

Welcome everyone.

I'm Nora Shazi, the founder of ebley,

and I'm so excited that you all are here.

Tonight we're gonna be talking about the differences between

OG and ebley as it pertains

to certain instructional practices, one letter spellings,

bowel teams, multi-syllable instruction, and, um,

and spelling are the four things we're gonna talk about.

As we were planning for this webinar, we realized

that we had way too many things to cover in one session.

So we will be doing a, you know, second session on, um,

November 13th, and we will put that link in the chat

and we will also have it so in the, in the resources, um,

when we send those out to you with the recording.

So we're very, and on

that one we're gonna be talking about reading and text

and writing with OG

and ebley, as well as, um, behavior, um,

student outcomes, lesson planning, a variety

of different things, uh, altogether.

So we're very excited about that

and I wanted to tell you a little bit

about why we're doing this.

Um, we have had
so many questions really over about the last three
to four years, about how is ebley different from og, um,
as the creator of ly I have never taught og,
so I'm at a disadvantage, um, to explain
as far as the differences.

So fortunately tonight we're gonna have four educators
who are veterans at teaching, both that are gonna be able
to explain it to you, whether you are new to Abbey,
which I think is most people, or new to og, which is me
as far as unfamiliar to what it looks like.

So we are very big on, um, when you, you all have questions,
um, doing our very best to answer them.

So what we're gonna do tonight is go around
and we're gonna have all of our people introduce themselves,
and then they're each gonna go around
and give, um, explanations and,
and demonstrations on the instruction
and the two different, um,
methodologies in teaching these
things that they're talking about.

So, a couple of housekeeping things, please be sure
and tell us where you're from.

I love seeing where everybody is from.

We have over 1300 people signed up for this,

so if you're here live, do that.

If you're here on the recording, we're excited

to have you here too, of course.

Um, so, so do that.

Don't per personal message

or whatever that's called, direct message.

Any of our ebley team, we have Jess, um,

on tonight from Team Ebley

and Cricket as well as Lindsay, that she's kind

of doing double duty, but if you personal message them

or direct message or whatever that's called,

they won't be able to see those.

'cause they're doing, they all have a

lot of other tasks to do.

So put your questions in the chat, put

where you're from in the chat,

and at the end we will be answering those questions.

So I'm gonna, um, as far as introducing myself,

I'm gonna do something very brief

and then I'm gonna, I,

we have a little thing about all

about the Abbey founder or whatever.

It's a little blog that we'll put in the, um,

chat if you're not familiar with me or with Ebley

and you wanna know more about that.

But I am a neonatal intensive care nurse by education

that came to literacy in the nineties

because of my own daughter's literacy struggles

and created eeb.

And it's been quite the long story.

We now have teachers

and others trained in all 50 states in over 20 countries.

So we, our goal is to teach the world to read,

and we're very serious about that.

So we're excited that you're here,

we're excited about your curiosity, and we are gonna move on

and start with Lindsay.

Uh, Lindsay Journo, who is doing double duty.

She's an, she's part of Team Ebley and she's also taught OG

and ebley, and so she is gonna be one

of our educators that sharing. Go for it, Lindsay.

Thanks Nora. Thank you so much.

I'm so happy to be here tonight.

And like Nora, I'm gonna try to give my intro really brief.

I've had a lot of different roles in education, um,
throughout my career, but I think I'll kind of try
to just hone in on what's most relevant to our topic today.
So, um, I've been a classroom teacher teaching ELA all the
way from lower elementary, right through high school
in a variety of public and private settings.
And I've also been doing private literacy intervention
for over 10 years.
Um, and like many of you, I,
from my very first year of teaching, which was in 1996,
I was very quickly humbled
because I realized even from that first class that
I didn't know how
to help the struggling readers and writers in my class.
And so I went on a very long quest
to find out how to help them.
So it started with, um,
the first approach I tried was Barton reading
and spelling, which some of you might be familiar with,
and I was trained through book eight,
and then I kept hearing
that Orton-Gillingham was the gold standard.
So I sought out my training through IM se, I call it IMS E

but I think it's also called I am se.

So I got my sort of my OG certification through imz,

and I went on and did my year long practicum

and got certified through them.

Then I wrote my KPE exam

and ended up getting my, um,

certified dyslexia interventionist credential through Siri.

And I used Orton-Gillingham, um, for years with my students,

and they did make progress,

but I felt a real sense of urgency.

I felt like I was concerned that they weren't getting

where they needed to be fast enough.

