing brain, that does a whole lot of implicit learning, well, if it's had some good explicit teaching, that moves them really a lot faster. Okay? So what does that look like?

This is actually a kindergarten classroom in Detroit, and you can see very engaged, and it was in the afternoon, I don't know, in the middle of winter because it's snowing. And these kids, I was in there for probably over two hours of filming.

And this was the last activity that we did. They were engaged. They were with it.

That's another thing that you want.

You want to have instruction that's engaging, motivating, and keeps their attention for sure. And so a lot of having them involved is key.

So the first thing that our instruction looks like is we make sure all of our students from kindergarten up to NEH understand that in English, one letter can spell a sound or two or three or four.

So we teach them that explicitly so they understand that concept about English.

The next thing that we do is we do some activities to sort and some other things too, but with several different ways to spell a sound, whether it's a vowel or a consonant. So we're talking with this group of, I think they're second or third graders, different ways to spell the sound E. So we teach them that.

We teach them explicitly. We do some things to expand upon it and give them practice, and then we apply it to reading and we apply it to writing. Okay?

So they don't have to have had explicit instruction in a sound or in anything or everything before moving them, of course, into the reading.

Okay? The next thing, the concept that they need to understand is that the exact same spelling, sometimes vowels, sometimes consonants, can represent different sounds. So here, we have this spelling here, and you can see these kids, this is a remediation group of second graders, are learning that this can be the spelling for E or A or F. So it's the same spelling, it's a different sound.

This is one of the ways we can avoid completely rules and that type of thing, so we don't have to fill up our kids' memories or ours with rules that are often

inconsistent and also a big, heavy cognitive load.

So we're going to pre-teach that so they understand that.

And then they're going to be doing spelling of two-- I don't know why I said two here, because mostly it's three or more syllable words. Oh, I know why two.

We're doing two multi-syllable words, not two syllable words.

So two multi-syllable words. So these kids are spelling dolphin, which is a two syllable word. Mostly we do three syllable words. They're also spelling alphabet.

And this is a

group of kids that were very low, and we were moving at, I think we were looking at the sound /f/. So we'd done a bunch of work on /f/.

We're doing some spelling with words that have the sound /f/ in it, and teaching them that oftentimes these are also words that are going to be in something that they're going to read. Because we deal with the spelling, we talk about what they mean, and they write them all together so that they can read them.

And then once they get in the text, it's going to be much more automatic and accurate, of course. So we do that with two difficult words.

And then we will do eight words from the text.

We try to find text that has at least eight words with three syllables or more.

Sometimes that's challenging, depending on the level, that type of thing.

But we really kind of aspire to that. And then we pre-teach these words.

So this is where the kids get to do a whole lot of that set variability practice, a whole lot of that phoneme substitution, pull out a sound, push in a sound, and it's guided. We're giving them immediate feedback and error correction, talking

about the meaning of a word, and off we go. Okay? So pre-teaching some words.

So all of these things is that scaffolding that leads us into being able to read

in a book supported. We're going to support them.

We're not going to say, "Now go off and read," because we don't know what they're going to be doing. And we need to know what they're doing, guide them, and redirect them when they're getting off course, right?

And more and more when

we're reading with them, and then they will become more and more independent while being accurate and more automatic.

So those are the activities that we pre-teach, some of them.

The main ones, I should say. All right.

And then these are some factors based on research that are going to really accelerate your transition from this explicit teaching into authentic text quickly. Quickly is my favorite term. I'm a very quickly person.

I like to have things done quickly. Okay?

Interleaving, and if you've listened to any of my other webinars, you're familiar with this some. This is more cognitive psychology research about how we actually learn anything. Not just reading, but how we learn anything.

So interleaving is to kind of--

Okay, let me give you an example of basketball.

Basketball is a good one we can all really kind of relate to, either by watching or playing it a little bit, I suppose.

But What does not happen in basketball is they do not say, "Okay,

kids, we're going to dribble. Now you're going to dribble standing there until you're perfect at dribbling before we do anything else. So dribble.

Now we're going to pass the ball. Now you're going to pass the ball, but you're not going to dribble, and you're not going to run, and you're not going to move.

You're just going to pass the ball. Okay?

So we're just going to do that until you're perfect at passing the ball.

You're perfect at passing, you're perfect at catching. Now we've got that.

Now you're going to shoot the ball." We do not do that, where we're going to mastery on each of these things, because that's not how learning works. Okay?

It's not ideal to go to mastery. Now, I love watching, especially my nephew, he's gotten pretty good now, but when he was six, going to his little basketball games on Saturday mornings with the little league, it was like, okay, take 15 steps without ever dribbling the ball. And you could see them evolve into getting better, but they're playing a game, and they're shooting the ball, and they're throwing it to their friends, and they're kind of dribbling sometimes.

They certainly do not have mastery on anything.

But they're putting it all together, and the coach keeps refining.

Even the refs are so sweet, and they're helping tell them kind of maybe do this and that, and so they're kind of coaching them too, and the kids keep getting better.

Now, when they're having practice, the coach might do some drills where they're going to catch or dribble or whatever, but you're not going to stay on that, and that's the only thing you do till you get mastery on it before you move to another thing. Very little learning, if any, is done in that manner.

So we want to do that interleaving, where you're teaching a lot of things, and you do some explicitly, and then you apply them.

And even in the application, you help give feedback so that they redirect and improve on what they're doing.

So an example in reading, but these are the first eight sounds that we teach in the first couple of weeks with EBLI in kindergarten. So we've got S, M, A, C, P, and F.

Okay? So let's say they're going to make the word mop.

They're going to make the word cat, whatever.

They're going to work to the word sat.

So they're going to make those words and stuff, and then they're going to read.

Okay? So they're going to read something like, "Sam sat on a cot." Now, if you're thinking, "Oh my gosh, you didn't teach M," it doesn't matter.

If they know we're going from the words in our mouth, they get to this A, and then they don't say anything. We'll just say, "Say M," and then they do.

We give them the information so that they can read that.

Then the next week, we're going to add four more letters, and then we're still going to use these eight letters. It's not like we're ditching them never to come back to them. We're going to use these eight letters and then add eight more. Okay?

And this just gets more when we get into the more complex code.

We continue to add on. We do not have to teach all of the code.

There's about 44 ways to spell sounds and about, I don't know, 150 spellings for them, give or take. We aren't going to teach every single one of them and do all of that before you can read any texts that have them in it, and it's because we're

looking at those gazelles giving birth. We are not looking at the elephants.

We're doing this process and this methodology, delivery of

instruction, very differently. Okay?

So that interleaving is really critical.

So you can see over here, instead of all the dribbling, all the passing, all the shooting, we're going to dribble, pass, shoot, dribble, shoot, pass, whatever that pattern is. So we're going to intersperse these. Okay?

We're going to do them a bunch together, and then we're going to have that spaced out learning so that you continue to repeat it and refine it and improve it.

Okay? That's our interleaving.

The other thing is orthographic mapping.

Now, orthographic mapping, I just had a conversation today about how EBLI teachers are absolutely exquisitely exceptional orthographic mapping teachers. However, there's somebody who did some research, and they asked them about orthographic mapping, and they had no idea what that really meant. Okay? I don't use this term per se.

