

Welcome everyone.

I'm Nora Shazi.

I am the founder of ebl, which stands
for Evidence-Based Literacy Instruction.

It is both a program
and a methodology, uh, that provides teacher training
or PD for educators
and private practitioners, um, in classroom
or intervention settings.

And it is student instruction combined.

It provides a bridge from that research to practice in, uh,
K 12 and also preschool and up through adults.

So we are here today at our ELI and OG Differences part two.

Um, our last part, uh, we had, we covered practices,
um, with instructions.

So one letter spellings, um, vowel teams,
multi-syllable instruction and spelling,
and showed the differences between Ebley and og.

And we did this because we've had so many people, um,
curious about what these differences were
and in the last few years, describing them
and having different webinars about, you know, in
that way wasn't working really well

because people are like, I still don't

get how they're different.

So we wanted to actually really show you tangible things

so you could see the differences,

but there were, there was a lot of other things.

Reading and writing was something that, um,

people were very curious about.

Uh, cognitive, uh, load is a very big, uh, big piece.

Lesson planning, um, behavior outcomes, all kinds of stuff

that we are gonna cover tonight.

So tonight we have the same presenters plus one

at your request, uh,

that we'll be talking about these things.

We have Brandy Gulliford and Lindsay Journo, Liz GOs,

and Jennifer y Yarik, who is gonna be here.

And then also Nicole Angelino.

I could have just brought that. Nicole must, I got it.

Totally. Not even right. Okay. Lemme see here.

Malo, Malo, kind of a few syllables, right?

So Nicole is here

because many of you asked about having somebody who had gone

through the actual OGA training,

and so she's gonna talk about that a little bit

and give her perspective for those of you
who are wondering from that angle.

Okay? So also tonight, Lindsay, uh,
journal who's gonna be presenting will also be grabbing
your questions in the chat.

And Cricket McCarthy is here from Ebley team.

Lindsay and Cricket are both on, on our team here at ebley.

And, um, cricket will be answering your questions in the
chat and, um, doing all kinds of stuff in there.

So you'll see those two.

And at the end, we're gonna have about an hour
of presentation and then 30 minutes of question
and answer at the end.

So what I would love for you to do is please share
where you're coming from, so where you are in the world, I,
I should say, and what you do,
what your interest in this is.

And when you have a question, just go ahead
and put it in the chat
and, um, we will grab those questions.

Oh, and also Jess is here,

I forgot about Jess is our, our question grabber.

So Jess McGinty is also here.

She'll be grabbing your questions
and putting them in a document
that Lindsay will be asking these questions at the end.

And the panel here
and myself will be answering questions that you have Okay.

About the topics that we're, we're presenting on.

So that is the game plan, and we are just gonna go ahead
and oh, you know, before we, we go, um, I do want Nicole,
because the introductions for everybody else.

We have an, uh, blog also that's,
um, OG and EBLEY differences.

You can get those on our
website@ebley.com as well as the webinar.

So we had extensive introductions there, um, for the, uh,
the first four people I mentioned.

But Nicole is new. So Nicole, will you unmute
and tell us all a little bit about you and your background
and, and all Sure.

With, with both OG and Ugly?

Yeah. So my name's Nicole, Ms.

I earned my Bachelor's of education in elementary at, um,
Boston University.

And I got my master's in reading from Bridgewater State.

Um, later I got my OG certification through the academy,
and I used that for several years,
both in schools and as a tutor.

And in 2023 I became e certified.

And right now I'm working
as a reading specialist at a middle
and high school in Massachusetts.

Very good. All right.

So we are gonna start tonight with our, uh, presentation.

And Brandy is gonna lead us off. So Brandy, go ahead.

Hello everyone. It's good to see everybody again.

Um, let me just share my screen with you guys.

All right. Okay.

Hopefully it's coming. There we go. Okay.

So, um, a big piece, um, to the puzzle for our students
is the cognitive load piece of things.

Um, so what is it? Why is it important?

Um, and so when we're looking at this, the, um,
cognitive load piece, it's that mental effort
that's required to process the
information and perform a task.

And it stems from our limited working memory.

This piece is very important, um,

because overloading this capacity can hinder
our learning and problem solving.

Um, for those of us that work with, um, students
with dyslexia, uh, this is a pretty big factor, um,
because their working memory is often affected.

So being mindful of cognitive load is important.

So what are the differences?

Okay, so when you look at og, um, it can add
to the cognitive load and overwhelm working memory.

Um, the reasons that I feel that this is, um, a possibility
and that I feel I have seen this happen, um,
is there are numerous rules and exceptions.

Um, when you teach og, um, you are teaching hard
and fast rules as you go through the process.

It also requires mastery
before progression, um,
which can often keep students in a particular concept
for, for too long.

Um, and it starts with letters, um, instead
of sounds which may not be developed in some students
when they're entering school.

Um, if you wanna contrast that with ebley, ebley aligns with
how the brain naturally acquires language, um,

which can help reduce the cognitive load.

If we're working with how our brain is naturally wired

to work, um, it just makes more sense.

Um, it's rules free, but it's pattern driven.

So we are absolutely explicitly teaching things, um,

but it's from a pattern standpoint.

Instead of rules, um, helping them be more flexible, um,

it does not require specific concept

mastery for progression.

It spirals, um, which is super important

because what we're doing is we're not keeping a kid in a

certain, um, concept for an extended period of time.

We know that whatever pattern we're showing them, um,

or several patterns we're showing them, it's going

to continue to come up in our authentic reading and writing.

Um, and Ely starts

with sounds which are already well developed, um,

unless there is a child that we know has a,

a speech language difficulty

or some sort of traumatic brain injury, um, most

of us are wired well, we are wired, um,

for speech and language.

So that's kind of the difference in the cognitive

load piece of things.

Um, and we do have, um, resources for you, um, as part of the webinar as well.

For those of you who are wanting to learn more after, um, we wrap up the presentation.

And I'm just gonna pop in here, Brady and say that Cricket will be putting the resources for each speaker in the chat for those of you who are here live.

But these will also be sent out to all of you in the recording too, so you'll find those in the resources.

Thank you. Okay, so let's jump to explicit and implicit or statistical learning.

Implicit and statistical, depending on who you speak to about it or whose resources you're reading, they each call it it, um, implicit or statistical.

But explicit learning is that conscious, intentional process where knowledge is acquired through direct instruction, study and practice.

Okay? And implicit learning is our unconscious process of extracting patterns and regularities from our environment to make predictions

and both are needed for learning to read and write.

Um, explicit learning though should be a smaller part of any lesson.

We need to be giving students time, um, for that implicit and, and statistical learning to take place.

Um, uh, Liz on this webinar here gave a great explanation about this when we were talking.

And it's, uh, the video game analogy.

When a child is learning how to play a video game, you don't hand 'em a manual and have them read the manual to figure out how to play the video game.

You don't, um, usually sit next to them and say, push this button now push this button, now push this button.

They learn for doing the activity.

So that is where that implicit learning piece comes in.

So how do these two approaches differ?

Um, Orton-Gillingham does rely on a significant amount of explicit learning and less time for implicit learning.

That is because, um, when you are, and I found this when I was doing, um, when I was teaching og,

and it's that bullet point there

with the more teacher talk piece.

Um, I find that when I was teaching og I was talking a lot more, um, and the students were talking less.

So as you can see with og, um, explicit learning is a slower process.

That's just the way it is.

Um, implicit learning, um, on the Ebley side is faster.

Um, you can also with OG have more time in intervention.

Um, I saw this myself when I was working with students.

The intervention time, um, was was much longer.

Um, where with Ely, there's less time in intervention.

We have more teacher talk with og, which is what I was talking about, and less teacher talk with Ely.

We're still explicitly teaching them 100%.

Um, but we're really giving that student time, uh, to interact and to process the information.

Um, and I find if, if I'm ever talking too much, I need to just slow down and stop and let the child think, um, and let them have that, that interaction piece.

So, uh, og uh, attempts to explicitly teach the entire code.

Um, so you are going concept by concept, um, trying to teach the entire code to the child

where Eli explicitly teaches you how to crack the code, um,
and then allows that implicit learning to occur, um,
which is, uh, is just a much smoother process.

Um, you'll also find that OG focuses on the pieces
to the puzzle, um, with a very heavy,
heavy emphasis on phonics, um, where
Ebley is gonna focus on the whole puzzle.

So we're wrapping in the phonemic awareness, the phonics,
uh, your fluency, your vocabulary morphology,
but it's a more cohesive, um,
and more, um, collaborative approach to it.

Um, instead of things being so, um, so lockstep. Okay?

We also have, with OG less time for
that active authentic reading and writing
because you're spending so much time teaching.

Um, if I'm doing three-part drill and dictation
and all those kind of things, um, it's a lot
of teacher talk on my part.

Um, and I'm leading the instruction most of the time, uh,
where with ebley there's much more time for the active,
authentic reading
and writing, uh, where the student is really, um,
driving the bus, so to speak.

They are working through it, um, with our feedback and support to make sure that they're getting it.

Okay. Interleaving, what is it and why is it important?

Um, and I have to tell you,

this is not something I knew a whole lot about, um, before I started teaching ebley.

Um, and I've since read books about it, um, make it stick as one text that you could read.