And I also had some question marks about some of the lack

of retention that I was seeing.

And at that same time over the years, I was starting

to hear more and more about speech to print approaches.

And I've written in different places, um, about being kind

of skeptical when I heard about speech to print, I think

that part of me really didn't want to try it

because I had paid, quite frankly, so much money out

of pocket myself already for different trainings, um,

and spent so much time already,

but I kind of felt like I had to.

So I did flash forward a few more years,
and I, I took my EBLEY training
and I ultimately switched all
of my intervention students from kindergarten
through middle school over to Ebley.

And, uh, there's no going back for me. So that's my story.

Thank you, Lindsay. I appreciate that.

One more thing I forgot to tell you guys,
as you're going along, if you have a a question
for a specific person, if you put that in the chat,
Jess's gonna be gathering those for us.

And Cricket's gonna be putting links in the chat for you.

But, um, if you put the name of the person
for the question in front of your question,
that will be helpful for us too.

All right. So thanks Lindsay.

And now Brandy, can you tell us about your story and you

Yeah, absolutely.

So, um, hi everyone.

Uh, my name is Brandy and Brandy Gulliford
and I, um, own a tutoring company.

Um, but I started as a classroom teacher in 2001.

Um, I was teaching in the state of Florida,

and I was actually a career changer.

So I started,

had a master's degree in clinical exercise physiology

and a bachelor's in exercise science.

Um, but I was teaching, um, Sunday school

and loved the time I was spending with kids,

and I'm like, what am I doing?

My full-time job is not fulfilling to me,

and I wanna be with kids all the time.

So I, um, fortunately for me, I guess, um,

Florida had a teacher shortage at the time, so they were,

uh, needing teachers.

So they allowed me to teach out of, um, sorry, one second.

I have a problem thing.

Okay, sorry about that.

So they allowed me to teach out of field, um,

here in the state of Florida.

And, uh, I, during that time, I was teaching first grade.

And so what I did is I went on to get my master's degree.

Um, and funny enough,

and in my master's program, they really didn't teach me how to teach literacy either.

Um, so the first few years I was teaching,

they actually sent me to a Wilson's Foundation training,
which I was grateful for
because it gave me something, um, to be able to teach, uh,
reading to kids.

And then we moved to the state of Colorado.

And when we moved to Colorado,

I was teaching at a small public school that, uh,
fortunately saw the need for, um,
some pretty intensive literacy training for our teachers.

And so, uh, we all went to the IMSC comprehensive training,
and that was, um, really great for me.

I, I was excited about it.

Um, and I felt like it was a good thing
because I finally had something that somewhat made sense
to me and my students were making progress,
but at the time I was teaching kindergarten, um,
so younger children for sure.

And then, um, I taught using that for several years
and then decided to start my own tutoring business.

Um, and then we moved to Florida.

And when we moved to Florida, um, right that last year
that I was teaching in Colorado,
I completed my IMSC practicum.

Um, and then I got OG certified.

And then the summer

after we moved to Florida, I completed my KPA exam

and, um, became a series certified dyslexia interventionist.

And so I'm here

and I'm teaching students, um, how to read using

what I had been taught.

Um, and I noticed that the progress just wasn't there

with my older students.

Um, because when I was in the classroom,

I was teaching primary students, um, kindergarten, first,

second, um, and their progress was pretty good.

Um, but then I am now teaching intervention students all

the way up through sixth grade.

And, um, I too, uh, like Lindsay said,

I felt like this urgency

because, um, especially here, we have mandatory retention.

So I'm working with these students

and I know that the clock is ticking

and I just wanna know how can I help them better?

How can I get them reading more effectively,

more efficiently, um,

because these kids don't have years to waste.

So I'm like, okay, there has
to be something better that can help me.
So, um, I started looking
and I kept landing on speech to print
and I kept landing on ebley.
And everything I'm finding is saying how wonderful ebley is.
And I'm like, okay, uh,
but skeptical, so this can't possibly be this
fantastically fabulous, right?
Um, so I decided, okay, well I'm gonna do some digging.
So I started reaching out to other practitioners
who I knew were also OG certified.
Um, I found them, and they are e certified and OG certified.
And every single one I spoke to said
that they had switched all their kids
to intervention using ebley
and that they would not go back
to teaching Orton-Gillingham.
And when I heard that, I was like, okay,
well we're gonna give this a go.
So, um, in February, 2024, I started my certification
and I completed that in the summer of 2024.
Um, and I haven't looked back all of my students, um,

