

Welcome, everyone. Happy New Year.

Happy literacy year. I was just saying that this is really going to be the year of literacy. 2022, we're all going to remember it as that for sure.

If you would, I would love it if you would introduce yourself in the chat.

Put your name and what brings you here, and I always love looking at where you're from. So I know we have a lot of people, always we do, from Australia and New Zealand, which always makes me happy.

I love Australia, and New Zealand I'm sure I will love whenever I get to visit there. But wherever you're from in the world, what you do, all that good stuff, if you would share that, that would be wonderful. I'm Noura Shahbasee.

I am the founder of Evelyn, which is evidence-based literacy instruction.

It is a system of effective, efficient, research-aligned

teacher training and student lessons

so that educators, whether it's classroom educators or remediation educators,

can help every one of their students reach their highest potential in reading,

writing, and spelling. So that's what I do typically

day to day, and tonight I am here to talk to you

guys about phonics and syllable rules

and R-controlled vowels. Isn't that such an excellent, wonderful, fun topic?

So I know that we have over 1,000 people that have signed up for this, so I know

it's a hot topic for a lot of you. And I wanted

to share that my background, when I got into education,

I used to be a nurse, and I got into this because of my own daughter's struggles, and I actually taught her to read in three hours as a matter of fact, interestingly, with Reading Reflex. So it was a speech-to-print instruction, and then I became a phonographics, which is what Reading Reflex is, it's about phonographics instruction. I became a phonographics trainer of teachers for about four years. So my first foray into reading instruction never included any kinds of rules. It was all speech-to-print instruction, and I've never known rules. We talk about tendencies and patterns and all that, I'm going to talk more about that. So it's never been something that has been anything that we've taught or anything that I've really learned because of the effectiveness of our instruction as well as really the efficiency.

Moving kids in an average of 12 hours, remediation kids and other kids, really flying them fast. So have always taught in this way, and there's so much talk about what's the way to do this and what's the way to do that in this English language as far as instruction. And all of us here come all the way from either knowing, "I don't even know what a phonics rule is," or a syllable rule or any of that, to, "I know all of them and just how to teach them," and everywhere in between. So the point of tonight and the goal is I come in peace.

I want to really make everybody's life easier.

I want for the teachers to be able to teach faster and more effectively and save time and energy and all of those types of things, and to share with you from my perspective of that, with that goal. To focus more on how are the kids learning and how fast are they learning, and how effectively are they learning, as opposed to really, it's not I'm the right way to teach this and you're the right way, and you're wrong and I'm right, and I'm wrong and you're-- Any of that kind of stuff. It's like how do we all work together to move to this high-level literacy for all, for everybody? So that's what the goal of is tonight, to share that in this webinar.

So there is that. And again, please share in the chat, because I love it, your name-- Well, you've got your name, but where you're from, what you teach, what brings you here. All right? And I'm really, really happy that each one of you-- And I have a whole entire screen almost of faces.

Hi, Claire.

If you are a Zoom presenter ever, you really understand and appreciate how much fun it is to have faces on there instead of black boxes, for sure. All right. Also, I want to introduce, Shannon is on here. Wave Shannon, from our Evelyn team.

She will be grabbing your questions from the chat. Please ask questions.

I love nothing more than questions.

And also comments, and also if you're thinking, "I think she's a little off target on this and I want to share my thought on that," or whatever.

Everything that you want, I read every word of the chat before I leave here tonight. I try to answer as much as possible at the end, and the questions we don't get to, I will answer typed out that you'll get in the recording tomorrow. So don't be shy. Ask away if you're wondering something, if you're thinking something, you think she's way off on this.

All of those things I want you to share.

So Shannon's going to be grabbing those, and Cricket's here. Can you wave, Crick?

Cricket's going to be sharing our links with you, and if you have questions in the chat that need to be answered right away, she will get those.

And then Lucindra is on here. Where are you, Lu? I lost Lu.

But anyway, she's on here somewhere, and she will be helping let everybody in as they come and all kinds of good stuff.

And we have Molly on here too, and little Claire.

And so a lot of our Evely team, and Hannah will be on.

Katie, I see is on here. We've got almost all the whole Evely crew.

So we're happy to be here and happy to have you here.

All right, so here we go.

You probably don't want to see my--

Okay.

All right. So tonight we're talking about syllables, R-controlled vowels, and phonics, and how to teach this as efficiently as possible

to save time, to save energy, and to move our kids further and faster.

That's the goal of this whole webinar tonight.

So again, share where you're from, what brought you

here. Oopsie. And then put those questions and comments,

just a reminder.

So what are R-controlled vowels? This is what we're going to be doing tonight in

the next hour or a little bit over an hour.

We're going to talk about what R-controlled vowels are.

Didn't even know about that that was a thing, quite honestly, till I've been

teaching reading for quite a lot of years, interestingly enough.

But have known a lot about it, and obviously

deal with those because we have to deal with those in life.

So talking about those, what they are and how we teach them.

Phonics and syllable rules, what are those? How do we teach them?

We're going to do some interactive practice, so have your phone or a piece of

paper and a pencil ready so you have a place to jot down some stuff when we do

our interactive stuff, and then our question and answer at the end

so that we all can connect back together

here. So the first thing is

English is a code. So when I talk about we can teach English

without rules, I don't talk about we can teach English without teaching the

code or the patterns and tendencies.

English is a code that has to be decoded to be

read, okay, we have to undo the code, and encoded to spell.

So if we don't know the code-- Oopsie, somebody's unmuted.

If we don't know the code, okay, or how to manage the code,
then that leads to lower levels or no literacy at all.

So it's important. And when you think about codes, when I was a child, I always
loved the back of the Lucky Charms box where a triangle was
a P and a

square was a A, and a rectangle was a T.

And then you could make different words and they'd show you those
symbols and then you could decode it, which was kind of cool.

So that's a real simple code. Then if you haven't watched the movie,

"Windtalkers" is the name of the movie.

The book is "Code Talkers." Absolutely fascinating about the Navajo
code talkers in World War II, and it's the only code ever
that's

been used in war that hasn't been broken, what these Navajo code talkers
came up with. And then there were Cherokee.

So Navajo is a complex language, actually, and they hadn't even printed it or
written it down. And Cherokee language, I'm going to talk about that a little bit.

That's a very simple code where they taught Cherokee Nation, all the
Cherokee Nation across states, literally in a matter of weeks when they figured out
a code to put symbols to the sounds that they were saying.

And then you have braille, which I'm fascinated.

Isn't it fascinating that people can read fluently in braille?

I think that's really amazing. So there's a little picture of that.

And then English, which is also a complex code.

So it's a code that needs to be deciphered and able to be applied,

and we have to decipher it automatically to be able to apply it.

So that's really, really critical.

Whoa.

So Sequoyah is who invented the Cherokee written code, and Cricket's going to put a

link

in the

chat for you guys, and we'll also send it to you tomorrow.

That tells this absolutely fascinating story about how

he and his daughter also created this Cherokee code.

And it tells you here that he took the Bible and okay, let's say there was a Z,

he's like, "All right, let's make that a A," that we say, or really their syllable,

whatever. So they used the English alphabet and applied

it to make this syllabary, I don't know how you

really say that, that they did to create the Cherokee code, and

then taught the entire Cherokee Nation to be able to read

and write and communicate with it when they didn't have any written language

before. It's very fascinating

as far as information about a code.

Okay. So I decided I'm going to make a code for you

guys. So this is my code at the top. It's a simple code,
to be honest, and I'm going to let you know
how to decode it in a minute. But let's pretend I'm not going to give you
the
instruction on how to decipher it, that you can just kind of try to figure it out
on your own here. If you've done some of my other webinars a while back, I've
used the same code before. So see if you can have any idea about what
at the top, these top two sentences, the first one and then the one in parentheses,
what that might be in English if you were to decipher it to
our regular English. So if anybody has any ideas, go ahead and put
those in the chat so you can tell me what your best guess
would be
at what this is. Now, I'm probably not going to be seeing
all kinds of people because you're all like, "Let's look away and not look at this
because I have no idea what you're talking about here," right?
This is a bunch of gobbledygook. So this is what it's important to understand.
If you have a language, which pretty much all languages do, that has
a code that goes to it, ours is an alphabet code in English, all right?
You have to be given the
instruction on how to decode it, and
even English, really, once you understand the logic of it and how to decode
it, it is fairly simple to do. Okay, so I don't see
any

takers on letting me know. "We say we saw as..."

Ooh, look at there. Stacy.

Is it Jamie? Good job. "We saw as we..."

Very good.

You two are reading each other, mind. That's awesome. All right.

Thank you for sharing that, those of you in the thing.

So now, here I'm going to teach you the code.

So our code is reversible, just like the English code. All right?

So

to decode it, you have to read it. To encode it, you would write it.

So I did the encoding. I wrote it or spelled it, and you guys are going to

do the decoding. So at the top is how you decode it, or

where it says to read. So the first letter, so the W, that really is the

first letter of this word for real.

Every letter after the first letter is the letter before it in the

alphabet. So the F, the letter before F is E, right?

So that first word is we. And then we have that first letter is a

S, so it's a /s/. The next one, a B, the letter before the B is A, right?

And the letter before the Z is Y. So this word is say. All right?

So we say. So take a minute and see if you can decode

a few more of these words, okay? And you can share it in the chat.