Um, but interleaving is a learning technique that involves mixing up different topics or problem types within a single session, rather than focusing on one at a time, which would be masked or blocked practice.

Um, and basically why that's important is because it strengthens connections when you interleave your practice when you are mixing up your practice.

So you're forcing the brain to switch between different ideas, um, which helps you make connections between them and reinforces the ability to tell them apart.

So initially, this does increase your cognitive effort and it may feel harder and it actually might even feel less satisfying in the short

term, um, because it's not as easy.

Um, you are having to work a little bit harder for it.

Um, but what that does is that increased effort does lead to deeper learning and better long-term recall.

Um, it improves also problem solving, uh, which is effective for increasing the flexible thinking, which is what we're gonna go to.

Um, we'll have, um, I believe Lindsay's gonna speak to set for variability, which is, um, talking about some of that flexible piece when we're looking at reading.

So og it, it is, um, a bit more with the mast or blocked practice.

Okay? Um, everything is kind of com compartmentalized.

Um, we have, we do this drill first, we do this, then we do this.

Um, and while Eli, um, has a plan and an approach for you and your lessons and all of that good stuff, it's not, um, it's not a lockstep, okay?

It's not lockstep. What you're gonna get is, um, a more integrated approach that allows for the deeper processing that we're hoping for, right?

Um, and strong engagement with the material, which is gonna create longer lasting memories as opposed

to a more superficial processing.

Um, and this is where it looks like they have it, right?

So like, it looks like they've got it, oh my gosh,

they are repeating this back to me.

A says A or A spells, they're repeating this back to me.

Great, right? Um,

but then what you find is sometimes it doesn't apply, um,

when they come across these things

and a says as a simple example, obviously,

but the rigid rule application, um, often doesn't transfer

to the authentic text.

Like, like I think we think it will.

Um, at least that's what I found is, um, wow,

they're really getting this.

Um, but then it doesn't translate

where Emily is gonna help you build, um, a flexible

and adaptable grasp of the material for the students, uh,

making it easier to transfer knowledge to the new context

and real world situations.

Um, which is what we're ultimately trying to do, um, is

to get all of our students to read

and write better, um, not just in isolated skills,

but to be able to do that in the long term.

I think that's it for me.

Very good. All right. Thank you so much, Brandy.

That was wonderful. All right.

Lindsay is gonna talk next about reading and writing
and those differences between OG and Ely.

So you're up Lindsay.

Okay. Will do. Let me get my share button going here.

Um, There we go,

Right?

And how does that look?

Is that coming on? Yep,

It's good.

Okay. Beautiful. Okay. Hi everyone.

I'm really glad to see a lot of familiar faces again.

Um, and I'm gonna just kind of jump off from
that great foundation that Brandy laid
and focus on, um, as Nora said, areas that folks had a lot
of questions about, which is reading in connected
text and writing.

Um, that is a lot to talk about in about 15 minutes.

So I'm just gonna touch on a few aspects
and I'm gonna try to kind of bring it down
to the real nitty gritty.

'cause I think a lot of people have questions like,
what does this actually look like when you were, you know,
working in a classroom
or an intervention in an OG versus an e setting?

And so I'll try to kind of get into the concrete details
and then you can for sure ask lots
of questions in the q and a.

So to start with reading, let me move this ahead though.

There we go. Just, you

Know, Lindsay, I'm gonna interrupt just one second.

I forgot to say something when we switch over, if those
of you have come on and, um, after we did introductions
and stuff, please be sure to introduce yourself in the chat
and tell us where you're from and what you do
and why you're here, if you'd like to do that.

And also ask questions in the chat.

Those will be answered, um, at the end,
uh, after everybody's talked. Right? Go ahead.

Alright, sounds great. So what, look different?

Um, I would say with respect to reading,
when I was using an Orton-Gillingham approach,

I think I was very much more in that kind of mastery mindset
that Brandy just mentioned that there was a very,

very strong emphasis on, um, explicit teaching.

And I felt like it was critical to teach a great deal

of the code explicitly

and then only expose my students to connected text

that contained the parts of the code

that I'd already taught them.

Because I felt like if they saw patterns

that I hadn't explicitly taught them,

that would confuse them,

and that should be sort of avoided at all costs.

And so the way that I did that was

to make decodable books the primary way

that my students practiced reading.

And I used them for a pretty extended amount of time.

So the, the decodable set I had, I had, I think it was,

it was over 50 books, right?

So if you kind of do the math,

if you're doing one sound spelling correspondence a week,

and each of those books is focusing on

that one sound spelling correspondence that can take,

you know, in terms of time in school, easily one

and a half to two years to get through

that whole scope and sequence.

And, um, I saw that those decodables were not just for sort of the youngest students, but there were versions for upper elementary students, for middle school students as well.

So when I moved over to Ebley, one of the biggest changes for me in my practice was this emphasis like, no, no, no, we wanna move children really rapidly to authentic text.

Um, and that's not to say that there's no place for Decodables, but it was, um, you know, when I started using an Ely approach, it was for a much, much briefer amount of time, like weeks or maybe months, certainly not years, and really only with those youngest students.

So I use a little bit with my kindergarten students, sometimes early first grade, but like never with second grade and above.

And so, let me tell you, like that switch was kind of scary.

I'm not gonna lie. Like it's a big difference.

And I hear about it from a lot of people who are starting to use an eeb approach, that kind of moving away from those decodables.

And when they first see those stories and articles that are kind of used with an ugly approach,

they're like, oh no, you know, no way.

Those are way too hard for my students.

Like, my students can't do that.

And I completely understand that shift.

Like as Brandy mentioned, I think

that when you're using decodables, it is more comfortable

and maybe a little bit more satisfying

because it is kind of more in line with

that mass practice, right?

You're teaching a sound spelling correspondence,

it's in your student's short-term memory.

So then they're practicing with that

and it looks really kind of comfortable and easy,

and it's not too much of a stretch.

So in terms of, you know, making that switch, for me,

it was really, uh, helpful to understand why, like,

why is it so important not

to stay in decodable land for too long?

And what I came to understand from a lot of, um,

different research and articles,

and also from my ugly training was that, you know,

while decodables can be okay for very limited practice,

there's some real drawbacks when you're using them.

Like they have, um, they tend
to have very limited vocabulary
'cause you're sort of constrained
to those sound spellings you've already taught.
There's typically simpler sentence structure, um,
less knowledge building.
They're not as engaging.
And as Brandi mentioned, there isn't the same opportunity
for implicit learning, right?
Because the students are not encountering patterns
that you haven't taught them explicitly.
So it's actually robbing students of that opportunity
for implicit learning and for that self-teaching to kick in.
So they're never gonna achieve, you know,
if you've seen Mark Seidenberg talk about escape velocity,
they're not going to achieve that escape velocity
that's really gonna make a difference.
And so, particularly for our struggling students, you know,
if we keep them in those decodables for that long
and we don't bring them into authentic text,
they're never gonna catch up.
And that's, that's a real problem.
And, uh, another great resource on this actually, is Tim,

um, Shanahan has a wonderful blog, um,
post recently about the need to use challenging text
with our students, especially with our struggling students.
And so I found when I was making the switch to my practice,
what I actually needed to do was kind of like leave some
of my assumptions and some of my fears at the door in terms
of what students can and can't do
and get a little bit more at home with productive struggle,
um, because it's so important for the students' learning.
And also critically, actually, I had to get, um,
better and more confident
with supporting my students in authentic text.
Um, because I think that's kind of some where some
of my anxiety came from.
If I kind of go back to like the left side
of my slide again, I think that, um, you know,
Brandy touched on this,
that when I was teaching in an Orton-Gillingham approach,
the activities had a very central place in my
instruction, right?
So I felt, I felt really confident with them.
I knew how to do them step by step.
Um, most of the time that I spent

with my students was on those activities.

And so, um, I felt kind of, that was kind of like my comfortable spot.

Reading connected text tended to take a little bit more of a backseat when I was using an OG approach.

It tended to be more as sort of like at the end of my lesson.

It was maybe the first thing to drop when I ran outta time.

And I think, if I'm gonna be candid,

I think I was just less confident with supporting students while they were reading authentic text.

Like I wasn't exactly sure, you know, when do I transition them to authentic text?

Um, and what does it actually look like?

So if I'm sitting across from a table from a child

or with a small group of children, what does

that look like when they're reading authentic text

for me to be supporting them?

I think I didn't have as clear of a picture, and so I wasn't as solid.

So if you kind of wanna flip over to the right side of that slide, when I transitioned to using an Edley approach,

my experience was the exact opposite.

One of the things that really stuck out in my mind from the beginning when I started my intervention training, um, in Ely, was Nora's guidance that, look, you know, when you begin with a child, you begin with a group of children.

Yes, the majority of your time is gonna be on explicit teaching.

You know, you're gonna be doing those activities at the whiteboard, and we're gonna be front loading, um, the principles behind the code, you know, learning.

We're gonna make sure that we're explicitly teaching just enough of the code for them to launch in their reading.

And we're gonna be practicing those essential skills, you know, the segmenting, the blending, the manipulating of sounds.

So yes, we're gonna be front loading those, um, that important explicit teaching, but over time with your students, less and less of your lessons should be spent on those eyes, those activities and more and more of your time should be spent on authentic reading and writing.