It's matching the sounds to the symbols so that we can become automatic in our brain. Okay? That's the process in our brain, orthographic mapping, of reading words so I don't have to say if I'm reading this to you, F-A-C-T or the factors, A-C-S. If I had to read like that, nobody would read, including me.

And anybody you read to would drive them crazy.

We don't do that. But I have not memorized as pictures or whole words all of these words.

Because I've mapped words to sounds and then become automatic at it, I can use what I've learned and use that code to words that are not familiar to me. Okay? So when we look at, oftentimes, we get beginning reader teachers or parents say to us, "My child, okay, they read the C-A-T cat," the cat, whatever, sat. All right.

The C-A-T cat. The next page, they sound it out again, and the next page, they sound it out again.

Typically, we sound out a word one to four times. Now that's on average.

Some average can be one all the time, some can be 50.

So learners are on a continuum. They're not all just this one way, and it takes this many times for them. So some may do it more, but a lot of times, especially if kids have had a ton of segmenting kind of practice, they may think that you want them to segment. So we'll just say, "You can just say that whole word," and they'll become automatic at it. They will not be sounding out C-A-T.

And my mom always used to say, "If they're not doing it when they're 30, don't worry." But you do not want chronic sounder-outers, and you always want them to be sure to blend that word together. So once they just start reading and say, "Oh, the cat is big, the cat went to the whatever," then they've orthographic mapped it if they started with the sounds. Okay? So that's what orthographic mapping is.

The process that's done at the brain. It's not something you teach.

We do teach the words that come out of our mouth, the sounds that are in them, the spellings for them. That facilitates this orthographic mapping in our brain. Okay?

So that's a term that's familiar and been used a whole lot, especially in the last

four to five years.

Set for variability. This is an exciting one that a lot of research has been done

on, and Marnie Ginsberg has been talking about this.

She just presented at the Reading League about it, too.

And what this basically is, is if you see this sentence here, you change a sound

out of a word. Okay? So if I'm reading this, this was greet.

Okay, that's the sentence. It was great, or it was great. It was greet. Okay?

Now, if I do that, that's not going to make sense, number one.

And if I know that this spelling, a spelling, or any spelling, not any spelling,

but many spellings can represent different sounds. It was greet. Great.

Okay, I may do that automatically. Great is in my vocabulary.

I know how to pull one sound out and push another in, and I'm familiar with the

fact that in English, the same spelling, whether it's a vowel or a consonant.

A lot of times this is talked about only for vowels, which I think is weird because

there's a lot of consonant spellings that also we have to pull out and push in.

But a vowel or a consonant, pull it out, push the right one in, off we go.

All of us do that, that are good readers. We all do that. Okay?

So if you know the word in your speaking vocabulary, you're especially going to be

like, boom. But even names, like my last name, Shahbaz.

It can be said 50,000 different ways, and I think I've heard them all.

But they don't know because it's not a word or even a name that hardly anybody has

ever heard. So you can sound it out a whole lot of ways, and you can spell it a lot

of ways, too. So if it's an unfamiliar word, you may have a sound or two off, you

may not really know, and that's where teaching comes in as far as that vocabulary and actually what those words are.

But if it's in your speaking vocabulary, which our speaking vocabulary is many times higher, especially as beginning readers, than our reading vocabulary You're going to do the set for variability much quicker.

So if you look here, so here's our consonants, CH. The C-H can be ch in chip.

It's also the spelling for the K sound in echo and the sh in chef.

So that same exact consonant spelling, three different sounds that go with it.

And here's a vowel spelling. Okay, this can be O in out, we usually know that one.

It could also be oo in you, uh, in touch, and O in soul.

So if you were read this word as, you know, soul or soul

or soul, I guess it's soul. Not soul.

Soul. Soul. Okay? Anything else, you pull it out and push in that O spelling.

Boom, you've got it. Okay? That's what set for variability means, and having that skill of phoneme substitution with letters, not just auditorily, because then we don't know all of this great information that the same spelling can be different sounds and what is the same spelling.

If we have that phoneme substitution skill, which is an advanced phonemic awareness skill, and we have that knowledge, we can use that while we're reading, and we will use it even without instruction if it's been taught to us explicitly.

So the self-teaching hypothesis, this is very exciting. This is David Share's work.

It's basically after you have learned some basic premises and had some explicit foundational instruction in something, you take that, especially if it

deals with patterns like we do in reading, and you apply it to other words.

You don't have to learn all the words in the English language.

You have to have these concepts, an understanding of those, an application, some explicit instruction, and then you take off, and you continue to expand on that. So I gave you the example of different ways to spell the sound ph.

So you can see here the in fan and the two-letter for, uh, stuff, and the two letter ph in wife and this ph... Oh, it's my grandson who's probably wondering where I've been.

Sorry.

It's actually my daughter, but, uh, and then this spelling like in phonograph and this one like in laugh. Okay? So those different ways to spell ph, we can teach that explicitly, and we then you apply this information that you've learned explicitly and talked about the patterns, and then you see other words that have these same spellings, but they're not words that you've been taught, and you can apply it based on where it is in a word, the information that you know about it, that, um, you know, the orthography, the morphology. All of the things that we do in the explicit instruction, you then expand on that through everything else that you're doing on your own, with some guidance and some supported reading, and very quickly with independent reading with accuracy. It's our whole goal. Okay?

And this is the other really fun one because I love this iceberg.

Isn't it a beautiful iceberg? So here is the deal.

By the time you reach high school and adulthood, for sure, you should have, it

varies in the research, 20,000 to 80,000 words in your speaking vocabulary, okay, and your reading vocabulary, ideally. So you should have, let's say, 50,000 words.

So none of us are ever going to be explicitly taught 50,000 words, not even a fraction-- I mean, a small fraction of that is all we're going to be taught.

So if we teach these kids a small fraction, maybe 1,000, maybe, words explicitly, probably less than that, and we teach them in a way that goes along with the logic of how the English alphabetic code was created, okay, then we take that less than 1,000 words and the information we learned there, including multi-syllable words and the patterns that are there and our prefixes and our suffixes and our root words and all the things that we learn when we're explicitly taught, and we apply it to the vast majority, which is this bottom part of the iceberg. We teach this little teeny, tiny part at the top, and the bottom is done implicitly with the student doing it themselves.

Now, some, the iceberg that's above the water, that part is bigger.

Some it's smaller, right? Some need more repetition.

That's all cool, but nobody is going to get 50,000 or even 20,000 or even close to that, okay? So you teach explicitly and well a small fraction, and then they apply it, so we don't have to only be reading books with spellings that we've taught them, okay? If we've taught them the code in a way where we're talking about how the concepts work that are pretty consistent throughout English, then they can apply that to all kinds of other things, and it's really exciting because our brain is wired to pick up patterns from birth. Okay?

From before birth, quite frankly. And so we do that really well.

We are pattern-acquiring machines.

We are not into chaos, which is what most read, like, "Memorize this word," or, "Do this with that word, or do this with that word," or, "I don't know what you do with what word, but figure it out." Right? That doesn't work well.

That's chaotic, and our brain doesn't like that.