I teach using ebley
and the growth that I see now is astounding. So
Thank you, Brandy. So
Absolutely happy here. Also,
we have a, I see a whole bunch
of people keep coming in, so if you, uh,
joined us just recently, be sure you put your name
and where you're from in the chat and ask your questions.
Jess will be grabbing those
and we will be answering those at the end.
All right. So next we are gonna be talking to Jen.
Jen, can you tell us about you?
Hello, my name is Jennifer Rik
and I, um, have a similar story to many,
but I started, I got a master's degree, um, in, uh,
early childhood slash early, um, education
for K three speci, specifically
for kindergarten through third graders.
Um, and then started in the public schools
as a third grade teacher
and had no idea how to teach kids to read.
Um, was going to all of the teacher trainings
through my district, using all, everything I learned

during my education

and still, uh, just didn't know how

to teach kids how to read.

Um, I worked as a teacher for 12 years

and didn't know how to teach kids to read.

I then stayed home with my own

children for about seven years.

It was during that time that I, you know,

became really interested in reading.

'cause my kid, my own children were learning how to read

and I was trying to support them.

And so I decided

that when I was gonna go back into teaching, I wanted

to be a reading specialist.

So, um, I went through the state

to get my reading endorsement, um, which I had

to take like 12 credit hours.

Um, at the end of that, I still didn't know how

to teach kids to read.

Um, but I got a job

as a reading interventionist in the public schools.

And so I, uh, well, as I, actually,

before that, I had heard about 95% group through some,

another teacher I knew.

So I started kind of learning a little bit about 95% group.

I took their multis, syllable, um, training.

So I kind of was playing with that a little bit.

And so when I did get that teaching intervention job,
that's kind of what I was using a little bit of 95% group,
because my district did not have
any phonics program, nothing.

Um, so I was kind of just getting my feet wet in, um,
95% group using that.

I felt like my students, um, they were making progress,
but I, there were some I was still missing.

They just weren't growing. So I started researching found,
or in Gillingham, um, read about it being, you know,
this is the gold standard.

And so I was so excited.

Um, I went to my district
to see if I could take this amazing training
and they said no.

And so I said, okay, I'm gonna do it myself.

And so I took the training, it was one
of the last in-person, um, trainings through IMSC.

Um, I took that training in person and then COVID came

and kind of shut everything down.

And so my COVID was spent researching and exploring

and watching every free webinar I could find, um,

and just learning everything I could about og.

And then I decided to go ahead and get certified.

So I did my yearlong practicum, um,

through IMSE became certified,

also did the KPE became a certified

dyslexia interventionist.

Um, it was at that point that my district did

buy into a phonics program

and they decided to purchase foundations.

So then I became, um, kind of like the trainer

for foundations, all levels of foundations.

And so then I was using that as well, along with my

og my other OG training.

Um, through that time, I decided that I wanted

to leave the district

and do things the way that I thought, uh,

the best way I knew how.

So I decided to leave the district open up my own tutoring,

um, business.

And that's what I started doing.

And I was using og, um, doing it,
had lots of students, they were making progress, um,
but it just, they were making progress,
but I didn't ever feel like they were
gonna get where they needed to be.
These kids are often two years behind,
and yes, they were making inter incremental growth,
but that, that rate,
we were never gonna get them where they needed to be.

And so I went back to searching and researching,
and I came across ebley
and, um, was a little unsure,
but I had read some other people
that were OG certified had transitioned to ebley.

And my goal in everything I do is always
to do what's best for kids.

And if there was gonna be something out there that was going
to be better for kids, I wanted to do it.

So I took the plunge and I started the training
and I decided, okay, I'm going to start with two students.

I'll, you know, I have a large caseload.

I'm gonna start with two students.

I started with these two students,

and within two weeks, I decided

to switch over my entire caseload to Emily,

and I have not looked back.

Um, that's my story.

And I love Ely,

and it has given me such confidence in how to teach kids

to read no matter the age.

For with og I felt really good if it was like a

kindergarten or first grader.

Okay, yeah, that's kinda, that's the sweet spot,

but third, fourth, fifth, anything,

then I would just be like, oh, I, I don't know.

But now I feel like I could take, my oldest

so far has been a 19-year-old.

I feel like I could take a 19-year-old

and I could teach him how to read.

That's awesome. Thanks so much, Jennifer.

All right, Liz, how about you?

Hi, everybody. Um, I am Liz Goetz.

Um, I am a homeschool mom.

Um, I am a graduated homeschool mom.

Um, my kids, uh, graduated.

I educated them through, um, through high school.