And for me, that was sort of like, you know, like,
like mind blown, I'd never pictured my instruction sort
of transitioning in that way.

So that was a big sort of, uh, shift for me.

Um, and so the question was still for me, sort of like,
okay, you know, authentic reading
and writing should be kind of at the heart of my approach,
but like, what does that actually look like?

Like how do we set students up
for success with authentic text?

'cause we're not gonna just, you know, even with
that front loading of all of that teaching,
we're not just gonna throw them in
and let them sink or swim.

So what really helped me as an instructor was
with the EPLI approach, I got really, really detailed
guidance on, again, like what does
that look like when you've got that group
of students across the table from you?

What are you doing when they're making their way
through the authentic text?

So you can see on the slide there, I talk about having, um,
scaffolds for the children, um, what supports

and error corrections look like, um, reading behaviors
to watch for and kind of having a step-by-step process.

So I wanna just dig into that a little bit.

'cause I know, again, like having really
a concrete picture is really helpful for folks
who are curious about how the instruction looks different.

So if I think about scaffolding, you know, again,
when I was using an Orton-Gillingham approach, I think
that the scaffolding was really in
that constrained text, right?

We're gonna keep them, we're gonna be focusing more on
what we've explicitly taught, um,
and just sticking to the sound letter
correspondences that we've taught.

Whereas in Ebley with the scaffold that's there isn't
that constraint 'cause we're just using articles
and stories that's authentic.

So instead what the scaffolding looks like is we're gonna be
pulling out, let's say maybe eight to 10
of the most challenging words in that text.

So not words that stick to a sound spelling correspondence,
but the words that are the most difficult, you know,
re syllable words, four syllable words,

or the words that are more, most central

to the meaning of the text.

And so what we're gonna do then with those words

that we've pulled out, pulled out is we're going to,

with the students, work through the processes

that we've already taught them with our explicit teaching.

We're gonna work through those processes.

So the students are gonna read those words,

they're gonna spell them, but they're gonna write them.

We're gonna discuss the meaning of those words.

So when they get to the text, they're already comfortable

with, um, the words that we've covered.

Then in terms of supports as the children are reading, um,

in the every training, I, I think I gained some confidence

with authentic text because I was given a whole range

of supports that I could use with a child from, you know,

very supportive to less supportive.

So if you look at a support, like from the highest level

of support, it could just simply be something like,

if a child is reading a word, you know,

I have the word doubt there, which I just pulled from

working with a child the day before yesterday.

Um, I had a student who was trying to read the word doubt

and I, I was pretty confident that when he got to the end of that word, he wasn't gonna know what to do with it.

So, you know,

the biggest support I can give him is

I can just give him the sound.

So if he's working his way through and he says, duh ow,

and kind of like doesn't know what to do, I can say, say,

I can just give them the sound for

that two letter spelling at the end of the word.

And when I first kind of got that in my training,

I was like, are we allowed to do that?

It's like, yeah, that's teaching, that's okay.

You can give them the sound. If they don't know the sound

or they say the wrong sound, you can give it to them.

And then if you go to like a lighter support, um,

like let's say you have a child trying

to read the word great and they say greet,

and you know, in one of the sorts that we've done

that we've covered the three different sounds that

that ea spelling can represent.

And they say greet, it's okay to say, you know,

it's not e do you wanna try a, do you wanna try a, eh, so A

or a, so you can, you can kind of give them limited choices

based on, um, what you know that they're familiar with.

Um, or an even lighter support

is you can just prompt them to recall the sound.

So if they're reading and they say, um,

they have the word give and they say dive, you could point

to that spot in the word and say,

what else can you say here?

And see if they can come up with, okay,

it's not, I, what else could it?

Oh, maybe it's it and see if

they can come up with that sound.

Um, or an even lighter level of support.

You know, if I have a child that's more proficient

and they read a word, like, again,

I'm pulling this from a student from a couple of days ago,

um, who was trying to read the word sausage

and he said sausage, which is kind of logical

'cause it's got that con, it's got

that consonant of the E there at the end.

Um, so if a child reads that as sausage, you know,

you could give it a sec and see if he's gonna say,

and this is exactly what this child did.

He went sausage, sausage, sausage, sausage.

And he was able to actually pull that sound out and flex it and put a different sound in so that it matched a word that was in his, um, spoken vocabulary.

And that, as Brandy mentioned, that's called set for variability.

It's that ability for students to flex a sound in a word and make it match a word that's familiar to them.

And I think that the fact that this student was able to, um, use that for variability and come to that correct word is a direct result of the kinds of, um, explicit teaching we've done a lot of the word sorts that we do in edley are really honing that skill of being able to flex those sounds.

So just to kind of sum that up, that there are all of these different supports that once I was more familiar with them, I was not an expert with them at the beginning.

It took a lot of practice to kind of become more adept.

But I'm now able to, even with one child in a particular text, kind of use those different kinds of supports to make sure that they're reading with accuracy.

Um, I'm not gonna be able to dive into it too much 'cause I don't wanna go wrong for too long.

But I also, with my training, was able
to become more familiar with different behaviors
that might get in the way of students, um,
reading authentic text.

So just, you know, simple things like
how are they tracking under the words with their fingers?
Because if they're kind of pointing to the words
with their finger, it's gonna really
interrupt their fluency.

Um, looking for things like children having their heads
going back and forth, which is gonna really tire them
as they're trying to read and really
interfere with their stamina.

You know, what to do with children who are,
have made guessing a habit, you know?

So I, I learned, um, different, um, motivations
and different techniques
to really trying to break that habit.

And also children who have, um, attention, um, difficulties,
which a lot of my students do.

So maybe they're like skipping over little words
or guessing at little words.

I learned techniques to really, um, draw their attention

back to the text so

that they're tracking in a really methodical way.

So, um, you know, I hope

that gives it maybe a little picture of some

of the differences when I transitioned to ebley

that I was able to employ that enabled that, that rapid move

to authentic text.

So I'm gonna go just back in my slides a moment.

There we go. Um, I want us

to just say one more thing actually about reading,

which I found interesting is I found that when I switched

to an ugly approach, that when I was working

through this authentic text

that my students had a little bit more,

actually a lot more friendliness with error.

I think that they kind of picked up very quickly, like,

okay, when we're reading something,

we're not gonna know every single word.

Like, I'm an excellent reader,

I don't know every single word.

When I try to read something, I often have

to sound it out and do some work.

And I found that with, um, this abbey approach, they,

they understood like, yeah, we're gonna have
to work through things and that's okay.

And you know what, if you don't know a sound
and a word, I'm gonna give it to you
so you can kind of relax.

Whereas I think when I was using an OG approach,
I felt like it was a little bit more
that the children felt like I should know this,
and they were sort of racking their brain
for like, what was the rule?

Like, I should know what's in here.

And, um, so that switch was really, really welcome.

Um, so just to kind of sum up, you know,
what changed in terms of my practice was just
what I was frontloading in terms of
what I was teaching explicitly.

You know, having this rapid movement to authentic text
and then having the kind of confidence to know how
to scaffold and support the children when they
are in that text.

Um, and I don't have a lot of time to talk about writing,
but I can sort of touch on it
and say, I, I, I think

that the similar principles apply in terms of
how I practice has changed.

So when I was using sort of an more of an OG approach
to writing, I found that the, it was more
of a constrained practice.

So again, there was a lot of, um, sort of word dictation,
sentence dictation that was very focused on the
patterns that had been taught.

And I had, I think, less clarity, like the students,
you know, they would do well in the word
and sentence dictation and the spelling test,
but I had, I was seeing less transfer to their own writing,
and I had less clarity about how to move them
to independent writing and what exactly that looked like.

Um, and then when I started sort of switching over
to an e approach in terms of writing,
the focus is much more on transfer.

And so, um, there was more detailed guidance on like,
yes, we're gonna start with sentence dictation, like,
we're gonna go for quality over quantity.

But there was kind of specific guidance on
how do you go from sentence dictation to, you know,
just writing a sentence with a prompt.

And then how do you go from writing a sentence with a prompt
to writing several sentences and paragraphs
and then later essays, like, what does
that transition look like as the child is moving to,
um, more complex writing?

And then the very explicit processes that the child's going
to use, like the say as you write when they're,
when they're writing out their sounds
and what does it look like to when do we do error correction
and what does that error correction look like?

So I felt like I had more detailed guidance, um,
to move the children, um, over to independent writing.
So yeah.

So I hope that gives me a, just a little bit of a, a hint of
how those differences look.

And I'll hand it over to,

I think it's Liz next if I have it right.

Um, Jennifer's,

if there's any questions, Jennifer's coming up next.

Yeah. Oh, gen X. Okay.

You can certainly ask away in the q and a.

Okay, I am Jennifer,

let me share my screen.

Uh, let's see.

So I am talking about lesson planning, the difference between the OG approach and Ely.

Um, so in e or og, and it depends.

There are many different types of, uh, different variations, but there can be a lot of materials, and I know that, um, that can be, uh, kind of exciting for some of us teachers that like to organize and, um, you know, label things.

But it ends up being just, uh, quite a few materials.

Uh, you have some programs of sand tray or the sand salt shaving cream.