Our brain, when we're given these patterns and ways to figure it out, then our brain's like, "Whew, let's go and grow that iceberg underneath bigger and bigger and bigger and, um, add to what we've learned." It's really exciting to watch.

These are the reasons, and many of the reasons, why we can teach so much with EBLI with some solid, explicit, supported, scaffolded, foundational instruction, and then moving very quickly into reading as well as writing, okay? Accurate reading and writing. That's important.

Not guessing, not making up your own story, not putting in what you think makes sense, not substituting a different word. Reading what's written on the page, okay?

Reading is talk written down, and we must read what's written on the page.

But we don't want to be hanging out forever and doing CVC words

or staying with something that prevents us from getting into

all that text that we're exposed to in the world that we really need to

read. Okay, I hope you guys are asking questions.

All right, so this is just a newly trained EBLI interventionist who I love to death.

What do I want to say? She doubted, I guess that's a good word, like everybody pretty much, that this is going to work, that you can move these kids into this

kind of text that we give you in our EBLI training as fast as we do.

So she decided, and this talks about it, like, okay, this child really struggles, and I don't think that she can do this, but Nora says, and they say in EBLI that you can do this. I'm going to try it.

And this last little bit here is my favorite part of this.

It is so easy to want to protect our learners when what they need most is for us to unapologetically teach them to read.

So is it going to be messy? Yes. Is it going to be hard work? Yes.

Is it going to be a struggle sometimes? Absolutely. Can they do it? For sure.

Can they do it without us?

Not mostly. Some kids, a small percentage of kids can, but not most, right?

And if there are kids that struggle, they need us even more.

So we have to raise that bar, and if they're not getting there, what we need to do is support them more so that they can get there.

What we don't want to do is bring that bar down because we think that they can't.

So we have to have that mindset of we know you can get there, and we're going to help you get there. Okay? And that's what she did, and she did it even though she really didn't want to, and she really was skeptical, but she did it anyway, and it went very well, which is exciting. And that's what learning is.

That's what we all do. It's not that you're not skeptical.

It's not that you don't

trip over your feet 50,000 times, which I have 100,000 times, if not more, teaching reading. It's okay. But then you just keep moving on.

That's what learning is, whether we're the ones teaching or whether they're the ones learning what we're teaching them.

Okay, so I'm going to show you these two videos.

The first one is a very low group of first-grade students that I'm doing some reading with, and you can see, it's however many, three-plus minutes long, of me getting through just a couple sentences with this child.

So a significant struggle in how we give that information, and I don't back off and say, "This is too hard for them." We're going to do it anyway.

So I'm going to show you this video, and then I'll talk a little bit about this third-grade student and their struggle and what I'm doing with them.

Just so that you can see this. Let me get my glasses so I go to the right place here

Okay. So these are some little first graders. Oh, you know what?

Let me stop my share because I think I need to click a thing over here when I share, to share the sound so you can hear it. Okay.

All righty.

So here you go, this little girl in the middle, and these girls were, all three of them, significant strugglers in a whole bunch of ways.

A.

I like that, you know that that's a.

When you have this consonant, you're going to say a. Say a.

A.

A.

Good job. Get your eyes right on your book. Eyes on here.

Say z.

Z. Ih. This.

Mm-hmm.

This, ih, this.

Yes. Take this list.

Mom.

Say your sounds.

Eh,

in.

What do you have?

Tells.

Tells.

Muh,

uh, eh.

What do you got so far?

Bre,

in.

Now what do you got?

Bren.

Brent.

Very good. Take this list, Mom tells Brent. Finger underneath.

Yep, tell me your sounds.

Ih, uh, n,

on, eh, g. Mom.

Say that again.

And.

And.

Guh,

eh, get.

Oh, we just looked at that.

Look.

Say uh.

Eh.

What.

Get what?

Is,

no.

No would be start with an N. This is not an N, is it?

On.

Get your eyes on it. Tell me your sounds.

On, n, on.

On.

Ro, ih, ih, th.

Beautiful job. Everybody put your finger under take again. Put your finger...

Did I go? Oh, I'm going to show... Okay.

Yeah, I'm going to show you the readback part. Sorry.

Under take. Other hand, other hand. You're going to use this hand. Okay, ready?

I'm going to read it, and you're going to go nice and smooth underneath, and then you're going to read it again. Okay? My turn first. Right here, Hope. Right here.

Everybody's finger, do not tap that finger.

It's going to go nice and smooth like an ice skater. All right?

So you're going to follow for me. I'm going to read. Take this list.

Get that finger moving. Let's start back at take. My turn again.

Take this list, Mom tells Brent. Run and get what is on the list.

Okay, now it's going to be your turn again. Finger under take.

Finger back under take.

Take-

Oh, wait. Wait for me one second. Sorry. All right, now I'm ready.

Okay, let's hear you.

Take, take-

Wait. Oh, just her. I want to just listen to her.

Take

this list, says-

Is that says?

Mom

to-

Ah, ta.

Tell me your sounds

...

Ih.

You look at... Say ah.

Eh.

T- Eh.

Eh,

mm, tells.

Mom tells.

Brent.

Good.

Run

and go.

That's not go. Don't guess words. Good readers don't guess. Tell me your sounds.

Ih, get.

That's right.

On what is on the list.

Beautiful. Put your finger back under run, and I'm going to read that one more time, and then you're gonna just...

Under run, and then you're going to read that one.

Put it under the second one here. Okay, my turn first.

Run and get what is on the list. Now let me hear you.

Run and get what is on the list.

Very good job. Click that.

Okay,

so that was our first group. Now I'm going to start our second group.

I have to look at my... I think I've got my times right.

This second group is going to be a third grader who has much more complex text, but you're going to see she has the same kind of tendency to guess some words, and throw in some extra stuff or leave out some stuff, that type of thing, but so that you can see what this looks like at a further along process, and still challenging text.

All right.

As a shiny new veterin-

You write veteran

... veter- a-

Veteran

... veteran.

Say air.

Air.

Come here.

N.

Say E.

E.

Veterinary, E.

N, veterinarian.

Do you know what a veterinarian is?

Mm-hmm.

It's those animals. Okay, it's a shiny new veterinarian.

In my mind, mind,

twin- twenties.

Mm.

I was sure of everything. The world was black

and white with very little gray. In my mind,

veterinary medicin-

So

... medicin-

The word

... medicine

Yeah

... was per-

Say pre

... pre- pre-

cise-

Say I

... cise.

Precise, that means exact, right?

And struct-

Mm-hmm

... structured

Good

... with little room for anything but the

rules of science. In exper-

Hear

... experience, I had just a few

years out of school, loose-

loosened

Mm-hmm

... several stones in that wall of

inflexibility.

Beautiful. Come back here, and I'll read this one back. Okay, my turn.

As a shiny new veterinarian in my mid-20s, I was sure of everything.

The world was black and white with very little gray.

In my mind, veterinary medicine was precise and structured with little room for

anything but the rules of science.

In experience I had just a few years out of school loosened several stones in that

wall of inflexibility. To you.

As a shiny new veterinarian in my mid-20s, I was sure of

everything. The world was black and white with very little gray.

In my mind, veterinary medicine was precise and

structured with little room for anything but the rules of science.