And when they graduated, um, I started working
with an established local tutor, um, who, uh,
was a dyslexia specialist, is a dyslexia specialist.

Um, and she used Orton Gillingham.

So she recommended that I, um,
that I get my Orton Gillingham training.

So I did, I went to Orton.

Well, I didn't go to,

I attended Wharton Gillingham Online Academy, um, and, uh,
and got my training there, um, and, and went to work.

Um, and, and it, it worked. Um, it worked slowly.

Um, and so when I broke off into my own practice,

I started looking for options that would, um,
that would speed up the, the process, um, help
with spelling, um,

because it, it seemed very frustrating, uh, as,

as both Brandy

and Jen have said that, um, that these students

who are two years behind just seemed to never catch up
to where they needed to be.

Um, so I, I jumped into speech to print when I came across
that, um, dove down that rabbit hole and ran into Ebley.

And Ebley was, is completely novel, just a,

an entirely different way of anything that I had taught.

Um, I, unbeknownst to me, the curriculum that I used with my children when I was teaching them to read, um, was Orton-Gillingham based.

So that made a lot of sense to me.

And Ebley was just, it was like this light bulb moment.

Um, and I switched my kids over to that.

Um, my students, um,

and they, I see the same light bulb moments with them where they're, they're playing

with words in such different ways, um, that it's,

it's completely new and novel to them

and very enjoyable for them.

So I have not looked back either.

Beautiful. Thank you.

All right, so now we are gonna start with some instruction with one letter spellings.

So Lindsay, you're up with that?

Sure. Thanks Nora.

Yeah, I, I wanted to hit on one letter spellings

because I've seen a lot of curiosity online with, um,

educators and parents wondering how does it look different

for, for students

who are just starting out at the very beginning
of their reading and writing journey, um,
with their letter sound correspondences.
So I thought that I'd spotlight that contrast.
And we're trying to stay really concrete today
because I know that we've, you know, had different blogs
and webinars kind of at a high level about differences.
But a lot of folks are just curious, like,
what does this actually look like?
So that's what I'm gonna try
to do is spotlight that contrast.
And my only caveat is I only have experience
with my own Orton-Gillingham training.
So if people have trainings from different places from
that are Orton-Gillingham,
they might look slightly different.
But I will show you the way that I was trained.
So to start with the OG approach, um,
my training had us introduce one
new sound spelling at a time.
So for intervention, that might,
that would be one new sound spelling per session.
And in the classroom, that would be one new sound spelling

per week in the kindergarten level when you're in that early code.

And the crux of the instruction would be using something, I hope I'm positioned.

Okay, tell me how you, if I need to like shift over anything, just let me know.

You're good. But you'd be, I'd be using something like this called a concept card.

And this would be the visual introduction to the letter and the sound, the letter name and the sound.

So I would say, show this to my students.

And I would say M says, Hmm, okay, got that.

So M says, Hmm.

And then I would tell them some information about the letter.

So I might tell them where it is in the alphabet.

I might call out is a consonant or a vowel?

Is it, you know, voiced or unvoiced?

So I'm gonna give them some information about that letter.

And then the students are going to have their sand trays.

This is how we were trained.

I don't have a sand tray, but I'll show you with my hand.

And they are going to write

that letter name three times in the sand

while saying M says, mm.

Right? So they've got their sand tray

and their M says, mm m says,

um, M says, mm.

So that's giving them that practice, um,

with the letter formation.

And then there would also be direct instruction

with handwriting paper.

So we had a sample that looks like this,

and you can see I've got my lowercase M there.

And I would, you know, give them some direct, um,

guidance about how, you know, the lowercase is gonna be

inside the house here.

The uppercase would go up to the roof

and I would give direct instruction about

how to form that letter.

And the children would practice again, as they practice,

they would be saying M says, Hmm, okay.

Um, now there are other parts

to the Orton-Gillingham lesson.

Like for instance, there would be, um, application

with writing words with that sound,

but that would not happen until the,

the children have learned at least four letters.

Okay. And that there would also be application

with writing sentences with that sound.

But that would be even further along

in the scope and sequence.

So I just wanted to say that for a moment.

Um, and there are other parts of the lesson as well.

So for instance, um, the teacher might say a sentence

that has a lot of that sound in it

and have the children guess which sound

we're focusing on today?

Um, see, we were instructed to bring in a picture

or an object, something three dimensional actually, so

that the children could have a multisensory experience

with something that starts with that sound.

So maybe I would bring in, um,

marshmallows, you know, they have that.