You have your decks of cards.

Um, some programs might have a magnetic board or letter tiles, a blending board, crayons, um, some principle principles that you're using.

Um, the pla some programs have a plastic crochet page that it's, or stay on paper.

It's kind of that textured material.

Um, and decodables

and a pencil, um, compared to Ely,

typically we just have our whiteboard.

It's an oversized whiteboard with a whiteboard marker.

Everything's kind of done on that.

Um, you have your eraser and, um,

and Ely, you're kind of front loaded at the beginning

with creating, um, your binders.

You're doing some printing to get everything organized.

So you have your ebley binders,

and then you have your scope and sequence.

Um, and then if, depending on where you are,

you might have an early reader

or a chapter book that you're also using with a student.

So you can see the materials aren't quite as, um,

lengthy with ebley, um,

really your desk can be somewhat clear

and you have your whiteboard.

And, uh, the whiteboard marker, which is something

that I really loved about Ebley,

just kinda streamlined my materials

and what I needed to use.

Um, lesson planning, prep time, that also varies.

So for og, um, I found that I needed to create some,

uh, of my lessons and create 'em and then print them.

And then my, um, a lot of it was prep,

uh, scripted from text,

and then there's a new skill every week.

So each week you're kind of reinventing your lesson,
not especially at the beginning when you're early, um,
starting, you're kind of having to create everything.

Um, obviously that gets a little bit easier as you, uh,
become, uh, more skilled at what you're doing.

But that skill changes every week.

And then if you're working with multiple students,
which many of us do, then uh, you have multiple students
that you have to get that exact skill for.

And it just can, it felt as if it was time consuming
and somewhat overwhelming creating those lessons each week.

Um, on the other hand, Ely, uh,
everything you need is in your binder,
in your scope and sequence.

You're not recreating things each week.

Once you do have your binder and your scope
and sequence, everything's kind of laid out for you.

And, um, and then you just keep track of the lesson
that you have completed, um, one week,
and then you are ready for the very next week.

You're not having to create, uh, materials each week
for your different students.

Um, the focus of the lessons, so in og,
um, there's typically five components of instruction,
and they have different names depending on the programs,
but there's usually some sort of review included,
and then some type of phonemic awareness activity.

And then you have that in, um,
explicit structure instruction in, um, the skill
or the, the letter sound correspondence, whatever it is.

Um, and then you have your fluency,
which is usually with a decodable.

You have some sort of syllable division, um, activity.

You have your high frequency words,
and then a lot of programs have word dictation
or sentence dictation.

Um, compared to Ely, uh, you have kind
of your integrated instruction.

So every activity that you do in ELI is going
to explicitly teach kind of these different skills.

Um, it can be segmenting, blending, phoning, deletion,
phoning, substitution.

So it's not so much here.

I'm now going to do my phone

or my, um, phony mic awareness activity right now.

The, it's included in every activity that you're doing with Ely.

Um, every activity includes something having to do with the alphabetic code concepts like 1, 2, 3 or four letters spell a sound.

One sound can be spelled different ways.

Um, and then when you're, there's fluency in authentic text, so we're hitting that, uh,

we're doing vocabulary in authentic text, um,

but then also doing it in the spelling activities.

We're including vocabulary kind

of in everything you do in Ely, there's some component of, um, teaching vocabulary.

Obviously, if a student needs help with letter formation, every activity, um, with ebley, you are monitoring that letter formation.

And then, um, writing, writing, writing, I often say, um, to parents that are asking about Ely, um, you know, how is it different?

I say, they're going to be writing unless they're reading, they're probably gonna be writing the rest of the time.

Like they're constantly having that marker in writing.

And so that's a huge component, um,
that I feel is really strong with Ely.
Uh, so at the end of each lesson, um,
from my personal experience at the end of an OG lesson,
I felt like there was lots of teacher talking,
and it was, I was doing a lot of talking, doing
that explicit teaching.

A lot of the information was coming from me
and I was giving that information.

And then there was some student reading.

It was usually a decodable.

Um, and then there was some student writing.

Um, usually they were writing some words that went along
with the phonics skill, um, writing a sentence or two.

And, and at the end,

I always felt like there was never enough time
to fit everything in.

It felt like, um, I was talking a lot
and trying to get through the different activities.

And I, I, within, you know, the two sessions that I kind
of dedicated towards, um, this skill
that I didn't have time to get everything in, um,
which caused stress on my end

because I want to do the best that I can,

and I want the students

to get all the information that they need.

And so feeling like I just couldn't get it in felt

overwhelming to me as a teacher.

Um, when I started using Ely at the end of the session,

I would feel like, oh my goodness, that was a lot

of student reading that student read this entire article,

or it just felt like a lot of our time was in

that authentic text where the student was actually reading.

Um, and then there's lots of student writing, like I said

before, whether they're writing, um,

a single multi-syllabic word,

or whether they're writing a sentence

or your students' already into writing short paragraphs,

they're writing a lot.

Um, and then I felt like there was increased

student engagement.

Um, they, there was just the whole time their writing

or their saying sounds,

or it was just their very, very engaged.

And then the way Ebley works, you complete the activities

that you can within the amount of time that you have.

Usually it's four to six activities.

Um, sometimes it may not be that many if you have a student that perhaps has a DHD or something that we are really having to redirect.

Um, but it wasn't, I didn't at the end feel like, oh,

I didn't get, I didn't get all the parts in.

I felt like everything was,

I was doing good things the whole entire time

because all the activities are so integrated.

Um, and then you complete the activities that you can,

and then you know that the next time you're just going

to continue with those same activities.

So the huge thing that I walked away from, um,

or continue to love about Ebley is

that the ELI activities are not necessarily about the skill,

uh, not the, it's not necessarily about that phonic skill

that I need to teach to the student.

The ELI activities are more about this process.

Um, so I thought I would give an example of that.

So in, there's an activity called multis

syllable split word reading.

And we're gonna read,

or I'm sorry, we're gonna spell the word amphibian.

So it's not so much about teaching the student amphibian.

And okay, tomorrow you need to know amphibian,

and I'm gonna test you on amphibian.

It's more about the process of

how do you take this big word amphibian

and how do you break it down into, um, syllables.

And then we segment those syllables into, um, sounds.

And then we represent each sound with a 1, 2, 3,

or four letter spelling.

Then we correct the word, um, that we discuss the meaning.

So there, we pull in that vocabulary,

and then obviously we correct hand handwriting

errors as needed.

So again, it's not about the skill

or the teaching of the word, but it's more this process.

So the next time they come across, um, a word that they have

to, uh, break down, they, it's,

they have this process.

Uh, let's see.

Another part of the lesson planning is, uh,

or the lesson an I believe versus OG lesson is

the cognitive load.

Um, so in OG the teacher is teaching a lot

of explicit instruction,

but the teacher's teaching a lot of times the rules

of the English language.

Um, so you have to know the rules.

Um, and a lot of time that's just too much information

for kids to hold in their mind.

And there's just an example of a rule. This is a great rule.

The, the C or the K, would I use a C or a K?

So it's a great rule or it's a great thing to know,

but does it necessarily need to be taught as a rule?

This is a rule. We have

to memorize it and we have to know it.

Um, sometimes that feels, um, overwhelming to a student

that they have to hold this in their brain.

Um, and then we always think, well,

what about the rule breakers?

Because, you know, if we're teaching a hard

and fast rule, well, a lot of times, uh, there,

there are words that don't follow those rules.

And then how do we explain that if

we've just said, this is the rule?

Um, so I felt like I was a lot of times talking about, oh,

not this one, or, oh, not, not that word.

Um, so,

but in EI felt like, uh, students discover

more of a pattern.

They're not necessarily having to memorize a specific rule,

but through the activities that you do with a student, um,

with teacher support

and correction, the students can kind of

find the pattern on their own.

They kind of discover it on their own,

and that kind of sticks with them more.

'cause, and we're pattern seeking humans.

And so students can notice these patterns, um,

and then that's kind of can settle

and stick, stick with them beyond this idea

of having to teach the rule.

And that's just an example of an activity we might do

with a student.

And, you know, they write the words

and then at the end you can say, Hey, let's look at this.

What do you notice about this?

Where do you notice this word appearing?

And then the student discovers it, um, instead of

there being an exact rule.

Um, and then the knowledge is taught in the moment also.

Um, if you have a, uh, like the ve ending,

you can say, Hey, oh, lots of times,

or an English one, that v when a word ends with a V,

it's usually gonna spell this way.

It's a two letter spelling for V.

You can just bring that up in the moment instead of, um,

having it be a rule.

And we're gonna write down the rule

and we're gonna remember it.

It just can show up, um, more organically,

and the kids will kind of take that in on their own

and, and remember it.

Uh, so speaking of knowledge, um,

there's something called declarative knowledge.

And that's just the things that you learn

and the things that you know, and the rules

and the knowledge that I learned like through o um, OG

and the books that I've read and the logic of English.

And these are great resources and great books,

and I learned so much about them,

and I found them very fascinating.