Now I'll take a peek.

Got my glasses on because I can't see.

All right, Lori Preston.

Hello.

Carolyn, I like yours.

Oh, we have a lot of decoders here.

Good job, Mile.

Way to go, Greg. Yes. Okay, we have some fast

decoders. We say as we write letters, which

are very nice. Yes. Good

decoding.

You guys are on it. So this is a simple code, and we could have a whole lot of fun

making up all kinds of

messages to each other with this. So if you look here, we say as we write

letters, which are symbols for sounds.

So these letters are just symbols for the sounds that come out of our mouth.

So w, e, s, and this actually is a two-letter spelling, a,

say. So the letters are symbols to represent sounds that we

say. That's what the code is all about. Okay?

So we have to be able to decipher them to read and then

encode them or put them down on paper, or in a computer, to be able

to spell and write. All right? So that is our simple code and the

idea of English as a code, and we must be able to decode it to be

able to access it automatically and accurately.

All right?

So we want to be able to decode it and encode it and get to that

accuracy and automaticity as quickly as possible, right?

So we can have that joy of reading and reading what's written on the page and

writing and communicating with others. Okay?

So matching the sounds we say with the letters that represent them, which are

symbols. So the cool thing is, even though English is borrowed from several

different languages,

the code has many patterns and tendencies.

But these patterns and tendencies, there's also inconsistencies.

But when you understand the logic of the code and the application of it,

those inconsistencies are really not a problem to manage.

It's very easy to manage, especially as you get more practice, just like with

everything. So you have to understand how the code operates.

And I'm going to talk a little bit later about the English code and some of the

unique things about it so that we can manage it

more easily. You have to know those things. And then the code is reversible.

As I've said, you can use it to read, and then you can use it to put down on paper

or a computer or a phone to spell.

So we want to integrate instruction.

With EBLI, we're really big about this, about not saying, "Okay, we're going to

teach phonemic because word is over here, and the carrots shall never touch the

Ps." It's not going to integrate with phonics or even

vocabulary or writing or any of that.

Because reading is like a car. It's all these pieces that get put together, or a recipe that you mix them together in an order, and then you get this beautiful souffle, right?

But you can't keep all of the ingredients in separate places in the kitchen and expect that we're going to have this beautiful souffle. So to be effective, we have to mix them together as much as possible to get where we need to be. Okay?

And so then we need to apply it.

It's kind of like building a house.

Nobody ever builds a house so it can sit there and you can say, "Look at this beautiful house," right? We build the house so that we can live in it, right?

We teach kids to read and spell and write so that they can do it. It's not about the process of teaching them, which that's critical and crucial, and we have to do that, but it's so that they then can apply what we've taught them explicitly into that reading and writing, right?

Which we all know that. And really with EBLI, most phonics instruction is print to speech, which requires rules.

EBLI and some other phonics instruction, but very tiny minority, is speech to print, which greatly accelerates the instruction and the student's learning.

Because really it's not about what we as the teachers

are teaching, it's about how well is our teaching transferring to the kids so they're really learning it.

Because we can say, "Well, I taught that," but if they didn't learn it, we have to shift to a different way so they can learn it more effectively and more efficiently. That's really what our goal is, to get all of those who are in our charge as far as teaching them to read and write and spell so that they can do it well, they can do it quickly, they can do it automatically, and then they can enjoy doing it.

I don't know if you know Steve Dykstra.

If you don't, I would Google him, and watch some of his videos.

He is a psychologist who's very interested in reading, but I saw this in a post he wrote on Facebook maybe a couple weeks ago, and I thought, "That is so true for me and every human on Earth," is the tendency, and we're all guilty of it to some degree, is to hold the things we like to a lower standard. Like, "Well, we don't have to prove why this is right, but you have to prove, well, what you're doing is right because it's different from what I'm doing," kind of thing. So we hold what we like to a lower standard of proof than the things that we reject or don't like.

So that is really a great life... For me to keep that in my mind, it's like, that is really true.

Instead of automatically dismissing something, whether it's reading or anything else in life, think about it from a different perspective or the other

people's perspective. I just watched this really interesting documentary that's going to be coming out soon. Don't have a link to it, Cricket, sorry.

I don't think it's available yet to have it in a link, but it was about six Democrats and six Republicans, and each Republican and Democrat with each other to do this dialogue.

It was fascinating, and it was so interesting for them to see how that closed mindset and like, "I'm right, you're wrong, but I can't hear you because I'm not even trying to listen because I'm trying to show that what I'm doing is right and what you're doing is wrong." I think that this quote has a lot to do with a lot of things anyway.

But definitely for reading instruction, too.

What we're doing and what we like is very much we hold to a lower standard a lot of times than things that we say, "You shouldn't be doing that," or "That's wrong." So the bottom line is what's helping the students move the furthest the fastest so they can get to that automatic accurate reading, writing, and spelling. That's what our goal is.

So again, accelerating instruction, accelerating student gains.

Always what we want to have happen. The focus is on what are the students learning.

If they're not learning, we need to do something differently, or we need to shift or refine or change our instruction. Okay?

That's what it's all about. So what are r-controlled vowels?

Now,

I have kind of ignored this really for 23 years since I taught my daughter

to read and started this whole reading stuff,

somewhat, but it's come out and out a lot.

So I have looked at it. I actually just did a blog, and we'll share that link with you, too, that was on r-controlled vowels that just came out, I think, last week, and I had five definitions in there.

One was from

Lucy Calkins, one was from Fountas and Pinnell, two were from

Orton-Gillingham, and one was from Words Their Way.

I read them, and everybody on my team here at EBLI, we all read them, and we're like,

"How would you actually teach that?" You

look at that blog, and you'll see it's like, hmm.

These two, what I did is I googled what are r-controlled vowels, and these are the first two links that came up. This first one is from the University of Florida

Literacy Institute, and this is what an r-controlled vowel is said to be.

When a vowel is followed by an R, all right, so that makes sense, like

when the word "are" is followed by an R, the sound of the vowel often

changes and is said to be controlled by the vowel.

I've read that sentence, and I

am probably underestimating, probably a dozen times,

and I think it might be a typo. Either that or I completely don't get it.

I'm thinking, is it controlled by the R?

I'm not exactly sure. But

regardless, looking at that definition right there, how is that going to help me teach certain words, which we'll see in the next slide, with r-controlled vowels? Okay? So if it's controlled, how does that help our students be able to both read and spell these kinds of words accurately and automatically?

And the other one was from Phonics Hero, which I'm not familiar with, but they had this definition. An r-controlled vowel is one immediately followed by the letter R, okay, and which can no longer be pronounced as long or short. So if a vowel has an R after it, the sound that goes with it can't be either A or a, if we're talking about the letter A, is what this says. And both of these sources use these three groups of letters as their example. This is what it goes with. Okay?

So now we're going to look at examples of r-controlled vowels.

So this first group here, these two words both have O-R in them. Right?

These ones all have A-R. Now, the different colors mean that there's a different sound that goes with the spelling.

So if we were to talk about the word work, all right, and say the sounds, w, er, or w, er, k. I've got to watch that whole schwa thing.

I get in trouble for that sometimes. W, er, k.

So that er, that two letter spelling, is the spelling for /ər/.

All right? That's cool. And I think that the slide before,

I'm not sure, might have been talking about that, but I'm not positive.

But then we have, let's do the word for, or it could be fort.

So let's say the sounds in for.

F, O,

er. Now, that's three-- This is the name of the letter, actually.

So one of those said it can't be the long vowel, which is O, but in the word fort

or for, f, O, er, t. This is

the same two letters, but now it's different.

In the first word, work, those two letters are the spelling for one sound, /ər/.

But in fort, they're spelling for two sounds, O, er.

So our mouth is saying different sounds.

So if we go speech to print, we actually do placeholders first for the sounds, and

you'll see that in a little bit, and then we add the spellings.

So it really is no problem, especially for kids.

In teacher training over

all these years, this is where the r-controlled thing always came up.

Teachers would say, "No, that can't..." Especially with a word like car.

"No, that's R. That can't be two sounds.

That's just R." And I'm like, "You're absolutely right.

That is R." But if I were to sing the word or the part,

if I did car without the c, it would be R, right?

And if I were to sing it, this is how you can unhinge one sound from

another to tell if it's one sound or two.

R is definitely two sounds, right?

So the sounds in car, c,

A, er. Now, the other problem with this one, and this is a big problem, if kids do c, ar, and they say the letter name, which is what they usually do, they spell this word c, r.

C, and then the letter name R. All right?

So that comes up all the time in spelling, too, so c, a, r.

That one is definitely three sounds. So here, this is a.

Now, here in wart, w,

O, er, t. Wart and fort rhyme,

don't they? These are the spelling for O in both of those words.

Parent, we'll just do the par. P, A, er.

Well, now here is A, which again, is the long vowel sound. So that's the sound A.

All of these are different. U, r, ow, n, d. Now it's a.

And then we have this nice guy down here, d, i, l,

er. So now it's two letters, one sound.

So when we try to explain this to kids and say, "You know what?

When the R comes after a vowel, it changes the vowel or something,"

how am I supposed to... I cannot pick up on that.

I've never been able to pick up on that. It doesn't make sense to me.

I don't know how I would actually apply-- How do I know when I'm supposed to say which one, what's supposed to happen?