In experience I had just a few years out of school loosened

several stones in the wall-

in that wall of inflexibility.

What do you think that means?

Okay.

So

let's see. Where am I here? There we go.

So basically, and you can see, the first time that she read took a lot

longer. Same with the other little girl. And that was purposeful. Okay?

We want them to be accurate in that.

And then as they get through, and they can feel that fluency

after redirection and hearing that fluency.

So those are the things that we do to pre...

What do I want to say? To give them some front-loading and then move them into the reading, and that's what it looks like

So integrated instruction, we're teaching a whole lot of things at once.

When I'm reading with those kids, in pre-teaching and all of those things, we're

teaching phonemic awareness and phonics and vocabulary and fluency and

spelling and handwriting even, see that part, but it's all kinds of things all

together, not isolated islands. We're going to put them all together and then

really accelerate that learning. Okay?

And facilitate, we're always going to facilitate some struggle.

If they're going to read it as well as I read it, I've just wasted their time with

my presence of teaching them, with your presence of teaching them, of helping them.

If they can read something, they can do it all beautifully and accurately and

fluently, and they understand it, they can read that on their own.

We need to get a more challenging text, okay? That's what our goal is.

So how does this work? And I thought, can I teach you guys

what to do here and how to do this? And yes, I can, as I thought about it.

I can teach you some of this stuff, whether you know Edli or whether you know absolutely nothing about Edli. How can you support your kids or your students in reading so that we do not allow guessing, and that we go for accuracy and automaticity with your support to keep accelerating your kids further and further.

So we do have a supported reading workshop.

They'll put the link in the

chat, and you'll also have that in your

thing tomorrow when they send the recording with all the resources and the links.

So that's going to be coming, and what's included in that, simple tips to enhance reading. So tips for you about that read, read back, read again, what we want you to do, some things to do in there, how you can make that happen. Just some little strategies to be able to improve your kids' reading and help you improve it.

What to do when they're stuck on a word when they're working with you. All right?

This is not really focused on what they're doing when they're independent, but we talk a tiny bit about that in there, but not bad.

And then some of the things for you to do when you are reading with learners.

So those are the things that you're going to learn, going to have some more

instruction videos so that you can see these things in action, what they look like, why we're doing them, all of that kind of stuff.

So you can check those out in that link.

And that is another one of our workshop, like our spelling workshop, and it is \$25, and you have access forever. Okay?

And then our next webinar is not till January 13th because my twin grandsons are arriving. We have a date now on November 16th, so I'm going to be leaving before that. I don't have much going on in November and December because I'm going to be gaga-ing with some new babies and my other grandson there.

So in January is when I will be doing the next webinar.

And it's going to be how does Edli incorporate Say, Spell, Read?

And a little bit more, I'm going to try to explain, because it's very hard to do, quite frankly. So people who do Edli can understand it once they get into it, but it's very hard to explain.

So I'm going to try to do a show and tell about this, more pieces on this third instructional approach and how that looks through Edli.

And this right here, the third way,

Nikki from the

Speech to Print exploration page made a T-shirt, so you can buy a

T-shirt, and that link is going to be in the chat, too, that looks like this, which

I love. Where it's talking about this is exactly how we teach them.

Say the word first, we spell the word, and then we read it.

So when we're learning to read, some people say that Say, Spell, Read or Speech

First or Speech to Print, whatever, is spelling, right?

Because that's the perception a lot of times.

But actually, it's spelling, too, but it's more reading instructions through spelling. So if that makes sense, we're going to talk more about that.

So that will be coming in January 2023. How crazy is that? It's not far away.

And that is that. Now we're off to questions.

And I still have 15 minutes, which is very exciting.

So hopefully, we have some questions that I can help you with.

And I see that Jen did a private question.

And as you're asking Lou or Alyssa, I will see if

that's in there. Jen, if you could put that question in the regular questions, that would be helpful. Okay.

I did. That was my mistake. She sent it to me, and then I accidentally-

Okay.

There were lessons with me.

Perfect.

My bad.

I love it. Okay. All right.

Okay. So first from Beth Waffle,

fun waffle spelling there.

Uh-huh.

With older students, would you use text with patterns you're teaching to help students to learn the patterns in the context of reading?

With older students...

Read it again to me, Alyssa, will you?

Yes.

With the volume up.

With older students, would you use text with patterns you're teaching to help students to learn the patterns in the context of reading?

When you're using challenging texts, we love "Chicken Soup for the Kid Soul" and "Chicken Soup for the Pet Lover Soul." I think the pet lovers was what I was reading out of with that second child, maybe.

But we love those stories because all text has texts with the patterns your child is learning. Okay? If you're teaching s or ooh or sh or th, if it's challenging enough. Now, if you're teaching frog and toad, you're not going to have too many sh spellings or whatever. But for older students, we very rarely.

Now we've given them to teachers because that's a comfort level for teachers.

Us at Edli and Edli teachers that become veteran, have done it for a while, very rarely will use any kind of decodable text with that, because the text that we're going to read will have those patterns in it.

And they'll have many other patterns in it.

They haven't taught them, it doesn't matter.

You just tell them say "sh" or say "s" or say whatever sound it is, right?

So yes, and you could see, I wanted to show you those two groups of kids because this group of kids had a very different, this child that I was reading with, very different place than that next child.

And so how I am supporting and coaching and redirecting them is a little bit different. It's the same idea, but it's a little bit different.

But with those older kids, here's the deal.

They need to be at a fourth-grade level.

If we keep them down in this decoding stuff that's much simpler, we're never getting them there. We have to get them into that fourth-grade text. We have to.

But they got to avoid the guessing. Absolutely no guessing. No guessing.

It's just not even a discussion. No guessing. And our kids know that.

But it's automatic for them, so they just do it without thinking.

But we have things to do to prevent that, too.

So I would not. Now, if you do, it's not the end of the world, but if you're doing those kinds of texts, typically, and with older students, they're much lower than that student grade level.

So we don't typically do that, I guess is the short answer to a very long answer that I gave.

Is it okay if I unmute just to-

Yes

... clarify? I was sort of just thinking, like you said, you really just didn't use them past kindergarten. So I was sort of thinking when I said older students, I meant kind of first and second graders who might be struggling.

Would you ever have a text that has a lot of long O words or a lot of long E words to kind of-

No. See, would you ever? See, the thing of it is, would I ever?

Everything of that question, I would say yes, sometimes, but very few times. Now, again, the teachers, and it's in Edsel.

You can pull it out of our Edsel, and there's all these words that have stories with four different ways to spell O, and we had a great time making them up, and they are not great literature. But they have a lot of ways to spell O, right?

And some kids just are not getting it, and you may need that.

I would say for as many, truly what they really need.

So you can, and in first grade, I would do that a whole lot more than in second grade. But in second grade, I would say I'd rarely do it But that's me, and I'm very experienced in this, and at first, if you use those, nobody's going to die.

It's not going to harm them. We purposely try to include more multi-syllable words in our silly stories, is what I call them, because truly, you would think we were drinking when we made them up, like the wool story and the... There's just many of them.

Shannon was just saying to me, "Wow, these stories." She's going through all the stuff. We're doing edits for next year, and she's laughing in her office, and I'm hearing her, and she's like, "Oh my God, these stories are hilarious." So they are funny. To us, anyway. But we want that to move them to that really flow of a story and all that kind of thing.