So they're great, I love them,

but that doesn't mean that I need
to explicitly teach all those rules to my students in order
for them to become skilled readers and writers.
Because as a teacher, my goal is for them
to become skilled readers and writers
and all that knowledge of
what about the English language that the
students don't necessarily need to know everything
that I know in order to be, um, a skilled reader and writer.
It's great information and not,
and I can share that with them.
Um, but that's not gonna be the crux of what I need to, uh,
teach them and communicate to them.
So I'm gonna share just a quick story of a student I had.
Um, Leo
and I had taken him through, um, the kind
of the typical phonic scope and sequence.
And, uh,
he still wasn't quite reading
multi-syllabic words the way I thought.
It just wasn't transferring over to him being, you know,
a reading at his grade level.
So I decided, I was like, you know what?

I'm going to do morphology, like that's going
to get us over this hump.

And so I did a morphology training, which was amazing.

It was a great training and it was, um, you know,

I learned a ton about the English language.

And so I just, I thought, okay, I'm gonna do this with Leo
and we're gonna start learning every as much
as we can about morphology.

And I remember sitting with him

and, you know, I started

with just talking about like the Anglo-Saxon

and the, um, Greek,

and really getting into this in depth conversation

and just looking at me like I was

a crazy person just being so disengaged,

like my words were just floating over his mind.

Um, because I had this great knowledge and I learned it,

and it was so fascinating to me.

But that didn't necessarily mean that he needed to know all
of that to become a skilled reader in writing.

Um, that doesn't mean to say that I didn't ever, you know,
to never talk about morphology,

because obviously morphology is huge, but, um,

but we can do that within the ebley lessons

that we're doing when it comes up naturally.

Um, so that was my story of Leo and I look back at that
and think, oh my goodness, he probably did think I probably
did sound, and that was my mistake, that I went on
and on about the English language,
but that's how he was staring at me like with eyes
that just kind of, uh, he was,
it wasn't connecting.

Um, so that is what I have
and the differences between OG and ebley.

Thank you so much, Jennifer. Appreciate that.

Liz, you are next.

And again, a reminder, everybody,
if you came in a little bit late, please introduce yourself.

We always love that. And any questions that you have, share,
and we'll have some time at the end
that will answer questions.

Hi everybody. Um, I am going to talk about, um,
student outcomes and behavior.

Can you guys see my screen that's on there, right? Okay.

Uh oh. I've got too many things popping up here. Okay.

Um, these graphs that I'm showing are available, um,

you can find them in the ELI data and research document.

Um, there should be a link in the chat,

and I think you're getting it in an email as well.

Um, this first graph shows Stephanie Bolton's, um,

results over the 20 24 25 academic year.

Um, these are her DIBELS results for 19, um,

first grade students.

Um, the green represents their starting scores in

August of 24.

The blue represents their scores in May of 25.

Um, the bar shows their correct words per minute,

and you can see after, um, going from August to May

with ebley, how those scores improved.

Uh, and then accuracy is represented by the,

by the lines up at the top.

Um, and you can see how those scores, again, the green

to the blue, how those improved, um, that first year.

Those were her DIBELS results,

and these were her i-Ready results.

Um, the, the shading up at the top shows their target range

for green in the fall,

and then for Blue, uh, for the spring.

And again, you can see with, with each of her 19 students

how they, um,

how they improved their skills using ebley over

that academic year.

And then not just for the younger students.

Um, Lindsey Dane used this with, um, used ebley

with sixth grade students.

Um, there were, she used it along with two other teachers

for 137 students, sixth grade students total.

30 of the, of the 30 SPED students, five

of them actually tested out

of SPED over the course of the year.

And of the 137 that they started

with only 27 students required intervention

for their intervention in seventh grade.

Um, the Acadian results, again, green representing

the, this is the 43 that she used it with.

Um, the green representing their starting point in August

of 24 and the blue representing their progress, um,

and where they were at in May of 25.

And then, um, one of my students, um, I started working

with him in June, um, the summer before second grade.

Um, he had already been in OG tutoring for, um,

for approximately four months.

And we continued, I was, that I was doing OG at the time.

We did that until, um, March 23.

So he was nearing the end of third grade.

Um, and while his IEP um, recognized

that he was showing improvement, he did still have an IEP,

um, and he was just stuck.

Um, we, we weren't, we just weren't making progress.

We were just kind

of stuck in the same spot for quite a while.

And that was, um, when I found Ebley.

And so we started doing ebley, um,

and within a few months he started reading,

just picking up books and reading them on his own,

which was huge in his household.

I mean, just that he wanted to interact with, um,

with print outside of school.

Um, we finished Ebley in September of 2023,

and then the following month reading was

removed from his IEP.

Um, he no longer needed, um, that extra support,

and now he's in sixth grade.

And for his birthday he asked for Stephen King books.

Um, and so still just a, a voracious reader and, um, and,

and loving books, which is my, my favorite part
of, of what I do.

Um, another student, um,

I just started with her in September.

She's fifth grade. She's, um, homeschooled.

Mom is an elementary teacher, um,

and had been using an OG based curriculum with her.

Um, you can see her, uh, results from her initial assessment
before I started Ebley with her.

And this is the alphabet that she wrote for me.

Um, in September,

after four sessions, um,

I got a text from mom letting me know

that she had picked up a book and all, all on her own

and started reading, read it

with 95% accuracy, read it out loud.

Um, and mom was so excited that her, her interest in wanting
to, um, engage with print outside of the school day.

Um, after 18 sessions, she did supported reading

of a 920 Lexile passage, which is third, fourth grade.

Um, she, she didn't have any hesitation
or anxiety towards doing that.

She just jumped right in.

Um, and if you had seen her in, in our first session where she was not thrilled to be meeting with me, I just, she was frustrated.

She, she was just done.

She just didn't even want anything to do with reading.

What do you mean? I'm, I'm doing reading.

Um, and she just, she just dives in,

she just starts doing it, um,

after 20 sessions on her own, accurately

and independently read the words,

commenced remainder injuries along

with other, along with other words.

And you can see the improvement in her, um, in her writing,

in her handwriting, um, of the alphabet at that point.

But the best part was when I got this picture from mom in

between the 18th

and 20th session, I got a text one morning, um, that, uh,

she didn't wanna do school that day.

All she wanted to do was continue reading the book

that she had picked up from the library.

It was a dog man book. And she, um, she had to be told

to stop reading at nine 15 and the next day

after breakfast, that was the first thing that she picked up

and she wanted to go read some more.

Um, and that, again, just building the, the confidence, um,
is just so huge.

Um, most students not,
and not even just students, um, when it comes
to the trauma associated with, with sub literacy, um,
and with the, the learning process, um, parents expressed
to me that they don't know how to help their kids
because they struggled.

Um, so they don't know what to do.

They struggled in, in school learning to read.

Um, they don't know how to support their, their students.

They don't want their students to suffer like they did.

Uh, it creates anxiety that, I mean,
when adults are telling you that they,
that they still feel this way.

Um, and to, to imagine a child who has spent years,
um, with the exact same process being given to them over
and over and over again, and it's not working.

The anxiety and the frustration that they, that they come
to us with, um, ends up in tears.

And they, and they resist. And it's, it's, it's not fun.

It's not fun for them. It's not fun for us as,

um, as educators.

Um, when I found Ely, um,

Ely is it, it's engaging.

It's, I it's fun.

I've had, I've had seventh grade students look at me

and say, wow, that was fun.

I'm like, cool. You, you watch them light up.

You watch as they are playing with words.

So instead of it becoming a chore

and something that they have to do, and they have to suffer

and muddle through it, they're, they're seeing words

and print in a different light.

They're, they're being allowed

to experience it differently than they have before.

And they get to play with those words, play

with the sounds, make mistakes.

Um, they can, they can throw the wrong spelling in there,

throw the wrong sound in there,

and no one's saying, well, no, that's not right.

They, they get a correction and they move on.

It's, it's okay for it to not be right.

Um, they are mentally engaged the entire session.

They are constantly thinking.

Um, it's a, it's a very efficient system. It's no nonsense.

I, I mean, if you've ever, if you haven't watched a video of Nora teaching, please watch a video of Nora teaching because it's, she's, she's very positive and very, um, just on everything happens and nobody ever stops to feel, to feel bad.

It's, everything is positive. It's all okay.

Um, the, the text that they read instead of looking at it and saying, oh, that's a lot of big words, which I have heard numerous, numerous times in, um, in various environments.

Um, you raise the bar and you build their confidence.

They know that you're there to support them.

It is supported reading. It builds their confidence.

Um, and they become empowered.

They don't start, they don't start by thinking,

I'm never gonna be able to read this.

They, they go into it. They can't. They just do it.

Um, it's, it's huge.

The difference in the, in the behaviors and the outcomes for the kids.

Um, I, I,

I can't say enough about, um, how how much different, uh,

ley makes the experience for my students.

And that's it for me.

Thank you. Thank you.

And Nicole, I'm gonna pull you in here in a minute,

but we're gonna get started with questions

and I'm gonna kind of do that there with your OGA experience

'cause we were, had that requested.

So we're gonna go ahead and start questions.

Thank you, EV thanks so much ladies.

'cause you did an excellent job.

And I learn a bunch because as you know,

I know a whole lot about Ely and not so much about og.

So it's always good for me to learn

and hear about, um, those differences,

these last couple of webinars.

So thank you. So Lindsay, have we got some questions?