Many, many teachers feel the same way.

I was in a school once and training all of the K2 teachers in this building, and they gave me the book, and I meant to pull it out here so that I had it, and you'd think with all the books thrown all over my desk, I would have it here.

But it might be this one. It is this one.

It is Fountas and Pinnell, and it's this book.

And if I knew the page, that was part of my thing I was going to do.

But then it has this whole list of words like beard, and urn, and work, and for, and... Oh, my gosh, do you believe I just opened it to the exact page? Seriously, how crazy is that? This is the list.

Okay, I'll read them to you, because Craig can't see it.

Care, cart, heart, heard, beard, herd, torn, and burn. This is our list of vowels.

And then they say,

"Tell the children you'll help them notice the letter R when it is in many different spelling patterns."

That's it. And then they say some things.

"Help the children notice R and listen for the sound and the pattern.

Some words have..." This is what you're supposed to say, "Some words have a vowel pattern with one or two vowels and R.

When vowels are with R, you blend the sound with R."

And I said to the teachers, they gave me this book to go to dinner and a glass or a bottle of wine,

by the end of it, for me to look at this book and see how

it would correlate with Ebly. So I go back the next day of training, and I

said,

"I'm going to read this to you, and I want you to tell me, how are you explaining

it to your first graders or second graders?" I don't remember what grade this is.

Third. This is actually third grade. It must've been K three.

"How are you explaining this to your kids so that they can actually figure out how

to read those words and spell them?" They said, "We have no clue.

That makes no sense to us. We read those words, we shut the book, we do the

activity, we're done." Right? So that's not okay for teachers,

obviously, poor teachers, and it's also not okay for

kids. So thinking about, and I've asked the question so many times,

"Will you explain or maybe teach me a little bit about how you teach R-controlled

vowels?" Zero times have I had anybody who would do it.

I just never have, because it doesn't make sense to me

or to most of us, right? Now, if somebody has a sensical way that you

explain it with all these words with your kids, I would love for you to share it in

chat or let me know that you'd be willing to share once we're at the end

tonight, too. But, again, what we want to do is make it

as,

what do I want to say? Saving our time and energy in a way, so

teaching really efficiently in a way that the kids really get it, so they can actually apply it, right? And not just do a worksheet or go through this game that they had to go through here. Okay?

So you got it for, this is another one, for E-R, right? /h/, /ər/.

There's two letters for /ər/. /v/, /A/, /r/, /ee/ here. This is /A/.

/s/, /ee/, /r/ the letter name again. Series. Sergeant. This is a weird one.

/s/, /a/, /r/, but it's the same sounds over here as in car, /a/, /r/, right? Just a different spelling.

We do this because we borrowed from all kinds of different languages for English.

Ear is the same thing, these three letters. Here, it's /ee/, /r/.

And this gets into the whole, we're going to talk about this, too, with phonics rules. Two vowels go walking, this first one does the talking, which means when there's two vowels, you say the letter name for the first one.

So this would be /ear/,

right? But this then would be /earn/ because these three letters together are /ər/.

/ər/, /n/. This would be beer. That'd be interesting, right?

But /b/, /A/, /r/. Now this is A, /h/, /a/, /r/, /t/.

So now it's /a/. So we've got to teach our kids a way to

decipher the language with all of these interesting things in it,

that makes sense to them and that they can actually apply, right?

That's

our end goal, right? It's about those kids and making sure that they can

actually read and spell and write these words.

So that is R-controlled. And again, remember, be sure you put your questions in there, what's rolling around in your head, what you're thinking, what you say, "Wait a minute, explain this to me," or, "What about this?" Okay?

So write all those things in the chat, please.

So then we talk about rules. Now a rule is a principle, instruction, something that says, "This is how this is done." So in a classroom, if you're a classroom teacher, you have a rule that you don't hit the other kids or something. I don't know if you have put that rule out there, but keep your hands to yourself maybe is how we say that.

But it's not like, "Don't hit the other kids, but we have exceptions," okay? "Except for on Wednesday afternoon and Friday all day." We don't do that.

A rule, especially to little kids who are really concrete, right?

Very literal. A rule means this is what you do and this is what you don't do. This is the rule.

So

our phonics, or the problem with phonics rules, there are tendencies and patterns for sure, but when we teach kids rules, and then we drill the rules, and all we show them in our practice are words that follow those rules, and then they get into a book, and they have words that have this pattern, but they don't follow those rules, then that leads to guessing, confusion. The kids are like, "I don't know what's going on here." So we want to be

mindful about pointing out patterns, and I'm going to show you how we do that, too, with kids, so that they can understand that this is a thing, all right? That there's some times where a lot of times this is the case, and if this isn't the case, try this or this, or that type of thing instead of, "This is the rule," and then they ask you, "What about this word?" "Well, that's the exception." Which doesn't help them apply the information they need to apply to be able to be accurate at it when they're independent in reading and spelling, right?

So one of these is a syllable ends in a silent E, all right, or a word ends in a silent E, the vowel comes before it is long. So long means it's the letter name, A, E, I, or U.

So we'd have /l/, /A/, /k/, that consonant E there, /j/, /ee/, /n/, /k/, /i/, /t/. I took all these examples from different websites. /r/, /oa/, /p/, okay?

So these two, we have a letter with a E, and the one vowel before it, you say the letter name. That is a pattern for sure.

But it is not a rule, okay? Because then you have all kinds of words, and I could give you a whole lot more, too. Have, okay, this would be have, love would be loaf, come would be comb, give would be give, okay, flute would be

flute. I don't even know if I can say that. Where would be where, okay?

So we have these rules, but there's a whole lot of exceptions.

So we have to have that flexibility because English language is not black or

white or even in the shades of gray near black and

white, okay? English is very not black and white, I should say.

Very gray, okay? So with two vowels together, the first one is

long and the second is silent. This is the two vowels go walking, the first vowel

does the talking. Then the silent is a total other interesting thing because every

letter is silent. If I pick up this book and I listen to the words,

I'm not going to hear anything. These are all silent.

They're never going to talk to me. My mouth is the one that

makes the noise. I say the sounds, and these are symbols written down

in print that represents the sounds I say, okay?

So that's another thing with concrete, literal kids,

when we tell them that sound. "Well, wait a minute.

Why is the word eight E-I-G-H-T? Huh." What's silent?

And it's the word t. How does that work? How do we explain?

We know what we're talking about, but it's hard for them to understand a lot of

times. So the two vowels go walking thing, this means the A I is going to

be A, or E A is going to be E, or O A, you're going to say

O for that. All right?

And then a rescue C. The U E is U and this A.

So that rule is a 40% rule.

So that means hit the kids on Monday, Wednesday, and Friday.

The rule is don't hit the kids, but the exception is hit them Monday, Wednesday,

and Friday. Okay? So, a rule, if something happens 40% of the

time, that is not a rule. Now you can say to kids, "When you see two vowels that are together, try the letter name of the first one," and if that doesn't work, then we're going to teach them in a way so that they have other choices, and we're going to know that they are able to do phoneme substitution so they can pull this sound out and push the other one in.

But you can find all day long, all kinds of words where this rule isn't going to work for the kids, okay?

And then this one, a G followed by E, I, or Y usually makes its soft sound.

I never really understood what soft and hard meant, but we do teach that E followed by E, I, or Y, you're going to try the sound J first, because it happens over 60% of the time, where a G followed by E, I, or Y is going to be J, but not all the time. So that's a tendency.

So I hope you see the difference between this is a rule and let's drill it, to this is a tendency and let me teach you what to do when this tendency doesn't work and how to apply it to other

words. So then there's some words there, and then there's words that don't follow that phonics rule. So we want to be really mindful of

how we're teaching so that we don't have to take so much instructional time and energy from the teacher, and even the learning times from the kids, so that we can get the information into them in a way that makes sense to them and that they can also apply. That's the key.

And then syllable types. I always had heard there were six syllable types.

This

one, and these were the first two again that I found, seven, and then the next one says 10, but I don't know. So this is what syllable types are.

I've never taught them. I have an closed and open I've heard of and all that kind of stuff, but these are, in some programs, very popular to teach. In other programs, many teachers have never heard of them.

But there's types and rules for what you have to do for syllables, too. Okay? And then this one has a lot-- It's kind of got that E, I, Y, like with a C after it, you say C, that type of thing. So a bunch of different information here.

I don't really know how this is used, but I'm sure that it's explicitly taught.

But think of all of the time we had to take as a teacher to explicitly teach this and give all kinds of stuff in isolation, really, for the kids to get it, and then putting them into real text where it doesn't work.

Some kids for sure, just like everything, it works really, really well.

But others, especially those who struggle, are very confused. And especially kids who are real logical and into what the rules and how patterns follow.

It causes them a lot of confusion, unfortunately. All right?

So hopefully that all makes sense. And again, keep those questions coming.

So here are some questions, and I always say,

this is what we should be asking ourselves.

How well are our students learning and applying what we're teaching them here about these R-controlled vowel words, and also about words that follow or don't follow the phonics and syllable words?

How well are they learning and applying? That's a huge question.

Not how well are we teaching it, because how well they're learning it is how well we're teaching it, quite honestly. Or how we're teaching it.

That's not the question. How well are they learning it?