So you can use those. I'd say if you do use them, use them minimally, use them transitionally, and get-- Because really, do they want to read about, I don't remember, Shannon even texted me about one of them.

Whatever, or do they want to read about

skateboarding, or sharks, or those kinds of things?

They really are more motivated to read that type of stuff, but we can use those things transitionally. And it's fun to see your face, Beth, because I see your name all the time, and it's really pretty cool to be able to have a face to go with that. But yeah. And again, it's just not going to accelerate as far as they're capable of, typically. It just slows things down a little bit. But you can.

Thank you.

Yeah. Thanks for asking.

Okay, next. Susan Woodson. I would like to hear about any success stories which-

All right. Shannon, do you want to ask this?

Alyssa, you're-

I'm unmuted. I'll do it, Alyssa, you're not.

You're not coming through. Okay, go ahead.

Do you want to-- Here, let me mute her. I'll mute her.

Okay, let's go, Shannon.

Okay.

From Stephanie.

Okay.

Would you recommend weekly/nightly take-home book bags?

This is kind of a multiple question, then I'll do them all, and then we'll go back.

Would you recommend weekly/nightly take-home book bags?

How would you recommend explaining strategies to parents?

I have the parent letter, so she must be an Edley trainee, but I'm not sure the most efficient way of getting students to practice at home.

I have students pre-K to six in Edley right now and might have an eighth grader in a few weeks.

Yeah.

Do you want to...?

Okay, got it. I wrote them down because I can't hold all that in my working memory, but I got it, though. So the book bag thing, we do want our kids to read, okay?

So if you're sending home books, they're going to be not the books that you're reading with them because those are going to be much above their independent level as far as what they can read easily by themselves without needing corrections.

So sending home books that are on the-- If they're reading "Magic Tree House" with you, send home some Frog and Toad or some whatever kind of books with them.

Older grades, obviously different than that.

So the things that they can as far as for them to practice, once they can read, for sure, okay? So one, I wouldn't ask them to be doing homework besides having their parents read to them. Don't ask them to read out loud at home until you've got a little bit of foundation under, which you should at this point of the year with Edley training. So then you can send, and then give your parents a tip of the week, okay? There's a providing support for parents for reading and for spelling, writing in your Edley members area. So go in there, and don't give the whole thing.

It's really long. But grab a tip out of there. Try this. Okay, do this.

Cover up the word if they're doing that.

Tell them the whole word and then have them say the sound. Whatever.

There's all these things that are good as far as for parents.

The parent letter, you can use that.

You can just do it one paragraph at a time and feed it to them.

Invite your students to teach their parents.

Send them home with a whiteboard, with a marker.

You're going to teach your parents this word, I don't know, whatever.

Halloween or whatever. That's a good one for right now.

So you do syllable and sound lines and teach them and then have them teach you.

Have them go home and teach their parents.

That's going to help them as far as with their parents.

So if anybody else has any great ideas that you've done with parents, please share

those in the chat because there's so many good ideas that you guys have, too,

but we do want that parental support, but they just don't know yet what we're

giving them,

and how you're doing it. Invite them to come in and watch a session of you working

with their child. That's really powerful.

Do a video of you working with their child if that doesn't work, so that they can

see, or with their group or whatever. So they can see what this looks like.

And I'm going to ask Cricket and Shannon and Alyssa too, well,

maybe not Alyssa because we can't hear her, but

they nurture our parents here and get them

doing all kinds of stuff. Cricket, do you have any suggestions

for parents with reading, not spelling per se, but...

I don't know if she heard you, but if she didn't-

Okay

... I would definitely 100% send them the link to sign up to this webinar.

Mm.

So they can see all of Nora's, because the best teacher is-

Yeah

... Nora. That's who we consult with here.

So I would send them this webinar for sure.

I know we have a lot of webinars. Don't give them all of them, but send them, this

is what we do for them. The alphabet webinar, this webinar.

There's all kinds of them. If they're a guesser, send them the guessing webinar.

There's a lot of things that you can send them that will-- How to support readers,

actually. No, that's this one. But there's other ones. There's so many of them.

I don't know what's in all of them. But look at some of those and give them to the parents. Just don't give them too many things.

We are over-givers, and we tell people 25,000 things, and they are overwhelmed,

whether it's teachers or parents or whoever. And so just give them one thing.

Try this this week. Now try this. Now try this.

So that you're not overwhelming them, and they're building.

We want to teach adults just like I teach teachers, like I teach kids.

We scaffold, we model, all of those types of things.

So even if you send a video to all parents of just your board and you doing something, reading with a student or something. That's really effective, too. Yeah.

Oh, that was only the first part. I'm not doing so well, am I?

The parent letter, you can take parts out. Yeah, pre-K through eighth grade. Yeah.

You just want to keep upping the ante and then having them do more reading for sure. Yep. As they go.

All right, Shannon, what's next?

From Susan. I would like to hear about any success stories with children with learning disabilities such as dyslexia.

Do you find this system works well for these students?

Well, if we have anybody on here who teaches Edley, go ahead and get in the chat, and you guys can go on and on and on. We seem to have everybody with dyslexia lately.

Cricket is our-- She is the one who coordinates all of our reading center students, which we try not to really have too many, but we always have a waiting list that's way too long. But all of them. My child's the worst dyslexic in Utah, and mine's the worst dyslexic in Wyoming, and mine's the worst dyslexic in Massachusetts, and they're coming to us from now Australia, the worst dyslexic. So we have severely dyslexic kids.

Many of them have been in remediation in traditional phonics for often up to 12 years, and still reading at a lower grade level.

So yes, and they learn really, really quickly.

What I would recommend you do is ask that wonderful question on the

speech exploration page, and Edley trained people will tell you about it, but also people who are trained in Reading Simplified and other speech Say, Sell, Read programs about that. Because I'm supposed to tell you, "Yeah, it's great." But it is. It truly is almost like Abnormally great, but hear from other people who are doing it that's not me.

You really shouldn't believe me about those kinds of things.

And do your homework and ask other people who are in the trenches.

I wouldn't lie to you, but you really should question anyway. So, yeah.

Ready?

Yep.

Lots of EVLI teachers are piping in, so make sure you check that out, guys.

Thank you.

When you were showing the video of you reading "Read Back" with a small group, from FN to everyone, can you clarify what you mean by patterns?

Not the same as word families, I imagine.

No, a pattern is like, okay, if you hear the sound

/k/ at the end of a word after a common vowel, like the first vowel sounds you learn in kindergarten. CK, that's usually going to be your spelling for /k/.

That's a pretty strong pattern. Okay, if you hear the sound /k/ after a single vowel, like in take or make or whatever, like, all right, it's going to be that consonant E, that K-E, consonant E at the end.

There's patterns that are really strong all throughout the English language.

They're just like when you're familiar, kids will tell them to me without me

telling them, in a classroom of kindergartners, all the time.

Our brains are just pattern picker-upper suckers.

That's how we learn really the best, so we capitalize on that and point it out when we do our sorts and do our different things.