Mm. So the children have that to, um, have

that multisensory experience.

Um, the teacher might brainstorm, you know,

words that have that sound.

The teacher might read a story that has

that sound repeated a lot.

So there are different components to the lesson,

but I wanted to sort of hone in on the introduction to

that sound spelling correspondence.

And so what would happen there in subsequent lessons is

that this would become part of our three part drill.

Okay? And the three part drill has quite a essential place

in the OG lessons.

You do it for the first five or 10 minutes of every lesson.

And so what would happen is you would start

to get a whole stack of these concept cards

as the children are learning more

and more sound letter correspondences.

And so you would go through this drill.

So again, the visual drill would be,

you know, I'm holding the card.

And the expectation is when the child sees it, they say,

M says, hmm, L says, oh,

A says ah,

N says G says G.

Or if they're farther along

and they've learned, you know, two different sounds for G,

they might say, G says G.

G says J. Right? So that's the visual part of the drill.

And then again, there's the auditory part

where the children have the sand trays,

and that would also be drilled.

So, you know, I would say the sound is, hmm.

And the expectation is the children write M says, Hmm,

or I say, the sound is D

and the children write D says, do.

Okay. So that is kind of the crux of how

that sound spelling correspondence is introduced

in Norton Gillingham.

So what I wanna put a spotlight on is that, um,

the letters lead the instruction.

The pace is one new sound spelling at a time in the early

code, in the later code,

it sometimes is two sound spellings at a time,

but right now it's one

and that the emphasis is on, um, drill

with paired association.

Okay. So now if we shift over to Ebley,

what you're gonna see that is very different is

that in Ebley

and in, um, speech to print methodologies, you're gonna see

that the sound, the oral language,

the sound is gonna lead instruction.

The pace is going to be multiple sounds at a time.

And that the emphasis rather than being on drill,

is gonna be on integrated practice.

So let's have a little look at what that looks like.

And again, if I'm sort of off center

and you can't see my board too, well,

just let me know and I'll shift over.

Okay. So this is, um, I'm gonna just show a quick demo

of an activity called Say and Pull from Ebley.

So pretend I'm with a child

or with a class, um, maybe I'll,

I'll do it like I was with Nora.

Do you have a preference if I show sort of

for a child or a classroom?

I guess it doesn't really matter. Um,

you can just do it as a child.

Yeah, as a child. Okay.

So let's say I'm with one child,

and I would say we are going to make the word map,

and I'd wanna make sure that the child has an understanding

of the word, what the word map means.

So they have the meaning.

So I'd make sure that we get to a child friendly definition.

You know, a map is a picture of a place,

so you can find your way.

And what you're gonna notice is all

of my instruction is gonna be grounded in

that oral language in the word map, so it's meaningful

and relevant for the children.

So I'm going to,

and I'm gonna do this faster than I would with a child.

'cause I'm just really conscious of our time.

So with a child, I would go slower,

I would have more error correction,

but this is just to demo it for you.

So I would say to the child, okay,

we're gonna make the word map.

What is the first sound that I say in the word map?

What's the first sound in map? Map?

And I'm hoping the child is gonna say, Hmm.

Now, if they say MI might say, well, that's the letter name.

That would be M map. And that's not what we're saying.

What am I saying? And what are you hearing when I say map?

And hopefully the child says, Hmm.

If they don't, I'll tell them, say, Hmm.

And then I'll say, okay, I'm going to pull down. Mm.

You say, Hmm, as I pull it down, if I'm with the class
or if I'm one-on-one, the child's gonna do it themselves.

I'm gonna say, say, hmm. As you pull it down.

So the child is gonna say, mm, hey,
what's the next sound you hear when we say map?

And the child will say, ah, let's say, ah,
as we pull it down, the child says, ah,
okay, what do we have?

So far? We have, mm, ah, what do we have so far?

Ma, what's the next sound in the word map?

And the child's gonna say P
and again, say puff as you pull it down.

P Okay.

So, and then we're gonna have lots of repetitions
of these sounds through the activity.
So I might, you know, say, let's touch and say each sound
and map, Hmm, ah, what's our word map.

And then we might pull them up
and, you know, say each sound as you pull them up.

So you're going for a lot of repetitions, again,
because it's new to the child.

Hmm. Ah, map.

I'm then going to integrate, um,
the letter formation practice right into the meaning con,
meaningful context of this word.

So I'm going to give direct instruction on how
to form each letter.

So I would say, remind me again,
what's the first one in map?