How much instructional time? Now, we've had kids that have come to us that have had two to four hours of tutoring or intervention two to four times a week for years, and they're still not good readers, some not even fair readers. Okay? So if we're taking that much time, what we have to look at is how do we need to shift our instruction so that we can accelerate their learning? That's the key.

How do we do that? And are 95% to 100% of my students accurate and automatic as readers, writers, and spellers?

If they're not, we all continue to search.

We all continue to refine. We all continue to change.

We don't keep adding more stuff. We keep stream--

That's what I see a lot unfortunately, too, for poor teachers.

"Well, we have this program, and that's not working so well.

Now we put this program on top, but now we put this program and this one and this one. So now we have six programs that we're doing.

Some of them are supposed to be doing the same thing.

Almost all of them contradict each other. The kids are confused.

I'm totally confused, and we aren't seeing any student

gains in progress." All right? So if that bar is moving,

and it can move really pretty quickly, but if that bar is moving and we're getting

closer and closer to that 95%, and we're getting toward that 95% to 100%,

this is what we want. If we're at 35%, 60%,

65%, this is not okay. 75%, not okay.

Better than 35%, for sure, but we need to think if a student

or adult or a human being or a person can talk, they

can learn to be an accurate and automatic reader, writer, and speller.

So our job is to continue on that quest. We're all always learning.

If any of us--

Sometimes I say, "Oh, I feel like I've seen everything." I haven't seen anywhere

near everything with all of the thousands of kids and adults that have come to our

reading center, all the thousands of teachers I've trained, the tens of thousands

of classrooms I've been in. I've got a long way to go, which is probably never,

to be able to see everything. There's always more learning, always more

refining. Always.

So that question, how do I become even more effective and efficient as a

teacher or even as a parent helping my child? Okay?

It's a question we should all ask.

So we want to have our teaching, again, you hear me,

I'm like a broken effective record.

But if it doesn't work, why are we doing it, right?

And if it doesn't work quickly, if we can get it to work more quickly, we can have a lot more time, the joy of reading when all of our kids can really read instead of like a third grade teacher who has kids from a kindergarten level to a fifth grade level, and she or he is trying to manage all of that, bless their heart, right? That's no fun for anybody.

And then it's hard to keep moving forward.

So we have to have explicit instruction.

If you're going to teach this code that's a manmade code,

I've been told before, "Well, reading is like walking and talking." Reading has only been around for a few thousand years.

Everybody's going to walk and talk unless they have a physical disability that prevents them from doing so. But reading, and some kids, a few, not many, a little bit, will kind of teach themselves how to read.

I'm always intrigued by that and wish I figured out, knew how that happened.

But almost the vast majority, no. So it's a

code that has to be deciphered. It's just like me giving you guys that code on that first page I had. I could've left you there all night, tomorrow, the next day, all year long. Some of you would've figured it out, right? It's a simple code.

And some of you, me, I'd have looked at that and been like, "Eh, uh-uh, I'm going to go do something else because that's ridiculous.

I don't understand what's going on." But when I have the key to the code,

then it makes it interesting and entertaining and fun, and I can learn it.

I'm going to be slow at first. I'm not going to be deciphering that fast.

But pretty soon I'm going to be just like little kids.

We aren't expecting kindergartners to decipher it fast and blend sounds together

and do the 50 million things they have to do to read, but they're going to do it

and they're going to start and they're going to do more of it, and pretty soon

they're faster and faster, and voila, they're automatic and

accurate. So that's cool. So we have to give that explicit instruction

broken down to all the steps that they need. Not everybody needs the same.

We've got to differentiate, too. And then we gradually release.

We give them a whole lot of handholding, gradually release them.

And then we do that mediated learning, which is gradually release, too.

I do it, and I'm going to model it for you. We're going to do some together.

Now you're going to do it. And then I'm going to adjust and give you error

correction. And lots of positive feedback, as you all know that

if you teach or if you're a parent, positive feedback is huge.

Interactive is also huge. Many classrooms either have the kids

all working on their own, teaching themselves or whatever they're doing, or the

teacher doing all the teaching standing at the front just talking, right?

Both of those are two sides of ends of the spectrum that

it's not interactive give and take,

or any kind of multimodal either. So we need to

have that interactive, and they're not going to be passive, just kind of like, "Ah,

I'm going to be here, a sponge, and soak up what you're saying." Okay?

So we also want our kids to have some struggle.

I find that this is difficult for teachers a lot of times.

"Oh, I want them to be easily reading it." Well, then they don't need to come to school if they're only reading something that's easily...

Teachers are the solid gold

thing that's in the school, that's in that classroom.

Their time in front of you, whether you're teaching a whole class or in your small group, needs to be time where they are really

put in a position where they struggle so that you can guide them, support them, error correct, and move them higher and higher and higher. Right?

So that all of that great knowledge and skill and everything that you have is helping to really skyrocket those kids.

So we want them and need them to struggle.

And that's very, very well documented in research because it's critical for learning. So we have to have some struggle.

All right. Let's see. So again,

teaching without words, still explicit, still

systematic, still sequential, still very effective with phonic stuff.

Speech to print is the key. Going from the sounds first, then to the print on the page instead of the print going to the sounds.

Because what came first was the speech.

The print came thousands and thousands and thousands of years after we humans

started to speak. What we do with EBLI is we do a placeholder for sound.

So if I were going to do the word, let me see.

I went and got myself a fancy marker. Oh, here it is. So you could see it.

So let's say I'm going to do the word,

I don't know. Let's say church, okay?

I'm going to do a placeholder for each of the sounds. Ch, er, ch.

I'm not having the word anywhere. This is important.

See, the kids can't do this at first by themselves.

This is teacher explicit instruction.

I have a placeholder for each of these sounds.

Now as the teacher, I'm going to show you the word.

Now we're going to map our sounds that we say to the spellings.

If I had this word up here and I said, "What's the first sound in church?" A whole bunch of kids are going to say, C.

The other ones are going to say, K. Some of them who have letter name interference are going to say, S. You get all kinds of things, then you're like, "Ugh, now I have to spend 10 minutes to error correct all those things." What are the sounds in church? And you put down a placeholder, then they match the spellings to the sounds. Okay? So that is what we want to do

with the teaching speech to print so that you can really accelerate what you can do with your kids as far as their learning. All right. And then the sorts.

Okay, we do sorts, and I've been told whenever I dare

dip my toe

into like the science of reading page or different Facebook pages, people tell me,

"You cannot teach kids more than two ways to spell E at a time." I'm like,

"Ugh." I think because my background isn't in education and it's in nursing,

that I didn't know all these things I wasn't supposed to be able to do.

We're teaching kindergartners five ways to spell a sound all the time,

well before this point in the year.

Not only do they not have any problem with it, they are delighted with it and think

it's a whole

explicit and then repetition and practice, right,

through different things, not through drill, but through different ways.

And then application, and then more reinforcement, error correction practice, all

of these things, and then you continue to spiral up and build on it so you can

very, very quickly teach your kids when they understand the skills and

especially the concepts. They can do the skills and they understand the concepts of

English that makes it unique

So this is, I'm in a kindergarten classroom here.

You can't see the kids, obviously, but they're out there.

So this is our first concept in English.

So in English, when we say a sound out of our mouth, a sound can be spelled with

one letter, a sound can be spelled with two letters, a sound can be spelled with

three letters, or four letters. This is the first thing we teach too in

remediation, anybody who's middle of first grade or older, regardless what grade

level they're reading at. We teach it in kindergarten, probably a couple of months into kindergarten, and very quickly in first grade, too. We have the placeholders for all the sounds. Then we write the spellings. Then we talk about one, two, three, or four letters can spell a sound. Because it's something about English that probably 90% of people, children, and adults, have no clue about. Right? And it's a huge key to open the door to a lot of information about English. Okay? So we teach our kids that. Then we play this point game. That's our positive reinforcement, motivation, and all that good stuff. All right, so this shows you one letter spells a sound here, two letters, three letters over here, and then there are four letters. So again, this is all of these words coded into all of their sounds. W, er, c. Okay? We have arise, u, r, i, z. And then when you have multi-syllables, di, lur. We split it first to syllables with placeholders, and then we do it to sounds with placeholders with no letters. And it's so easy to say, "Oh, let's just give these kids these words, and they can kind of say their sounds and put them in their boxes or whatever." Because the thinking is always go to independence. We want to get to that independence as a gradual

release. We don't have teachers try to teach Ebley independently. We hold their hand at the beginning because it's new information and a paradigm shift and all of that kind of thing. Same thing for our children. Anytime, like if somebody were to say, "Here's this new computer program, Nora." First of all, computer program, ding, ding, ding. I run far and fast. And then, "You don't have any directions. Just kind of play around and figure it out." The computer would be flying through the window. I would say, "I don't care if I ever see another computer in my whole entire life. I have no idea how to do this." If you gave me directions, but especially if you gave me directions and you showed me and you taught me and you held my hand and you gave me that whole gradual release, I would definitely be able to do it. So we have to do that with this code because learning to read, well, besides learning to spell, which is even harder, is the most challenging thing that we ever do as humans. And so we have to give our children and adults that haven't been given it, the gift of the code. Many teachers, when they're in training with me they're like, "Shh, I don't know this. I've never been taught this. I didn't learn it in school. I didn't learn it in college. How am I supposed to do this?" That's okay. You can learn something and then learn to teach it, too, at the same time. We do it all the time, and it actually becomes pretty fun. So it's intimidating to do differently than-- Oops, I have search spelled wrong here.