Also when we're talking about prefixes and suffixes and root words, we don't have to go on and on about that. We teach them what those are, the roots.

I just did a root word thing the other day with somebody I was teaching, and it's like, oh my gosh, and then they're telling me this word and that word.

Yeah, and you know how you're going to get good at really having a lot of exposure to that? Reading a lot. Reading a lot, once you're taught how to read, is the way that you get the best exposure to prefixes, suffixes, morphology, the patterns of words, meaning of words, all kinds of things.

That's what's going to really accelerate you, not more explicit instruction.

You do not need to go all the way down, three quarters of the way down of that iceberg.

If you give them that good instruction and you allow them the opportunity to read really challenging text supported, and then more independently, they're going to really, really fly, and it's so fun to watch. It's just really fun to watch.

All right, Jenny, what else? Tell me if I'm skipping something or going off track.

You're good. From Sherry H., also about the smaller

group reading, do you typically have the student use her finger to track the text?

I do. And now this is, again, like my mom said, not till they're 30, but I

definitely do when I am working with them, especially in a group or a whole class,

because guess what? It gives them something to attend to, right?

That's one thing, is you're going to be paying attention to what we're doing.

Also, as long as you're not tapping.

If you tap like this, you will read like a robot, and it's really annoying. So when they tap, we encourage decreased fluency.

So we encourage a ice skater finger with the hand that they write with.

None of this switchy stuff. No, no, no.

Or none of this like, only stay over here and don't cross the midline.

And we train that. It's important. People don't think it's important.

It's important. So tracking with the hand that you write with.

If you're left-handed, you saw the one girl was left-handed, and she tracked.

You'll see with my pencil, I'm training fluency there because then pulling ahead.

You'll learn all of that if you do the workshop.

There's a purpose for every single thing you saw me do in those videos. I'm not going to do anything without a purpose.

There's a purpose for all of it. Yeah.

And that tracking piece, now, I do make them track when I'm reading, because I'm going to read real fast and I'm going to increase that processing even with their eyes and all that kind of stuff. And they have a choice if they want to use their finger or not. Usually real low kids, like that first group, I do do.

And then older kids, they can do it if they want or they don't have to if they don't want later. But always smooth.

No

tap dancing fingers. Yeah.

Piggybacking on that from Beth, do you ever have kids who can't track as fast as you read it?

Oh, yeah. And guess what? I train them so that they can.

I don't say, "Oh, I'm going to read slower." Now, I'm a fast talker, I'm a fast reader. If it's a kindergartner, I might slow it down a little bit, but not too much. I don't, because it's like, here's the deal. You can catch up to me.

And so what I'll do is I'll hold their finger and I'll move that so they can feel what that fast tracking feels like.

And then they're going to just-- Like both of those kids.

The first time through, you probably thought, "I'm going to poke my eyes," well, the first ones especially, "my eyes out because this is tedious.

Oh my God, this is way too hard for that child." Anybody thinking that?

Many of you were thinking that. You don't have to admit it, but I know you were.

You should have been. But then I read it back, and then she reads it, and you're like, "How did she do that?" The second one, too, right? Because of the process.

It wasn't just like, p**f, some magic out of the hat.

There's all these things that led up to that, and there's many things that I'm doing that create that. And how are you going to increase accuracy and fluency?

Well, all of these things, and tying them together and doing it integrated, that's the key.

From Lynn. In a group of three, after one student reads a page, then teacher models, and everyone reads fluently afterwards, do you just take turns having other

students sound out a different page and take turns?

I don't have everybody read together. I can only focus on one student.

I always find that interesting when people say, "Well, listen to this whole group of..." I'm like, how can you listen to four, or five kids, or three, or even two at the same time? So I can't do that, and I don't think that we can split our attention that way. So I'm on only this kid to read "Read Back," and only this kid reads again. Yes, and I do do that. And I differentiate based on, it's part of our EVLI, what we do. And we want these kids to read out loud.

You don't know how the kids are reading unless they read out loud.

So that's how I'm being diagnostic and prescriptive and doing this formative assessment constantly. It's interesting to me, many years, always when I did in-person trainings, I'd be doing a training in January, February, March, and I'd say to the 50 teachers, 20 teachers, 10, however many, "So how do they read out loud, your class?" "Well, I've never really heard them read out loud." I'm like, "You can't know how your kids read." No test is going to tell you like hearing and listening to them read out loud something they're unfamiliar with. Nothing. So listening to them to read.

Now, sometimes it's just a sentence, sometimes it's up to a paragraph.

It depends on if I'm reading out with a whole class, depends on if I'm doing one-on-one, a small group. Differentiate based on that. Yeah.

What else, Jenny?

How do you select texts for first graders? Are you using a leveling system?

No.

I am not.

I am going to

pretend that you're me, and you went to school in the '60s and '70s, and there were no levels, okay? I'm a great reader. I learned to read.

I loved all of those Dr. Seuss books.

That's a good one to start with with kids.

We use here "Henry and Mudge," "Frog and Toad," stuff that kids love, like books.

I

know about the level system, obviously, and all those kinds of things, but we have never leveled. I'm not going to give a first grader "Harry

Potter." But I'm going to give them that transitional text stuff.

We share a recommended reading list in the supporting reading

... workshop that I did, and also Ebly trained teachers, you have that in the

members area too. But we like to get them into series, and there's a lot of,

probably "Magic Tree House" is one of the series that we move them to in first

grade, definitely second grade. "Little House on the Prairie," those kinds of

things. But things where there's a series where they're like, "Oh my gosh, that was so exciting. Let's do the next one.

Now let's do the third one, and the fifth one, and the 20th one." So that we get that sustained reading, and more and more reading. And excited.

We want to have fun when we're reading.

We want to be accurate and automatic, but we also want to enjoy it.

That's kind of a lot of the point.

A couple of questions from Jen Newman.

Is it okay to ask kids to decode words they are still struggling with on the read again portion of read, read back, read again, or is it preferable to provide the word so they can maintain the feel of fluent reading?

It depends. Now, how about that? And that is how you are going to, you being this expert teacher diagnostician,

with those first group of kids, I may sound them out again.

They need a lot of help still with that part. That second girl, no.

I'm going to tell her the word, and she's going to read it.

Because, I want for her more, we got to get to the fluency.

We're going to train that fluency with that first group, but those kids are not ready to get to that fluency at the same level.

So, it's differentiated, and that answer is kind of it depends.

Now,

so you have to have some flexibility in that. That's another thing.

There's nothing in reading that's black and white.

There is just nothing in reading that's black and white, except for you have to say the sounds and read the words accurately.

But not anything as far as the supporting, the instructing, the code, the always this and never that.

You won't really hear me ever saying that.

So it depends on where they're at in that process. Yeah.

The other one she had: Given that students really need to be able to manipulate phonemes while they are decoding in text, what is the rationale for doing separate phoneme manipulation exercises without print?

Yeah, I don't know. We do that

very briefly with letters, dots, sounds, all

auditorily kind of thing. In our really second grade and older,

and at our reading center, I say we might put 10 minutes to it in the whole time

that kids are with us, just so that they have that exposure as far as to that.

Most of it in school is done all auditory, which I find very

odd. Because the whole point of all of these things, I don't think that educators

make the connection that we're doing this activity so that we can do it in print.