Oh my gosh, we've got lots. So I'll try to do my best.

I think what I'll do is try to raise the questions

that really are most relevant to

what we're talking about tonight.

So the, you know, OG and, and edley differences.

And then if we have time, there's lots of questions

that are just specifically about edley as well.

So, um, we had quite one question,
or maybe a comment just to start with. Can I, before
You get started, can I, can I jump?
'cause fortunately, 'cause I'm, I'm not fortunate,
but typically I'm the one doing the webinars
with all these Ely webinars we've done.
And it's nice because as you guys are going,
and I'm listening, I can kind of look at the chat,
which I don't even look at at all when I'm doing my own.
So I've seen people in there saying, you know,
why aren't you talking about just what Ely is?
And just to give you context,
if you weren't here at the beginning,
or if you didn't see the first blog or the first webinar,
or read the blog, I highly recommend that you go back
and do that because this is, you know, kind
of a continuation of that.
But the, and, and also at the beginning I tell
about why we're doing this.
We have dozens and dozens and dozens of both blogs
and webinars about all five essential components of reading,
as well as handwriting, writing and spelling,
and also the integrated instruction

and a whole bunch of other things that is all about ebley.

What's happened in about the last three years to four years

is we had this influx of people who had only taught OG

before in, or whatever, in a classroom, in private practice,

and in special ed, whatever, uh, that had come to ebley.

And when people ask me, how did that happen, I have no idea.

I mean, I really don't know what started that

or what brought it on.

But we've had hundreds and hundreds of teachers

that have come over from og.

I don't have any background in og,

I don't have any experience in, I mean,

of course I've read about it and that type of thing,

but I've never trained in it or taught it.

So for me to tell them about, like,

but you know, when I could tell them this is

how we do things differently, well, we do the same thing.

So we had so many requests for people to say,

can you tell us more specifically

and show us like we did in the last one?

What exactly are the differences?

So we can actually see them, you know,

in it's a lot more tangible way.

So that is the reason that we're having these.

Now if you're interested in, in knowing more about ebley

and knowing about what's in ebley, right?

You have dozens you can go

and I recommend you go to our blog.

There's just little square, there's not just a title,

but it'll have a little bit of a description

and you can read the blog.

Most of our blogs also have companion webinars,

and they're linked to that.

So if you wanna actually see things in action

and go, go deeper.

As far as Ebley stuff, we have been for years,

putting out lots and lots of information about Ebley.

So you'll be able to find this. So we did this

particular webinar series specifically

because of the countless requests we had to show actually

specifics about the differences between OG and Abilene.

Now, the other thing is, in the chat, people are saying,

well, that's, they're not teaching og, right?

Those of you who presented tonight, now all

of these guys have been trained in a variety

of different things, uh, different ways with OG and I,

and this is what maybe where no, uh, uh,
Nicole can help us out with this.
But, um, so, you know, there's Ebley
that teaches the linguistic phonics
and there's, you know, reading simplified
and there's, uh, sounds right, there's different programs
and everybody has a different, uh, uh, you know, it's a,
the methodology is the same
and the programs may have different differences in them.
So, um, I don't know 'cause I haven't experienced them,
but I do know that
what these people are talking about tonight are from
programs which we don't,
aren't gonna be talking about specific programs,
but whatever programs, many of them,
most everybody today had been trained in many
programs of og.
So they are using what they had taught, okay?
So it's not like you're going to be have a, I don't know,
years and years and years and a half
to do everything perfectly.
If that has to be the case, to have the outcomes
that you are hoping for, it's really not feasible for people

to, you know, to be able to do that.

So I just wanted to set the stage

and give you some background about where this, uh,

webinar is coming from, why we are here.

And it's because of all of those people who, quite frankly,

our webinars are almost always

because of questions people are asking us

and things that they're asking us to, um, you know,

share about the, the webinar

and blog that Lindsay shared about the writing and

or reading an authentic text.

That was because we were being, you know,

so many people are saying, we think

that you must have these kids guessing, which is like,

we also have a slay the guessing monster webinar.

I highly recommend, we absolutely

never allow our kids to guess.

We have a lot of kids that come to us guessing, right?

Most everybody does, but we never ever do that.

So it's just a, a perception

of you're coming from this perspective of what you know

and trying to put it into a whole, you know, different, uh,

way of doing things, which is hard to understand, um,

just in theory especially.

So this is why we're trying to show you some
of the actual practice things, um, for those of you
who are curious and those, you know,
who are not, that, that's okay too.

All right. So I just wanted to lay that foundation, so,
okay, I'm ready, Lindsey.

Okay, great. And I'm gonna try to kind
of amalgamate questions that are similar.

So some of the questions looking at the contrast are saying,
well, you know, um, approaches like OG
and Wilson are maybe more specifically designed
to really help students who are dyslexic
because they teach the patterns to take out any guesswork
for dyslexic students because they're gonna see
and process the letters differently.

Then another person said, um, you know, um, that it seems
to, that Edley seems to assume students have knowledge
of the sounds that haven't been taught.

So it's kind of this question like, well, does LY work
for students who are dyslexic?

Are they struggling because it doesn't seem
to teach them in an explicit way?

Do you wanna speak to that? Thank

You that, yeah. And

we really don't assume anything, um, as far

as their knowledge, but we know that, like,

we hear this a lot, well,

these kids don't know even know they're the one letter.

Sounds like that's cool.

What we're gonna teach explicitly from the outset

is these concepts that are unique

to the English alphabetic code that you have to really know

to be reading at your very highest potential.

I didn't learn 'em until I was 37, okay?

I'm a much faster reader and writer and spelling.

I've always been a great reader, writer and speller.

But you know, that 1, 2, 4 letters spell a sound.

The same sound with can

be spelled in a lot of different ways.

The same spelling can represent different sound,

and we have that all over in all kinds

of webinars if you wanna learn more about that.

But we make sure that all of our learners are getting our,

including our kindergartners

and even preschoolers, are exposed to that

and learn it explicitly

because that is the core, that is the focus

of all that we are doing.

So we don't have to teach the whole code.

Their speech, which they bring,

they're talking when they come to school,

almost every child, they varying

degrees on a spectrum, of course.

Um, but so they're bringing their speech, which is natural,

and we're so, we're, we are moving from that

with our instruction as opposed

to the letters which are manmade and not natural,

and a whole lot of extra information.

So there's a huge difference in the, um,

the underlying foundational methodology of

how we actually present the instruction

that makes us spec tremendously spectacular difference.

So it doesn't matter where they start,

they're all gonna start in activity one when we're doing

intervention and your first lesson when you're doing

in our classroom instruction.

Okay. Um, and that's a, like a mindblower, like,

what are you talking about?

So we really try to explain it, but I think people, and,
and those of you here who are trained in Ebley would say
like, you really get it once you do it,
and we're trying to do everything including this webinar
and other things to help you understand.

But it's, you know, seeing that whole picture,
it's like anything you don't know how to do, whatever,
you learn it in, in pieces, but it's the same with Ebey.

But very soon Ebey teachers, uh, will see like,
oh, now I get it.

But at first they're like, what are you doing?
Especially when you're coming from an OG perspective,
which we have hundreds and hundreds
and hundreds of people now coming to Ebley
with a background in og.

So it really is mind blowing.

So as far Ely works, if they're the valedictorian,
I've taught doctors, I've taught lawyers,
I've taught multimillion business, uh,
millionaire business people, entrepreneurs,
and I've taught people who can't read a word, um,
that are adults all the way down to, you know, younger kids.
We teach tremendous number of dyslexic kids, uh,

and Ebley really it, if reading instruction is great,
reading instruction, it's going to work with anybody.
So to tell you as far as, uh, dyslexic what's happening now,
a lot of private dyslexia schools are training teachers.

And I, some of them might be on here now.

So go ahead and, and share in the chat if you are,
are training their teachers in Ebley.

And we have a school, Hyde Park in, um, Chicago
that has three campuses
and has trained many people now in ebley,
and they're using Ebley with students
who are OG non-responders.

So kids who are at a first grade level
and have been there for three years at at least,
and they've shifted them to Ely
and they, they called me, got actually reached out
and said, these kids are making progress.

That's so really kind of unbelievable.

We think that you should have this data collected
and analyzed because they were not making any progress with,
you know, for the three years with, with og.

So we have that, actually, that data will be coming out.

Um, there, we're working on it right now, um,

early next year, so that's exciting.

But there's, I don't know, I know of probably six

or seven private dyslexia schools

around the country that are doing this.

And, and I said to this, uh, the head of the one

that I was talking to, I said,

how do people even know about, I like,

how do you even know about Aly?

Like how do, where all these dyslexia people,

you know, schools coming from?

And he said, well, at the IDA conference,

we talk about things that work really well.

And I, the last two years I've shared this is

what we're finding with these og they say non-responders

or treatment resistors is what they call them,

but they're, they're making great gains.

So, you know, yes, absolutely.

Ely works tremendously, tremendously well with, um,

dys the most severe dyslexic.

I mean, even at our reading center where we do see, uh,

we're kind of phasing out, but for 27 years now,

we have seen, um, kids one-on-one and adults,

and I've had probably maybe 15 to 20, uh,

kids and adults who have been told they were the worst
dyslexic in their state
or the, you know,
whoever tested them has never seen worse dyslexics than
them, or a case worse than them.