Cricket told me about that, and I fixed it over here and not over there.

So my apologies on that one.

So anyway,

matching, doing the sounds or the syllable lines and the sound placeholders,

then putting the

spellings, and gradually releasing and fading away.

Obviously, you're not going to do that always and forever, but as you do it and

your kids get better, you just keep upping the

rigor and how challenging it is.

Oh, goodness.

I am not going very fast here. Okay, so we're going to do a little bit of practice

here, and we've got to go fast now so that I can take your questions.

So our controlled words, we already talked about those, how we're going to

do each sound and match the spelling to each sound.

This is how we teach that whole thing.

So we don't have to say some letters are silent and two vowels go walking and all

of those kinds of things. What we do, we would teach in second grade and above, we

teach seven ways to spell A. So these are all ways to spell the sound A,

and then these are key words. So this is how you spell A in pain or weigh or gate.

This is how you spell A or great. So I want you guys, this is your job.

You're going to decide, create, which A spelling would this match.

If you think it goes in column one, you're going to put a one next to it.

Nobody's going to look at this. If you want to put it in the chat, you can.

If you're feeling brave, you can go for that and share.

If you think it goes in column two, put a two.

If you think it's three, three, four, five, six, or seven.

You're going to do the same with afraid and the same with Aaron. Okay?

So go ahead and put a number by each of those, and I'm going to give you one minute, and then I'm going to show you the answer page.

Beautiful. Look at all of you focusing and concentrating.

That is awesome.

Aaron's a weird word. Okay.

Hmm.

Okay. Here comes the big reveal. Are you ready?

All right. So afraid, here's our spelling for A.

Did I fool any of you here? A lot of times in our classrooms, the kids will say, "Oh, those two letters, they're going visual." They're not paying attention to what they hear. With English, we got to pay attention first with reading and writing.

What do we hear first, then how do we spell it?

Create is C, R, E, one letter spelling for E,

A, T. So those two letters are there, but they each represent a different sound. So create goes here.

Aaron, A, R, E, N, D. So

here is our A spelling. A lot of times this letter is A before that letter R.

Okay? If you have questions about that, if you're like, "Wait a minute, I wanted

this in that column," put it in the chat, and we'll talk about that.

Okay?

So this is a kindergarten classroom sorting five different ways to spell

/s/. And you can see them down here very diligently putting all their ways

to spell /s/. And then after we do some words, we go into their

names and that type of thing. So this is what that...

And then what we do once we get these spellings on here is we talk about

tendencies. This /s/ is most commonly at the

beginning or at the end. Or beginning and the middle, excuse me.

A lot of times when it's at the end of words, it's going to be /z/ like in is and

was and has, and we tell kids that. This /s/ comes at the end a lot of times after

a single vowel, that's its common sound, or if they know it as a short vowel, we

tell them that. This one is going to be /s/

with an E-I or Y after it. So we talk about the tendencies after, and then we do

more activities. We do multisyllable work with it.

We do stories that have it in there. We do all kinds of things.

Listen, tell, and say, right. All kinds of things to reinforce this, and then we

move on. We don't go to mastery, because guess what? /S/ is going to be everywhere.

So if we're really reading with them and having them write and spell.

So then we get them applying it, and we do the error correction, re-guiding,

redirecting, and move on. So this is how we're going to deal with the

English alphabetic code without having to do rules in a way that works

really well, and really quickly.

All right. So now here we go again. We got five this time.

You're going to have to decide which one. So this is what you've got to do.

If you say it goes in column A, you can see how we have a problem, right?

Houston, we've got a problem. So this is how you do this one.

This is auditory discrimination activity and a phoneme substitution

activity. So make, fan. Do you hear the

same sound?

A-A. It's that same sound, right? Make,

fame. May, fay. So this one

would go in column number two. Okay, so I gave you the first answer.

So go ahead and do these other four.

This takes a little bit longer. Sometimes you have to close your eyes to pay

attention to what you're really hearing for that sound.

So go ahead and put next to each one of these words, write them down,

and put which column you think they're going to go in.

I'm going to give you 90 seconds for this one.

Okay.

I forgot to say something, too. My Australian friends

and my New Zealand friends, I've probably driven you nuts, and I forgot to talk

about that. But my dear sweet Claire Wood told me about from "The Tiny

Steps," which Cricket hopefully put that blog in,

in her thing, where the new term rhotic

and non-rhotic, because C-A-R in Maine and Boston

and also in Australia, New Zealand and parts of England is ca.

That's how they say it, ca. So dialect, there's difference.

So guess what? C-a, and then the A-R is the a sound, because they only say two sounds. So my apologies to all of my friends down under that I did not point that out or speak to that.

I bet it will be coming up in the questions, I would imagine.

Just popped into my head. Okay, you ready?

All right. So make, carry,

carry. That A in that word is... But if you just said

a or, you can unhinge it easier. Card, c,

a, w, a, right? What, w, u,

so column four. W, u. And warm, w,

o, r, m, w, o, r. Right? So

that's the columns that those guys go in.

We do this activity with kids to get that auditory discrimination,

which, especially if they haven't been taught by sound.

My little grandson, he's 18, 20 months old now. Gosh, how'd he get that old?

But I always, since he was born, talk to him in sounds.

And so now I'll say, "Christopher, say d."

He'll say, "D, a, a, g, g, dog." And

I can even tell him sounds, and he can blend them together at 20 months.

But that's because I've given him the ear for it, right?

He knows, okay, teaching in sounds, listening to the sound's no big deal.

And these sounds make up words. I get it.

Teaching him to read is going to be very easy.

But my grandchildren, all of our grandchildren here at EBLI, they don't have a chance to

not get inundated with all of that kind of instruction.

Okay, so here is, I think this is a second grade, first or second grade,

where we're doing the same sort. We're doing some of the kids'

names and all of that kind of good stuff,

and showing them that. But again, you point out patterns.

This one is a, most commonly, especially in one-syllable

words before a two-letter consonant spelling, or they're the two of the same

letters, before a consonant E at the end.

A lot of times it's the

last sound in the first syllable. We talk about these things.

It's not like we're going to take a quiz and quiz you on that, but we point them

out explicitly, and then we're going to do more practice in

different activities. And we're never ditching them.

We're going to read, and we're going to write, and we're going to do all kinds of

other sorts that also have these spellings in them.

So we can

deal with that, too. And then for multisyllable, what we do is we call this

EBLI-izing. We split the syllables, but how they come out of our mouth, not how

from a dictionary or any rule, but whistle, with the sing

and sway. Whistle. So we split it like that.

We underline any spellings that are two, three, or four letters long, and then we teach them to the kids, where they do each sound and then the syllable, each sound, syllable, and put them together. Okay?

Forward

O.

/r/

/for/. W-or-d. Word. Forward. All right?

So that's how we put

deal with multisyllable-- Whoops, I've got somebody unmuted.

Um, I don't know who that is, but

did everybody unmute? I don't know. There we go. Thank you, whoever fixed that.

Okay, so we do this kindergarten, we give them exposure to this

literally in the first ever lesson, but it's very controlled and they parrot.

But we do multisyllable instruction in kindergarten

very really quite quickly, within the first couple of months as far as explicit

instruction. So this is where kids fall apart.

One syllable words, especially if they're memorizers, they can do okay with that.

Two syllables even. Three syllables, all the wheels fall off.

So we give kids a lot of exposure and a lot of explicit instruction

in multisyllable, both for reading like this, and also for spelling.

These are two different kindergarten classrooms.

This is one doing the-- We'd sorted the sound /k/ in this classroom,
and then we were going to read some multisyllable words there.

In this classroom here, they were spelling caterpillar, because they were going to
read

a story about

butterflies. So,

we do it for spelling, we do it for reading, we do it really controlled, we do it
where we fade away so that kids

do it more independently. So all of those things with never a rule.

Okay? We do talk about, "You see these two consonants that are the same?

Almost all the time they're one sound." I never say always because not one
single thing have I found in English is always.

There may be one, but I don't know what.

If there is, you guys can tell me in the chat if you know one.

So, we give them the application

pieces, too. So you're learning this, now this is how you can apply
it. Okay? Really, really critical.

So our next webinar is going to be Thursday, February 24th at 7

o'clock, and we're going to be talking about parents and teachers working together.

We're going to have a couple of parents and a couple of teachers talking about how
can you best interact, communicate,

all with each other for the best and highest of your kids.

So I have to bring in some outside forces here because, of course I'm a

parent, but I've never been a teacher-- Obviously a teacher here at our reading center, so sharing some of that, too.

But so we're going to have a variety of stuff there, and we have the sign-up for that. I don't know if you have that, Cricket.

I think Hannah's on here. Hopefully she has that.

But if not, we'll send it to you tomorrow.

She sent it to me, I know, in my email and I forgot all about it.

We'll send it to you tomorrow in

the follow-up there. Okay, so I'm going to stop sharing,

and it looks like there's a lot happening in the chat, and I'm going to see what's going on. All right, Shannon, can you tell me, do we have any questions?

Yes.

Okay.

I apologize first off if I didn't catch your question.

I've been copying and pasting like a fiend. But they will all get addressed.

If they're not here, tomorrow they'll get written and sent to you.

The first one is from Lori Moore. What do students need to know before you take a letter and start matching it to words with that letter, but have different sounds?