So, any multi-syllable word, and most one-syllable words, have spellings where the same spelling, like the letter A, there's nine sounds that go with the letter A.

Okay? So if you read the word stomach as stomach or stomach or

stomach, or not, yeah, stomach, stomach.

You have to pull that sound out and push in the I. All right?

If you read it as stomach, as stomach, and that O, you have to pull it out.

Stomach, stomach, ch, stomach ch, whatever.

That ch can be different. There's all kinds of spells. The S can be s, or sh, or z.

So we do this constantly and we don't even really know it.

Our kids, we're going to teach it to them explicitly, and then they just apply it

because they're used to doing it because we've taught it to them.

I forgot the question I was answering, but anyway.

About teaching phoneme manipulation.

Oh, yeah. So auditorily, no. I would not advise spending much time with it because nobody understands the purpose of it.

And the purpose of it really is so that we can use it, right? When we have words.

Yeah.

From Anna. I have a nine-month-old daughter.

I'd love Nora's-

Nine-month-old?

Uh-huh. I'd love Nora's recommendations for what to avoid and what to do with her as far as learning the alphabet and et cetera.

Yeah. I want you to watch the Phonemic Awareness Games webinar, and I want you to talk to her. This is what I do with all my babies, including the twins that are in utero. Oh my gosh, you are so c-ute, cute. I want to k-i-s, kiss you. Okay?

So saying those sounds. My little two and a half year old grandson and my little one and a half year old grandson, and my little Colleen that's one, they all, I talk to them in sounds all the time. Oh, give me that c-u-p, cup.

And I'll say now to Christopher, "Say c." He says c. I say uh. Tell him say uh.

He says uh. Say p. He says p. Say cup.

And now he can actually blend some-- he's maybe two and a half years old.

He can blend some words together because here's the deal. This is not natural.

We are not wired for this. So it's very easy if you teach him how to do it.

So having your child hear segmenting and then hear blending, and then start with

doing some... I do this also. I have one of those, I have the letters, the magnetic letters on my refrigerator, so he goes by and grabs them and says the right sound, but I'll say, "Okay, M-A-M, Mom," and then he'll say the sounds and say the word. So you can do that in the bathtub.

You can do it on the refrigerator, going by the sounds. Stick with the sounds.

Teach the letter names away from reading and spelling, because we don't need the letter names when we're reading. We don't need the letter names when we're spelling. Teach the letter names. They're like your middle names.

I would never say don't teach the letter names.

Do not teach them first, and do not teach them as if they have importance in reading or spelling, really.

From Mary Jo,

is there a systematic scope and sequence that a teacher follows in Ebly?

Mary Jo, I love you because you have my mother's name, so that makes me happy.

Yes.

I was a little distracted by that, and I don't hear Mary Jo a lot, so that makes me happy.

Aw.

Yes. Yes, there is a systematic scope and sequence that we use, for sure.

And then from F.N., do you teach the four concepts up front, or as they come in your scope and sequence?

As they come, and they come pretty quickly.

In kindergarten, a

little bit in first grade, couple weeks, not till a couple weeks into first grade, but they're exposed to them. We have activities where they're exposed to all of it, not explicit instruction, but they have exposure.

So what's really fun in kindergarten, by the time we teach explicitly, they're like, "We got that. We've been exposed to this a bunch in a bunch of different activities." So yes.

From Stephanie, besides the Ebly EDSL apps, what other small group activities to support reading and writing independently do you recommend to have other students doing when you meet with a small group?

Is this an Ebly teacher? Do we know that?

From Stephanie.

I think so.

If the answer has got... What? I started on Thursday. Oh, yes.

It's a Ebly teacher. Okay, so what do you want them to do in small groups?

Now, what age? Did you tell me that, Shannon? Mm-mm.

I do elementary. All. So all grades of elementary? Okay. Mm-hmm.

Fun to see your face, too, Stephanie. I remember you from there, our teacher.

So,

there's many things, and they'll come up in your

EDSL, too. So the apps, once you get to Listen, Tell, Say, and Write, they can do that. One of my favorite Ebly things to do is a scavenger hunt.

So let's say you've taught different ways to spell ssss, or whatever.

That's what you're doing that week.

So for the kids who are independent, they can go and look.

I don't care where they look. They can look on their milk carton.

They can look on wherever. Find, on a scavenger hunt 10 words, depending on how old they are. They have different ways to spell /s/, so you have to have at least four different ways to spell /s/. Get those, and then add them to your sort.

That discovery thing is added into that.

They can put on names if it's their name or whatever. So that's a very good thing.

Another really great thing, I don't know if you have, Epic is free for teachers, and there's several of those where they read you the story, but you can follow along. That's always good transitionally too, but you need to be sure that they're following the print, not just listening.

So we want them to follow more words under their eyes, especially if you're teaching remediation. So those kids are, in that Matthew effect, they're on the bad end of it, so they need to have more and more words under their eyes.

The more they do that, the more their brain, which loves patterns, is going to pick up those patterns that you are explicitly teaching, too.

So that's a really good independent thing to do.

Now, also, Able teachers, if you can throw in the chat other recommendations that you have for that, that would be really helpful.

This has been a brain dead week for me. I apologize.

And also Able team, if you have anything to share with that too.

But there's a lot of those. Stephanie, you could even ask that in the Able Members Facebook page, actually. That would be a good thing to ask there, too.

Thanks, you guys are inputting there with your ideas.

From Anna, "Do the kids in a small group who aren't reading get very bored?

Seems like they wouldn't pay attention."

You watch them, and Anna, you're trained.

Watch some videos of the small group, they're not. Now, sometimes they're naughty.

I had one especially naughty group, but they got unnaughty.

Sometimes,

and I'll tell them they're not going to be a part of my group if they're going to distract it.

But they know. It's interesting, and they don't-- Yeah, I don't have an issue with that. Yeah. It's really-

Do you have a favorite book list for kids in order of difficulty?

You mentioned "Chicken Soup for the Soul" books.

We do have a recommended list that we give to our trainees.

And it's,

I don't know. Yeah, we have Chicken Soup, and there's some first-grade ones, some all the way up through high school.

But,

the books, they're books. I don't know.

And other people have really great ideas of books that I've never even heard of.

So knowing where they're at and kind of going there,

I guess. I don't know. It's another brain dead answer, so I apologize for that.

You're doing good.

But I love the Chicken-- We just love Chicken Soup books.

They're really great because they don't have any pictures, too.

That's another good thing about them, and they can have shorter text, and also they're nonfiction. Nonfiction is another great idea. You know another thing?

Actually, I have a great idea for you. Shel Silverstein poems. Love those.

They've got the rhyming. They have a lot of crazy content in them, and they don't freak the kids out that are remediation kids because there's not too much text on a page.

So you're reading not so much text, and you get in that flow, and you have a lot of higher level code stuff without increasing that anxiety.

So Shel Silverstein, any kind of poems, are really fun, too. Yeah.

The last one I have is from

Jen again, and it is specific to teaching a track one student. Can I ask it?

Sure.