Yes. It, and it works, uh, with those kids too, and adults.

Yeah. So it does.

Alright. Um, okay, we have a lot of questions sort of,
I'm gonna give two parts, so tell me if it's too much at
once, but questions, um, a about, um,
can you mix OG and Eli?

Like what do you think about a blended approach?

And then we also have a number of questions about, well,
what if you wanna switch?

So we have somebody who wrote, um, I have a dyslexic student
that's been in OG for almost two and a half years
and it doesn't seem to be working.

So like, can you switch? Is this doable?

So can you blend and can you switch?

Those are the two. Okay,

I'll, I'll answer the first one.

I'm gonna send it to you guys who were OG
and move to answer the second one.

Blended. You can do anything, right?

Like we, it's, it's, this is like,

you can't control human behaviors of anybody else's,

whether they're the students you teach

or the teachers that you teach, right?

I absolutely, and in our reading center we do this

and in our training we do, do not recommend

that you blend both.

It's kind of like you, they're, they're so different

that it's like putting your foot on the gas

and the brake at the same time

and you're gonna hinder kids and confuse them.

Cause more anxiety.

A lot of these kids already have literacy

anxiety significantly.

So I absolutely say no.

And we, if at our reading center, we tell parents, you need

to suspend whether it's OG

or anything else, your intervention that they're having it

so that we can see what's gonna go on here.

And if you don't, we're not gonna do this. Okay?

We didn't use to always be that firm about it,

but we see what it does to the kids.

And so we are that firm about it.

Now, other people say, oh yes, you certainly can, you know,

um, who tried to do that?

And I can tell you with 100% assurance

that you will not get the gains in the speed

and the degree that's possible if, if doing that.

So I would say if you're like, I'm a, now some people,

especially when they're train, they're, you know,

transitioning to Aly, a lot of them just go

and they switch all their kids.

They're teaching to ebley, some of them do some

with Ebley and, and some not.

And you know, typically switch 'em over, not always.

And I wonder how hard that is.

So if you're teaching some kids with Ely and some with OG

or other things, that's okay, right?

But don't mix the two together

and don't have them do intervention.

Now if a lot of more CL schools are doing

OG type instruction in tier one, right?

That's, and that doesn't seem to be as impactful

as if you're doing that more condensed, uh,

explicit instruction in that small group,

uh, for remediation.

So I would say no. Now as far as um,
switching the kids over, I would ask that to you, you know,
any of you that wanna that presented
and wanna, Nicole, why don't you, um, I know
that you have middle school and high school kids, so why,
and I don't know if you switched over all at once
or how you did that or if you did both or how that works.

So you, will you address that?

So I did a mix of both when I started,
because like someone mentioned the chat I,
and we mentioned, I think it was Liz, um,
I had a non-responder to og.

She started with me in sixth grade.

Um, when I got her, she couldn't read, um,
short vowels and silent e words.

Um, with over 80% accuracy.

I think she was like at 60% and she had had OG for three
or four years at the elementary school.

So I, I went back and I did the closed syllables
and the soundy like I was supposed to,
and we went through the whole thing
and in March she made progress and we moved on,

but then the short vow slipped again

and I said, Ugh, what are we doing here?

So that's when I was like, is there another alternative?

Is there something else out there?

And my friend had been kind of toying with um, Ely

and she was telling me all about it.

So I was like, I became curious

and I got Ely for this one student.

And that's how I started with this one student

who is now in ninth grade reading ninth grade

texts on grade level.

Uh, she's up to 130 words a minute, um, with 99% accuracy.

She's still in my caseload

'cause we haven't done her three year testing yet.

And mom doesn't wanna lose me, but, um mm-hmm.

She's doing very well. And um, yeah, I love it.

I think e's greatest strength is its ability to

work those multi-syllabic words that my kids are seeing.

It, it, it's just like kind

of abandoning the rules on the syllable division patterns

was very freeing for them.

And it's the way they actually read the text.

I would teach them all the rules for the syllable division

and I didn't see them get applied when they were reading
unless I sat there and then I would make them.

And, but when they were reading independently,
I didn't see them chunking it.

So I feel like this is a little more
natural but chunking approach.

But yeah, so I switched her
and I had such a good experience with her.

I switched half my groups
and I left the OG groups where I thought the kids,
I'm like, well, they're at the end of the road.

They were doing the morphology,
they're doing all the other things.

Let's not switch 'em. But now

I have all my kids exclusively Eli right now.

Um, I haven't seen a need to use og.

If I had a kid come up where their parents were like, no,
we only want og, I would do that 'cause I'm still certified.

But if I had the choice, I'd do Eli.

Okay. And you did tell me what, uh, so you,
you said something about more explicit.

What'd you say to me when we talked before?

Like what the way that you were trained as a,

I don't know if it's a fellow or a, what the word is.

Um, but it was more, will you go ahead and explain that?

'cause obviously I'm fumbling.

Yeah, so I think the problem

with OG is it's an umbrella term.

And so I'm academy trained

and I think we're trained

to be more diagnostic and prescriptive.

Like we don't have,

we're given a little more latitude than some

of the other approaches to say, oh,

this child is stuck on this, let's skip it and go on

and come back to it later.

Like, there's a lot more freedom I think, in

that approach than some of the others.

I'm not trained in those, so I don't wanna speak to them,

but it seems to be my sense, like versus a Wilson

or, um, so I do think that a lot

of the comments we get about OG doesn't work that way.

You're right, because I, I'm looking at,

I pulled up my essay I wrote to pass my graduate course,

I got an a plus on by the way.

And I accurately described saying that less teacher talk.

Um, you know, a lot of the things
that we talk about in ELI are taught to us,
but I think it's natural that over time, you know,
the practitioner's knowledge
and ability to implement it is a huge component of
that approach overall.

But, um, yeah, I,
I think the difference would be just from me that, um,
it says, um, the o it's OG is structured, systematic,
sequential, cumulative and explicit.

I think the sequential is a little different in ELI
because they are not held to a strict sequence.

Like we kind of introduce a few things and go,
but we do have a sequence. So, right. Yeah.

And I think that there's a question all the time between,
is ELI a methodology or is it a program?

And it's both of those things.

You know, I could teach Ely with a stick in the sand.

I've actually done it, also taught it at a
bar, taught it on an airplane.

You, you don't need to have a whole whatever.

Um, you know, so it's a methodology
and you teach it your whole, I use Ely all the time as,

as a reader and a writer, right?

When I, especially when 3, 4, 5, 6 syllable words I use,

it's, it's across the curriculum every, the rest

of your life type of thing.

It's not like, here's the program

and you're done with the program, right?

Here's, you have to have a program.

For the most part, for the majority of people

who are gonna teach something, to give them a roadmap

to do it and to learn it themselves, it would be not fair.

It's kinda like not teaching kids how to read,

just like figure it out and go with it, right?

So we do that so that they have that, then they apply it

to ELA and you know, and their science

and their social studies and their math

story, it doesn't matter.

You can apply it to your birthday cards,

reading a menu, any kind of reading.

And that's, you know, so the methodology

and program thing, I think that there's a lot

of confusion in that.

And also I hear a lot about it in og, like

that's a methodology and that's a program.

And I'm not exactly sure what that all means, or,
and there's a lot of different programs for sure.

And I, you know, so I'm sure that there's very,
there's gonna be differences I would imagine.

And, and it sounds like the academy is one
that's more focused on the methodology
and you create your, what you're gonna teach kind of thing,
Right? Absolutely.

Yes. They are very focused on the practitioner's
knowledge base to be able to
and act the stick in the sand is actually a quote from Anna
Gillingham herself.

And so you're aligned with her on that one.

Oh really? Yes. And that's really funny. Okay.

There you go. Yeah, I mean, if it works and it works well
and it works fast, then do what you're doing, right?

My thing is 95 to a hundred percent proficiency,
if you're getting the gains like you did with,
like Liz showed with Stephanie Bolton and Leslie Da,
or yeah, Lindsey Daines, who were first year ebley teachers
and those kids, you know, that's, that's not
what they had gotten as far as gains with their, you know,
their other things that they had done.

So if, if you're moving kids almost 200%
and you're getting all of them to grade level
or above, do what you're doing.

But for us, we want that to be the goal for everybody.

Dyslexic schools, any school, inner city schools,
affluent schools, all of them, all the kids, all the,
everything we want, uh, private practitioners,
we wanna get 'em on out of there, you know, get 'em in,
get 'em out and, and go.

So yeah. So that's interesting. I appreciate that.

Um, that's helpful too for me. Thank you.

Um, and I know that, uh, all the people
who presented tonight and an awful lot
of ebb people have shifted all their kids, um,
to ebley. I do know that,

Just to stay with that question for a sec, Nora,
'cause we have some, uh, folks in the chat now
who are really concerned saying like, oh no, you know,
my child's getting OG at school,
but then can I have, you know, a,
a private ely interventionist outside?

And I just wanna reassure a little bit that's the case
with a lot of, you know, the children that I work with. I

Mean, especially if you're gonna get it in the classroom.

Now, what I would say is to ask them

and teach, you know, you can do this

and a lot of people are doing it too.