Well, you start simple. You start with CVC words, but we always start in the context of a word, even when we're teaching three-year-old kindergarten.

They're going to make the word top. /T/ /o/ /p/.

That's how we're going to teach them that this is /t/, this is A, and this is P.

So, it depends on the age, quite frankly.

It's different for kindergarten, a little different for first grade.

But for

middle of first grade and above, that would probably happen-- In our reading center where we teach, it would happen in the first or second session.

In school, in second grade, it would happen in the first week.

You ready for the next one?

Yep.

From Karen Head. How do you help kids to remember the patterns for

spelling? She knows there are different ways to spell different

sounds, but just seems like a crapshoot when attempting to spell.

It is a crapshoot, especially if you can't read. Okay?

Spelling is many times more challenging than

reading. If you improve their spelling, you improve their reading even more.

So Abley teaches reading and spelling at the same

time, all the time. Always, we're doing both reading and spelling at the

same time. So what needs to happen is they need to have that explicit instruction,

then they need to have exposure so they can practice and make some mistakes.

Making mistakes are proof that they're learning.

If they read the word great as greet, you're like, "Oh, hallelujah." If they pull out that

E and push in the A, then you're like, "We got it." They know how to do that

phoneme substitution. They're

applying all those things that you've been teaching.

It depends on the age, whatever. If they're an older child, second grade, fifth grade, 55 years old, doesn't matter, and they've been guessing for a while, you're going to have to undo the guessing monster. It's just all there is to it.

But to get them to do that, you have to be sure they're practicing in books with your help, at first, for sure, and then doing more and more reading so that they can see the pattern. A child would have no idea that phone is not spelled F-O-N if they don't read and see that in print, unless you explicitly teach it to them, right?

So it's a combination of things. It's not do just this.

It's all of these things melded together and application of them so that they can practice and get to being better and better at it. Yeah.

What else, Shannon?

From Lori Preston.

How do you address silent syllables
or silent schwas?

I don't know what that is, so I can't address that at all because I don't even know what it is.

Right.

But if you explain, Lori, or if you want to unmute yourself and tell me what you mean,

I can see if-- I'd probably call it something else, maybe.

I don't express silent anything because all print and all letters
are always silent. I always talk about what do we say, what do our ears hear
our mouth say? And then what's the code to match it?

Okay?

Um,

hi.

Hi, Lori Oh, yeah.

It's been long since I've seen you.

Gosh. I was up in your neck of the woods, too. Go for it.

The silent schwa sound is when
our speech can sometimes be
lazy. So instead of
saying vegetable, they say vegetable.

Or family, they say family.

Okay

Or chocolate, chocolate. That kind of thing.

We address that, and you know, Eble, so family.

And I say to kids, "You don't have to walk around saying, 'Oh, I love my family,'"
but we stole from the Queen or the King of England, so that's how they said
it. So to spell, especially, family.

This is three syllables. You need to know that.

Even if they're reading, I'm not going to make a deal out of that or not, but they

need to know those things. Vegetable, actually, the G-E is a /dʒ/ because it is vegetable.

Guess what? There's more than one right way to do some of those things. A lot of people say realtor. Well, it's realtor.

There is no A there, but we make it up.

So then a lot of kids, the only way they know what the word is, is by hearing somebody else say it, especially if they're not big readers, which a lot of them are not big readers.

Especially if they struggle, they're not big readers. But yeah.

So we address that by saying, "We have to do this with the Queen's English or the King's English because this is how we got our language, and this is what this word really is." And if we don't tell them it's family, they'll constantly leave out that middle vowel syllable.

So I see what you're saying. Yeah. Good question. What else, Shani?

Oh, this is from Janique.

"I must admit that it's hard for me to really isolate the

O in four. I know it's three sounds, but the medial

O is hard even for me."

Yes. Adults, teacher adults, it's the hardest of all. You know who it's not hard for? Kids.

That's the good news and the bad news all in one little wrapped present.

I

was just thinking about this. I don't have any idea why things pop into my head,

but I was singing,

"Glo-o-o-o-o-o-oria."

Right? Or. Obviously, it's two sounds. O, R.

If you look in the mirror, you see your mouth move twice.

Anytime there's a R after a vowel, it's harder to

unhinge it, which is why I think we made up all these stories about it because

we're like, "Well, let's just say it's this," and kind of hope nobody really asks

about it, right? But really, if we sing it or call it

to dinner. If you have your kids playing two blocks away, Nora, okay,

that's in my name. Nora. I hear when my

mom was calling me, O and A, because the vowels are the volume.

So if you really sing it or hold it, you can

really hear and unhinge that vowel easier.

However, and Eble teachers who are on here,

share your experiences with this because the kids will be like, "Yeah, O, R, no

problem," and the teacher's like, "Ugh, I can't." Especially that A, R,

like in car and large and hard and are.

They want to pull their hair out because they're like, "This is irritating." It

seems the more years you get away from five, but especially if you've taught

it like the pirate and the bossy guy and all of the things that we've done,

you have not trained your ear, of course, to that

either, for sure. So yes. And it's like

anything. What's hard for me is something that I haven't done.

Doing payroll when Hannah was on maternity leave.

The first time, oh my gosh, it took me three hours, and I did it wrong, and I made a mistake, and oh my God, it was horrible. Horrible.

These guys were just going to work for free because I didn't know what the heck.

And then by week seven, eight, nine, 10, I'm like, "Look at me." And then I made another mistake, but I was getting really fast and good and much more automatic.

That's everything at the beginning.

When you're at the sensory motor level, it takes a lot more work, so just keep practicing and say those sounds. Look in a mirror. A, R. Oh, that is two sounds.

Cool. Now I can show my kids. A

lot of people, the heart word thing is really, this is irregular.

Well, it's really not. It's a spelling that goes with the sound, and we don't have to learn or remember all those things like this one's that haven't been explicitly taught. No, I haven't taught you was, and you're in the second week of kindergarten, but I've taught you to segment and blend, and you can do that.

I can tell you, this is w, A, z. Oh, that's A, too? Yeah. Isn't that cool?

If you've given your little kindergartners exposure, by the time you get to explicitly teaching that, they're like, "Yeah, I know that."

We've been doing that in the morning message all school year." So yeah. Of course.

So that's the key. My little Christopher, he's going to be a fantastic reader. So is my little Arlo and my little Colleen and all of our little kids here.

Okay? Cricket's grandkids, Lou's grandkids, all of them, everybody's

kids. They're all good readers because we made sure that

they have that foundation and that they understand that words are made up of sounds, and letters are symbols that represent them, and we use them to read and spell. So it'll get easier, I promise. I promise it will.

All right, Shani, what else?

There are a lot of...

Here's a good one, Michelle Landry, "Should you sing car?"

I think you said that, though.

Car.

Did you do that one already?

The good news with vowels is you can hold them at a really irritating amount of time, and you can really hear that vowel.

You can hold them till you faint because the vowel is the volume.

And so you open your mouth, and you just hang out, and you can really bug your family if you walk around saying, "Car."

Now, our people in Australia and New Zealand, they stop at that A. Ca.

So I guess they keep their mouth open for a long time.

So that's how they enunciate it, okay?

It's that rhotic and non-rhotic kind of thing.

And look at my blog or the link to Claire's blog in the tiny steps. She explains it beautifully.

So that will be helpful for that, too.

But it's

about, "Do I hear this? What's going on here?" And it's

different, especially if you've been teaching it a different way.

But it's simpler for the children, and that's the key.

All right, Shani, what else?

From Kara Shipsner to... "Do you also

consider diphthongs to be two sounds, like ow and A?"

A, we keep as A. And ow and oy and qu, we do

keep together. I used to try to separate qu, but

everybody started spelling it KW, and I'm like, "If the kids can read it right, and

they can spell it right, and they know what it means, okay, cool." Either way,

oy for oy, man. And plus oy is too fun.

So sometimes I just make some executive decisions, to be perfectly honest.

But for those, and oy, it's got some pretty strong patterns

too for that. So we do keep, in Ebley, we keep oy and ow and qu

together, but A is A.

Because A, it's kind of like day. We aren't saying another

sound, but when we close our mouth, we feel like we are.

And again, the kids learn it well and quickly and easily.

That's the key.

All right. What else?

There's a ton on dialect. Half of

this or more is about dialect. And this one is

from Brianna. "How do you honor the dialect of different children while using

speech to print?"

Yeah. We vote.

We vote. And you have,

I don't know if David's on here, but my-

He is

... 62. Is he on here? Hi, David.

Yep.

From Canada. And I'd have to stop when I was teaching him and be like, "What sound is... Oh, they don't have this sound for A. What sound don't you have in Canada?

You guys don't have..."

I think it's ah they didn't have. So I can't put the ah on the A sort because he

doesn't do that one. So we do honor that. Or you say, "You know what?

Pittsburgh, do not go to Pittsburgh and do the A sort." All of my Propel people, I love you to death, but don't do it.

Always, right, Denise? High blood pressure.

I'm like, "You guys." And definitely don't do the word water. Do not even go there.

So here's the deal. In Pittsburgh, they do things a lot differently

as far as sounds. In Maine and Boston, and that's cool,

so do it the way-- It's a code. Match it to your code.

Now you can't be saying, like, axe.