Okay. Question for-- Okay. "I have a couple of grade one students doing track one who do really well working through the words during the first reading of a one-page text, but as soon as we move into their turn to read again, I can see that they are attempting to rely on their memory and guessing at words, unless I jump in right away to provide a word. Is this a sign of cognitive fatigue or overload? Should I not be expecting them to be able to read it back with a high level of accuracy independently yet?"

No, it's okay if they make some mistakes still. Think of me running.

I don't know about you running. Jen, you probably are a runner.

You're not a runner? Okay. I'm going to guess you in your little self as a runner, but okay. I can't run. I mean, I can run.

So if I'm going to run, I'm going to not do well. Okay?

I might make it to that driveway down there, and it's not going to be pretty, and I can probably hardly breathe. But as I keep going and go through that struggle, I'm going to go further. And pretty soon, I'm going to go a block, and then I'm going to go two blocks, and then I'm still going to maybe walk and run. Right?

So I want you to think it's not like point A to end point.

It's this,

I don't know, path that's up and down, and up and down to get there.

So we like that. Okay, you misread a word. I'm going to give it to you. Cool.

If you have to sound it out like that first group, you're going to be doing that a lot more. So

even if they have that cognitive fatigue or overload, what our job is, is to increase their stamina so they can do more.

And when you increase your stamina, you get some sore muscles.

That's another thing. I won't be able to walk tomorrow because I ran that way.

But the next time I do it, I won't be as sore.

The next time I do it, I won't be as tired.

These people walk-- Like at a reading center, parents say, "Our kid barely got in the..." Maybe a 13-year-old kid or a 15-year-old kid or whatever, "...

barely got in the car before they fell asleep." This is brain work.

It's a lot of brain work, and we have to bring that bar up, and it's exhausting.

But it's not exhausting forever. It's transitionally exhausting.

So you do keep give them that word, they say it back, and they're going to get--

And you may like that first group. I read that second sentence again because she still had more stuff that she had to do.

So I wanted her to feel at least a sentence of fluency.

I want you to feel what this feels like.

Once you feel what it feels like, and it's in your neural pathways, and you've gotten that, the next time, it's like going through the jungle with a machete.

Ouch, ouch, ouch. This does not feel good because I'm getting all beat up and scratched up. The next time, oh, I only have a couple scratches, and pretty soon I've got a nice, clear path, and it's easy. Right? So that's the key.

Yeah. So Nora, I think what I'm worried about is what's going on when I'm not with these students, when they're back in a classroom that might be encouraging them to guess.

Yeah.

And so I'm feeling very nervous.

Well, you know what? You can only do you. We do that.

Yeah.

The good news is, that's our life. They come from all over the country now, all over the world, and they're going back into places where they're doing exactly not what we're doing, exactly the opposite.

But kids are smart, and brains are very adaptable and smart, and even though they're getting 29 hours, 30 hours in school and 1 hour with you,

our brain knows to take the path of least resistance and what makes sense.

It's going to

take, no time really, in comparison, so you're

undoing that 30 hours and redoing for your thing for the one hour, but you have to

just keep doing that and letting your kids know explicitly, "When you're in school,

this is what you can do." Cricket and Shannon and Alyssa and everybody here who

teaches these kids, they can tell you more because this is our life.

They walk through the door all day long, every single day, and that's their

situation. Then they go back, and they say, "Look at the picture and guess." Or

they go back, and they do-- Mostly, if they're doing some traditional phonics, we

kind of have them. Like Cricket just told me today, one of our students got out

of

the-- I don't know if it was special ed or whatever it was.

Was it special ed, Cricket? Or, I don't know, title or something.

The parent said, "No, I'm not going to have him in title while I'm doing this

because we're causing confusion over here." So have that conversation with parents,

too, because I know you do private, and say, "Hey, while we're doing this, if we

could have more of this and not

fill up the bucket with the cow making the bucket of milk, and then we're going to

do this," and it kicks it over. It's not going to be as much, especially if they're

second grade and older in a classroom.

But if they're being pulled out for remediation, they're going to be undoing it,

and the parents are going to be paying longer for you to take care of their kids to

fix those things. Yeah. Okay. Well, we weren't too bad. 20 minutes over.

Thank you, guys.

Going long.

I do want to say it has been

exciting, and also, I guess the word harrowing comes to mind, for me anyway, week of literacy. So I want to recommend that if you have

not listened to, I can't even remember what's Emily's thing?

Something of story.

Sold a Story.

Duh. If you haven't listened to the Sold a Story, 8:00 PM, it's everywhere on

Facebook stuff, but you can Google it. Please listen to those. Share it everywhere.

Everyone, parent, teacher, non-teacher, business owner, anybody, anywhere, should listen to these. They are fascinating, instructional,

frustrating, infuriating, and really eye-opening, and

everybody that has any interest at all in literacy should listen to those like

yesterday. They're amazing. There's three of them are out and three more are

coming. Also, do watch "The Truth About Literacy,"

the official trailer. If you Google that, you will see our official trailer.

It looks the same for the first, I don't know, half a minute or so.

It is not the same thing as the teaser.

And all of us on the Abley team and some other people on here are going to be going

to a private screening in Detroit, we're very excited, on Wednesday next week, so

that's pretty fun. And then our NAEP scores came out.

Very depressing, horrifically distressing, absolutely criminal, and not okay. So together, this is how we turn this ship around, together.

All you beautiful faces and all you people whose faces are not on here, everybody who has an interest, everybody who's willing to continue to learn, to continue to move, to work together. We don't need division. There's so much division in literacy education stuff.

Uniting, uniting, uniting. Regardless of what you do, okay, we all have more to learn. Regardless of what you do, you're doing many things great, okay?

But let's learn together with the goal of the children and accelerating their literacy. That's what we can do, and if we all work together, we can do that.

And this whole literacy thing that's been going on this week, it's like kind of hoping for a little bit of a break here for a couple of days, but it's been a lot, but it's exciting and it's hope-filled, and we can do this, you guys.

We can teach the world to read. We got this.

So let's just team up like we are and grow our tribe and make it the norm. So there you go.

That's my little message for a Thursday night, and I appreciate all of you, and I thank you for taking time out of your Thursday evening to come and hang out with us. And I hope that you can come to the, whatever it's called, our supporting reading workshop.

And do join the... I can always tell when my brain is losing it.

Shannon, can you help me out? Abley, what is it, Alyssa?

The community group, the Facebook community group.

Yes, Abley community. Thank you. Abley community.

Yes, join that one because there's been a lot of great stuff on there, too.

We've made up these new documents for teachers and for parents.

They're just a one-page thing with a whole bunch of links that you can go to and find the Emily Hanford stuff,

Marnie's The Third Way, just a lot of good stuff.

People say, "Why would you talk about Marnie?

She's like a competitor." I'm like, "No, we are not competitors, you guys.

Stop your thinking that way, please.

Please." There is enough need for all of us to all have something that we do, there's not nearly enough of it, unfortunately, that is really going to really, really, really work, and really work well for the teachers, for the kids, of course, for the parents, for all of us. We can do this together.

So that's my speech and my hope. And I used to take this class, and we would always say to say thank you, we gave a kiss and a wish.

So I give you all a kiss and a wish where I shower you with love and thank you for what you're doing. And I appreciate you all. So thanks for coming.