Can we suspend this right for eight weeks to see

what this might do?

And if they're making gains

because they weren't making, I mean, they're only coming

to ebley, the teachers and the parents

because what they were doing isn't getting

the outcomes that they wanted.

And really that's all we should be

talking about is the outcomes.

If the kids aren't getting the outcome they want,

don't keep doing the same thing.

I mean, right. Whatever that is.

If it's in math or anything,

don't keep teaching the same thing in the same way if it's

not resulting in outcomes for your kids.

And that's where, um, you know, where we're seeing a lot

of people, uh, come over.

So mixing them, it's gonna slow down your kids.

And these kids also, they already have a lot of literacy,

trauma and a lot of inefficient habits.

And our guessers, almost all of them, you know,
all these things that we don't want to add to their angst
and, and all.

So I would say if you're like, I gotta mix 'em both,
don't do ebb, then just keep with what you're doing.

Don't do that to the kids per se. Yeah.

Yeah. Um, let's see,
we've got just a few minutes left.

There are quite a few questions that are about like,
what does it look like to use authentic texts we have
with kindergartners,
with first graders, with second graders.

And I just wanna say, I just wanna put a plugin again
that if you really want, um, to dig in deeper about
what it looks like to have a look at the ebley blog,
which we'll share out in the resources about moving rapidly
to trade books and also the webinar.

'cause the webinar has some great video in it,
so you could see what it looks like with like a ch a student
with lower skills, a student with higher skills.

So you'll kind of really get that, that, um,
that peek into the actual process.

Yeah. Those on the chat, they'll be in

The resource. Yeah, I definitely check those

out. I

Agree completely. Um,

I don't know if you wanna add anything to it,

but there's a lot of questions about like, what should first

and second graders be reading and what would it look like?

Yeah, no, best is

To check. This is

Yeah, yeah, yeah.

You know, I know we're almost at 25 after the hour.

Um, we've answered a lot of the questions.

I think all of them that I'm seeing about, um,

really looking, uh,

there's a question whether ebley can be

used with online tutoring.

I will just say yes, many, many practitioners do.

Um, Nora, do you want me to give you one or two more?

Yep. Gimme that. Okay. Um, let's see.

Um, there's a question about whether Ebley has,

does Ebley have morphology instruction? Mm-hmm.

It's everyday morphology integrated into our vocabulary

instruction that we already do.

I use the example unprepared.

We're gonna teach unprepared,

we're gonna teach 'em how to spell it.

We're gonna teach 'em how to read it,

gonna teach whether then we're gonna use it.

So then we are gonna talk about un means not,

and that ed at the end means, you know, in the past, right.

And prepare what does that mean?

So we incorporate it like we do everything else

to make it meaningful and relevant in the context of

what they already have to do.

Yeah. And there's one more thing that I wanna address too,

that I saw in the chat that I think is really,

really important that we're open to, to

and about, uh, several people, and people have said this

after the last, uh, webinar too,

and even in, in other ways, like you're doing all

of this OG bashing,

and I wanna be absolutely clear that

that is not my intention

nor the intention of anybody here who has taught OG

for years, um, and teach this ebley and, and at all.

Now, what they are doing is they're sharing their

experiences, which what they're finding is, is Ely
to be more effective and efficient with their kids.

That's their, their experience.

The people coming over from og,
almost all of them, that's their experience.

Now, some of them, it's just too much of a stretch.

And they're like, I can't even, you people are nuts.

You think these guys are gonna read three syllable words
or they can't every read c, b, C words
and I understand that, right?

So everybody, we're gonna have that own angst,
but nobody is bashing anyone.

But we are sharing experiences that again,
can impact in a really positive way, student outcomes
who have been suffering and not making very great outcomes.

Okay? And, and this is what every teacher
that's a great teacher should be doing.

We shouldn't be married to,

I'm not married just to ebley quite frankly.

If somebody comes and shows something that works faster,
faster and better, you can bet your bottom dollar
that I'll be switching to teaching and
or adding or whatever.

But I haven't seen that yet, right?

So we all,

but I'm always still looking for how, oh,

this child's not learning.

What do I need to do differently? This child's not learning.

What do I need to do differently if we're married

to a program or a system or a methodology

or whatever, right?

That's not okay unless our kids, we have 95

to a hundred percent of our kids who are high, you know,

highly proficient in reading, writing, and spelling.

If they are, you are there, right?

If they're not, the only thing we can change is

ourselves and how we present.

And you know, I even think about this OG

non-responder and what's the other term?

I said, um, treatment resistor kind of blames the kids.

Like you're not responding.

So you know, really what it is,

this instruction is not effective for these kids, right?

That's truly what this is going on here.

Because then when you have an, uh, instruction

that isn't effective for these kids, well good do that.

I don't care if it's ebley or whatever it is.

If you find something that's gonna move these kids farther

and faster, which should be the focus

of every single conversation we all have,

this should be our number one thing all the time, right?

So if you do keep doing what you're doing,

if you don't keep searching and being open and

and adjusting, but you can't be, um, I like

that big clap flying.

Thank you whoever did that. But you cannot do

that if your mindset is it's this and only this or that

and only that, and you can't, and you're wrong

and you're bashing and you're this and you're that.

You know, let's not do that.

There's enough in the reading wars

of people ripping each other's eyes out

and doing crazy things.

I'm like, you guys think of all that time

and energy that could be spent to better help these kids.

And I think that if we all put that as our top priority

and all work together instead of, you know, there's a lot

of kind of bashing of the people talking on

here, uh, in the chat.

I'm like, wait a minute of people saying
that they're bashing og, which they did not do.
If you go back and look, and I think most people would
agree, there was no bashing whatsoever.
This was my experience with this
and this is my experience in that,
and the kids did better with this one.
And that's the one I'm going with. Hallelujah. Thank you.
You all, you know, we appreciate that.
'cause when you're teaching children, if that's not
what you're doing, then it kind of needs
to be reevaluated, right?
We need to, we need to look at that.
So I think that these are hard conversations,
but they're important conversations.
And I think also that, you know, if some, you know,
we've been doing this forever, this is
what's the most popular thing.
This is a problem in education.
People, we've all seen it, right?
You, it's come cra right in everybody's face with a lot
of things in the last few years.
They're like, oh, everybody's doing that, right?

Not working so well, but everybody's doing it.

So everybody else just keeps doing it.

We can't keep being lemmings and just keep doing things
because everybody's been doing them.

If our student art com are not great, we can't, right?

I mean, you can, right?

But I don't know how we can with a good conscience.

So that's,

and this is like thinking of these private dyslexia schools.

Oh my gosh, how amazing is that?

They have been doing it the same way forever,
but they're like, Hey, there might be something
that helps move our kids further faster.

Let's do that. We need to follow their lead
or anybody's lead, who is gonna do what's best in highest
for the best and highest good of students in their literacy
outcomes if we're teaching literacy.

So I just really wanted to address that
and say, nobody's bashing.

I have no desire ever to engage in any kind
of negativity.

I think the whole Mother Teresa thing, you know what,
let me talk about what I want

and what I want to do and how I wanna go.

I don't wanna talk about disparaging other people

or being unkind or bashing this or doing that.

I, I have no, I have too much to do.

There's a lot I can do in the world in putting my time

and energy into that is a waste of time, right?

So I'm, I'm not interested, I can tell you that.

So I think that we just really need to do a lot

of introspection and say, what am I doing?

And why am I doing it?

You know, why is she ticking me off so much right now?

Why are those ladies what they're saying

irritating me so much?

Right? We need to be honest

if we're gonna really do anything

to make a dent in this literacy crisis

that we're all marinating

and we just need to be honest for the sake

of the kids, if nothing else.

So, off my soapbox, that's that. I

Was just gonna say, I feel, and it's, that's exactly it.

Like I feel like when you find something that is good

and you see it working with your students,

and I have a kid sit across from me

and say, this makes sense for my brain.

Why didn't anyone ever say it like this to me?

And a kid this week says to me, why does when I come here

and you teach me reading, it makes sense

and it's not making sense at school.

I have a responsibility as a professional to share

that information with other people.

Now whether people do with it what you will,

but I can't sit back and,

and not at least say, um, what I'm seeing with my students.

So that's where I am. And I agree. No one's bashing anyone.

We're just sharing our experiences.

Very good. So on that note, I think I will say we're at,

uh, the bottom of the hour there.

And I don't wanna keep you over longer than I said,

and I wanna thank everybody for coming for your open mind.

If you wanna, uh, ask more questions

or carry on the conversation, not fight, okay?

But again, be skeptical

and ask your questions that you're unsure of.

Uh, we have a, uh, ebley community Facebook page

where there's a lot of both ebley trained

and Ely curious people.

Um, so you're welcome to join that and come on and,

and continue the discussion

because the more that we are open

and the more that we are learning

and the more that we are, uh, interacting, um,

the better it's gonna be for all of these students

around the world that we're all teaching.

So thank you for spending your evening, um, here with us.

And thank you to all of you who presented

and to our Eli team who helped here.

Uh, it takes a, takes a village to even, you know, to,

to do an event like this.

So I appreciate all of you and let's just head out there

and continue to teach the world to read.

Thank you all.

Thank you. Thank you, cricket.

Thank you Nora.

You're welcome. This.