We've had that

with kids, and so I'm like, "You guys, I promise you're not going to axe your mom,

okay? So you've got those sounds mixed up. Ask.

We're going to put those together in that." So if it's completely like that, we're going to put those sounds in order and then help enunciate it more.

That's how you've always heard it said. That's what you're going to say.

If you say library, you're going to say library all the time instead of library.

And especially if you haven't

seen the word, right? I taught this 36-year-old once who'd spent the longest time on the word scissors.

We're reading a novel, and this woman had flown me to Texas to teach this guy for a week, and I was done teaching him after three days.

So we had a novel, and he read to me the rest of the time. He was phenomenal.

So he's reading, and I had to get the novel so I could read the rest of it on the plane. So he gets to scissors, and he stops, dead in his tracks, and he just stares. And I'm like,

"What is going on?" I'm like, "What's happening over there?" He's like,

"Scissors. Like what? Who?" Think of scissors.

The spellings in scissors is insane.

And he's like, "Can we Ebley that? Because that's

crazy." And I'm like, "That is crazy." So he started using scissors in my teacher training. So he had no idea how you spelled scissors.

He thought it was S-I-Z-R-S, right?

Why not? Because I don't know any other way.

So spelling's a lot more harder, more challenging, and difficult.

I got off track, and I don't even remember what the question was, so I apologize

for that.

Different dialects for different kids.

Yeah, different dialects. You have to honor the different dialects.

And we will say, "You know what? Some of you say

uh for water, and some of you say..." Not ah, because they don't say that.

Whatever else you say. "We'll put it in both columns, okay?

So you put it in the one that it works for you.

If you can read it right, and you can spell it right, and you know what it means,

and you can apply it, we're good." Because it's a lot of gray.

Yeah. So that-

Ready?

We want to honor that. Yes, dear.

From Mrs. Wallace. "How about the rule of V?

V never comes alone at the end of an English word, which is why

have is a short A sound."

The rule of V, she's asking about.

V never comes alone at the end of an English word, which is why have is a

short A sound.

Okay.

When I think about that, live and all of

those, there's a lot of other ones, too.

But if you think about that rule, this is what I tell kids.

Now, I've taught tens of thousands of people, and many people

in our center here that other people couldn't teach.

They didn't learn in any other way, okay?

And I never have said those words out of my mouth or even thought about that or even knew that, right? So this is what I say to them.

"When you see this consonant E after a single vowel, try the letter name first, okay? Have. If it's not the letter name, try the sound a." Or I tell them say sound uh

for O, okay? Try the sound a. So I give them that.

So how long did that take? We don't have to drill. We don't have to anything.

They come up to it, they read the word have as have.

I said, "Do you remember what other sound?

A." If they don't, if they say, "I don't know," and I say, "Say a." That's it.

Now we do it. So we need, what, 16 to 22 repetitions for the average human to commit something to long-term memory. So we do it.

It's not like, "Oh, I've told them twice," or people say, "I told them 10 times," and I'll say, "You have six more times before you get to the average to commit to long-term memory." So that's good. And you don't just tell them. It's interactive.

You're reading, I'm telling, you pull that sound and change it.

So we don't have to--

Actually, I did say V is always going to have an E after it.

I've said that to kids, and I said it to kids in this school in New Jersey where I saw a cocaine deal right across on the playground outside the fence.

It was in a very rough neighborhood.

And the guy said, and he was what, fifth grade maybe, he said, "That's not true. Shiv doesn't have a E at the end." Shiv is a homemade prison knife, I learned, and it doesn't have a E at the end.

But most words definitely do. So

we just tell them, yep, when you have that, try-- That's the difference between this is a rule to this is a tendency. Try the letter name.

If that doesn't work, try the most common sound, is what we call it.

Or if they know short vowels, we'll say that.

Or if they're going to be tested on short vowels, we start calling them short vowels. Yeah

What else, Shannon?

A comment on that from Wendy. "What I'm hearing is that we need to teach kids to be flexible with vowel sounds and words, period."

There's a good idea.

Yeah.

You need to show them the patterns, you need to show them the tendencies.

You need to visually give them the information so that they can see the patterns. You need to explicitly teach it, and then you need to apply it and not be rigid.

It's not for-

Isn't rigid.

Go ahead.

It doesn't work that way.

And then it causes kids a lot of anxiety.

A lot of anxiety, whether they're rule-hounded and hemmed in by rules, or whether they have no idea about pho-- both of those things cause kids, many kids, a lot of anxiety.

So yeah, we must be flexible, and if they're reading it right, and they're spelling it right, and they know what it means, and they can segment the sounds, I'm going to add that one in there, too, as they write, especially, we're in good shape. And they're reading fluently, and they can comprehend.

All of those things. That's what we want.

All right, what else, Shannon?

From Michelle Landry. "I am confused about the sounds.

Teaching as one sound, er. Teachings as two sounds, et cetera."

Yep. That's understandable. So here's the deal.

If I say the word "her." Now, when I first learned all this stuff back in 1998,

'97, '98, I would sit in front of the mirror.

I had this big, tall floor-to-ceiling closet mirror, and I would sit there and I would say the sounds. /h/ and the words.

/h/ /ər/, her. And my then husband argued, he came in the bathroom, this closet was in the bathroom, and he said,

"That's two sounds, /ər/. And I'm like, /h/ /ər/.

We had a long discussion about that.

I'm like, "My mouth, /ər/, it's not moving two times. /ər/.

It's that. It's moving one time." But if I did "period," the first syllable in "period,"

/p/ /ee/ /ər/. My mouth is obviously moving two times. /ee/ /ər/. It's not /pər-ē-əd/, right?

Because if those two are /ər/. So it's not about what you're looking at.

Most phonics, and most everything,

goes from teaching as if reading is a visual process.

Now that sounds ridiculous, right? But it's not.

Reading is auditory first, and these spellings

matched these sounds that are coming out of our mouth.

We could have made those a dinosaur, or different flowers or shapes or whatever. Just like the Cherokee, they could make a Z a /p/ or a O a /t/.

They're symbols representing sounds that we say in our words.

So what it is, first, is what our ears hear, our mouths

say. This is why we do for her, /h/ /ər/.

Now we're going to put it up there. What are your sounds?

Say as you write, /h/ /ər/. Okay, we do "for."

/f/ /ō/ /ər/. Now put the word up there. Now say the sounds as you write.

That's how you can learn really fast, matching the

spellings to the sound and imprinting them on your neural pathways so that you can keep moving forward and not going to mastery because you're never going to get rid of the O or the /ər/ or the /f/ or any of it.

It's going to continue to compound.

But,

and that's where you get to the mastery, by keep practicing it and making some mistakes and being redirected by a person, a parent, a teacher, an educator, somebody who's going to give you the information, and then doing more of it.

Yeah, good question. I hope I answered it.

If I didn't-

There's some good ones from when you were doing the activities.

Here's one from Adele. "Why is gate just A instead of

A_E?"

Yeah.

When you were doing the activities with everybody.

That consonant E at the end

happens in a lot of words. Large, little, house,

have, make. Okay? So we keep the consonant,

like everything in English, quite frankly, we stole it or borrowed it, however you

want to say, and we took it,

and the French do that and the Spanish, I think,

too, not positive about that. But,

so that consonant E together. So, and also then you go left to right all the way through. That's how we teach it, and it makes sense to kids because when you have words like "house" or words like "little" or words-- And then again, we have to get in the rule, and then there's all kinds of exceptions to the rule. So we just stick with we say a sound, there's a symbol to represent it, one, two, three, or four letters can spell a sound, and you say as you write them left to right.

So you don't want to write "make," m-a-e, I would hope, and then /k/. That's kind of confusing.

Always what we're thinking, what's easier for teachers, and what makes more sense to kids so they learn faster.

And that works really, really well. That's why we have it like that.

Yeah.

Another good one from that section of the webinar.

When you went from same sound then to same spelling with letter A,

Jodie asked, "Isn't this now focusing on print to speech?"

Mm-mm. It's two different concepts. Good question.

Kind of, because it has to, because they're all the same letter, though.

And we usually do that with kids. We'll teach them the different ways to spell A, and then we'll do, usually the E_A sort we start with.

The different ways to spell E through the E_A sort, the different ways to spell A, do the different A's. So what we're doing with-- And

I didn't do it how we teach it. When you're doing

same sound with a different spelling, they discover the spelling.

When you're doing the same spelling with a different sound, we show them the spelling, and they discover the

sound. The other one, where it's different ways to spell the same sound, we show them the word, and they discover the spelling.

So it's two different concepts that are really prominent in English that you need to understand, and be able to apply to utilize. I hope that makes sense.

So it has to go from print to speech in that activity, but you can't say it's the A because a column goes in column A with the A because there's seven A's there. Right?

So that's an auditory processing, auditory discrimination, phoneme substitution.

Oh my gosh, so many amazing things in that activity when you do it.

And I always say to teachers, do it in the morning, because if you're not paying attention, you'll make a lot of mistakes.

It's a brain drainer, and real powerful, too. Yeah.

From Brianna, "Given that you said you decided to keep Q-U as a single unit, is there really a problem with keeping O-R or others as a single unit, as long as they know that there are various ways to spell those two sounds together?"

There is, because Q-U is, well, sometimes it's going to be /k/ like in

quesadilla, but almost always it's going to be /kw/, right?

But E-R or A-R, let's say A-R because that's

really the biggest one. /A/, /r/ and then R is-- Every

consonant letter name is at least two sounds.

/B/, E for B, /f/, O for L, /a/, /r/ for R, /ε/,

/n/ for N, right? Every consonant letter, which is why letter names can be a

problem with reading, especially for struggling kids.

But anyway, so then it's going to mess with the spelling a lot.

Well, then they see the A-R in warm.

You have to go for them to have visually memorized nine different sounds.

There's nine sounds that go with the letter A. I only showed you seven.

But they have to visually try to figure that out.

When they go from speech to print, it makes it much less confusing to them.

And when they put it together, it's going to really, especially negatively impact their spelling,

for sure. But also their reading because there's a lot of patterns and tendencies in there, and it is two sounds. So, yeah.

We tried to separate the Q-U.

People really don't like, even kids, the U as well like in suede or a suite of rooms, but the Q-U, they would spell it like quickstep with the K-W all the time. So that's why we kept those guys together.

Back when you were doing the activities, DK said, "I don't hear long

A in errand."

Errand? So if we

just did the first syllable, A-err, and we sang that one.

A-err. You can really unhinge it a lot easier. Okay?

That one's a funky one for sure. But even think about those basketball games.

I don't know why they don't do this in other things, but at basketball games

they'll put your heads up in the A-err.

They segment air in basketball

crowds.

I'm not a big basketball person really, but I've been to some of those professional games, and they like that word for some reason.

Put your hands up in the A-err. I'm like, "Oh, we're segmenting.

That's fun."

So yeah, that is a tricky, and again, they're all tricky,

but sing it. I mean, hang out, and people are like, "I don't like to sing.

I'm not going to sing." Well, pretend you named your kid Aaron.

Only do the first syllable and sing it. You'll hear it.

And the more you practice, the more it's like, okay.

Ebly people, you can maybe chime in on that and see how.

But almost every single training, especially when I used to do in-person training,

I got a lot of pushback, and we could have talked for three

hours or debated or whatever about A, /r/

being two sounds.

People really wanted to hone-- I'm like, "It's not worth all of this attention,

guys. It is two sounds. /a/, /r/. It is." And if you practice, it will help, and your kids won't be spelling large L-R-G for J or however they do it. Because your kids do that all the time when we teach that as R. They just put instead of the A-R, they write R, and then they do it until they're adults a lot of times, too, unfortunately. So we want to circumvent all of that kind of stuff. So paying attention to that, and it's like everything. The more you learn it, the more it's like, "Oh, yeah, this is cool and a lot easier." Yeah.

What else, Shannon?

And from Victoria, "So does girl have four sounds, not three? Because students always write girl and it's because they aren't hearing the I separately. I'm not sure how to connect them, how to correct them."

Do they write grill? Is that what she said?

It's spelled G-I-R-L, but she might mean G-R-I-L.

She might mean grill because they do that a lot.

Yeah.

Yeah. But if you say the sound, so if we're going to pay attention, what do our ears hear, my mouth say?

Yes, I mean grill.

Grill. Yes. They do that a lot because they're visually memorizing all those letters. Grill has all the letters in girl. They don't know.

They have no idea about sound at all.

They're not going by sound, I can promise you, if they're writing grill for girl.

I can look at a kid's spelling that I've never seen the child in my life and tell you all kinds of stuff about their reading and what their strengths and weaknesses are. So if they're writing grill, it's visual.

It can be,

what's it called? Phonological.

They're mixing them up, so they're not going by sounds.

If they were going by sounds, /g/, /r/, /l/, that's three

sounds. /G/, /r/, I-R, like in girl or shirt or

first. Okay. /G/, /r/, /l/. So it's two letters, one sound.

Now, grill, /g/, /r/, /l/, /l/.

Not at all the same sounds at all, but a lot of the same letters.

And your kids will do that all the time.

They'll write left for felt, of for for, all the time.

All kinds of them because they're like, "Oh, I have to memorize these words.

Now I'm going to plop them and throw them out here real quick." And so spelling

is so ridiculous that teachers are like, "Could we just not write anymore?"

Especially older grade teachers.

They're like, "Oh my gosh, pull all my hair out because this is really

frustrating." Because they can't read what they're writing and they're in 10th grade or sixth grade or whatever, choose a grade.

Because they're just trying to take all these words and shove them in their brain

and remember and memorize them and throw them out.

And it doesn't go really very well, unfortunately.

But if they're going by sound and they're saying the sounds as they write them,

/g/, /r/, /l/, it works a lot better.

All right, Shannon, we're going to have to let these people go.

Give me one more question and I'll answer the rest.

From Brianna Preston, "How quickly can remediation happen for
a highly struggling reader with this approach?"

Well,

it depends on a lot of things, but the average is 12 hours.

David, who's on here and

was significantly struggling, he was 11 hours.

It depends on how bad their bad habits are, their ineffective habits are.

If they're big guessers, the older they get, middle school, high school, adult,

a lot of letter name interference.

They want to do the letter name instead of sound because they know the letter name.

So that's a depending thing, but we've had I

can't tell if it's two or three kids that we've

had, that we've worked with for 100 hours or more.

So very rarely is it more than 50 even.

Sometimes it's two or four or six.

On average, well, really when we looked at our data, it was an average of almost 10

hours, but an average about 10 hours,

10 to 12. I'd say six to 24 if we want to have a range.

And again, it

also depends on the PTSD that the kids or the adult has.

There's a lot of PTSD, and that impacts learning and their ability

to this thinking, "I'm dumb, I'm broken, I can't,

I'm r*****d."

All of those things that these kids think, or adults, they think that there's

some

problem with them.

So that takes addressing, too, for sure.

So not very long.

Okay, you have to ask me one more thing, Shannon.

Okay. Katie resubmitted it, too.

From Lori, "So if a child can read but are considered a poor speller,

what is the reason?"

They can't really read very well.

So they don't really know the code.

This is our first question we ask of parents here, "How well do your

kids spell?" "Oh, they do great on a spelling test." I love spelling tests if you

teach them by sound. The vast majority of spelling tests are a waste of time.

My daughter got 100% on every spelling test. She was a great speller.

She couldn't spell at all. She couldn't spell the same words in her writing by the

time she got home that day, but she could memorize some words and regurgitate them

on a test. So how is their spelling?

So if you are not spelling to your potential, or if you're not spelling correctly and accurately, and I don't care if you have four PhDs or if you're seven, if you're not spelling accurately, you're not reading to your potential because you don't understand the code. Okay? You do not understand the code.

It's a lot easier to pull these words up and kind of get close at least, or if you can kind of figure it out if you read it enough times.

Struggling readers will tell you that all the time, "If I could read it 10 times, I'd get kind of the gist of it." But to spell, you have a blank slate and you have to plop down the spellings. There's 20 ways to spell the sound sh, okay?

What sh am I going to use in mission?

Hmm, S-H, C-H, T-I? Well,

that's sh like right in question or

direction. Am I going to use that one, or am I going to use C-I like in special?

No, they don't even know there's more than one way to spell sh, so they're going to spell it with a S-H. Okay? So spelling is

way more. So when somebody is not a good speller, I know they don't understand the English code.

They haven't been taught it, or haven't been taught it well or extensively.

And extensively doesn't mean for a long time.

It means really doing it effectively and efficiently. Yeah.

So spelling, that's what I'll say to classes when I go in to see a teacher if I haven't seen the kids yet or they aren't in there.

"Show me some of their writing." And then I can tell from their writing, I'll say, "Give me this one, this one, this one, and this one.

Those are your lowest kids." And the teacher's always like, "What?

How do you know that? You're right." I'm like, "Yeah, their spelling tells you a lot as does their handwriting." So all of these things, again, it's not a silo. Handwriting's over here, or spelling's over there, or reading's over here, or vocabulary and whatever comprehension's over here.

It's all intertwined

altogether. And I have to let these people go, I'm pretty sure.

But thank you guys so much. Now I'm a whole half hour later than normal, but I appreciate you guys being here and letting me share with you and asking all your great questions and turning on your cameras. That's really fun, too.

And hopefully I will see you next month when we talk about parents and teachers and communicating, and you guys will have an awful lot, I'm sure, to share with all of that, too.

So

I appreciate you and all of the great work, and I hope I gave you something of value, and I appreciate you letting me share it with you.

So happy Thursday. Happy 2020, the year of

literacy.

I know it, and I'm just going to keep saying it, so I hope you guys all keep saying it, too, because great things are going to happen for literacy this year.

And hi, Kaitlyn.

Hi, Kaitlyn. How are you, sweetheart? She's our EBLI queen.

She's a kindergartner that's a pro. She's one of those, too. Her mom is at EBLI.

She works with EBLI,

and she also teaches EBLI in her class part-time.

So

Kaitlyn doesn't have a choice either, do you, Kaitlyn, besides being a great reader? So

I thank all of you guys for coming, all your smiling faces, all your beautiful names, and your great questions, and whatever I didn't get to as far as questions, I'll answer those tonight and put them in so that when we send the email tomorrow that you guys have it. Oh, look at, Shannon.

Do you see your little

Lori Moore down here?

Oh, Bell. Hi, Ellie.

Good job, sweetie.

Yeah, all these little ones coming to learn.

So

thanks a bunch, and we'll see you next month, everybody.

Happy January.