Hmm. I'm gonna show you how to write. Hmm.

And so I'm gonna show them, we have verbal prompts,
small down, roll down, roll down.

Hmm. And one of the keys is
that we have the child saying the sound
as they're writing it.

That simultaneous processing is really important
for remembering the sound.

And we can give as many, uh, sort
of scaffolds as the child needs.

If they're struggling with that, I could give them some dots
and show them, you know, this is Mm,
and we're gonna start at the big dot, and there's an arrow.

And I could help give them as much support they need so
that we make sure that we have

that proper format of writing.

Mm. And that they're saying the sound as they go.

And then it's gonna be, what's the next sound in map?

Ah, and we're gonna show them, poke around, smile down.

Ah, mm. Ah, let me show you. Mm.

Ah, down tail roll around.

So we're getting them to say each sound as they write it,

we're making sure, especially with those littles,

that they have the proper formation of the letter.

And then we're going to show them how

to write the entire word all together with no spaces the way

that they would see it when they're reading.

So, mm, ah, map.

So everything's done in the context of that meaningful word.

And it's doing, um, we're proceeding

with the sounds leading now.

We're not expecting mastery after this one activity

because we know that we're gonna keep revisiting these

sounds as we're building words,

as we're spelling and reading and writing.

It's gonna keep coming and looping back up.

So in terms of why I think this has been so effective

with my students, I think first of all, it's

because it's grounded in what they already know.

They have that oral word map, they know what it means.

So again, it's meaningful

and relevant rather than relying on that paired association.

And there's some pretty good research out there

that paired association learning is particularly difficult

for students who have executive functioning challenges.

So it's within the context of that spoken word.

Um, we are introducing 3, 4, 5 sounds at a time.

So you're revealing the code much more rapidly to students

that's gonna allow them to move to

that authentic reading more rapidly.

And also you're seeing

that we have this integrated instruction rather than the

isolated drills.

So you're just getting more bang

for your instructional buck.

And, um, I think those are some reasons why I, I find

that it's been really effective with students.

Wonderful. That was phenomenal.

Thank you so much, Lindsay. You are welcome.

Brandi, you wanna show us the vowel teams?

Yeah, absolutely. Hi everybody. Hmm.

Um, so I'm gonna talk a little bit about vowel teams.

Um, and the next phase, hold on,

let me share my screen with you.

Okay. So what I have here for you, um,

and Nora, you can see this Okay?

Yes. Beautiful. Okay.

So what I have here for you is just some, um, kind

of general differences, I guess, some of the big ideas

as far as the differences, um, that we all kind

of notice as we work through.

So in og,

and again, I understand

that certain sequences, OG is an approach.

So certain companies have different, um, ways

of doing things, but most should be fairly similar, um,

since they're based on that approach.

So only one

or two bowel team rules are introduced at a time.

And the OG sequence I used previously, EE

and EA were introduced towards the end of first grade.

It was about concept 53.

Um, and then you practice them in highly controlled

decodable text, um, with only previously mastered concepts

and less it's, um, red words you've already taught,

and then vocabulary words maybe you've taught.

Um, and I've just noticed there's a limited opportunity

for multi-syllabic word practice when you do that.

Um, ebley in contrast, um, you do multiple spellings

for the same sound, um, introduce simultaneously

and early on in instruction.

Um, a lot of people get concerned about

cognitive overload with this piece.

Um, and I'll explain kind of as I go through, um,

where I don't believe that to be the case.

Um, so we also use sorting to introduce basic

and advanced alphabetic code,

which actually utilizes our brain's ability to recognize

and apply patterns.

That is how our brain works.

And we like make little file boxes up here,

and that's how we categorize most information,

even from the time that we were babies.

Um, so it, it works with what our brain is wired to do,

and we practice an authentic text, um,

with many opportunities for multi-syllabic dec decoding.

So let's go on through.

So, um, I think someone in the chat asked about the digital slide situation.

And so I'm gonna show this using the, um, digital slides that, um, I've had access to.

So this is the one way you would introduce, um, EEA and ee, the vowel teams.

Um, and these are the slides that I would show students, um, and you explain this to them, um, that a vowel team is two, three or four letters that work together to produce a sound.

And you would even explain some of these things to them explaining the long, the short, the diff thong, gliding, mono syllabic spelling sound.

So, um, it is a bit wordier, um, than I think what we have in Ebley, and I'll continue to explain that.

So I would show them this, and I would say EA spells E as in beach.

Um, and again, you can have a multisensory piece with it.

If I had something that had the EA with it,

I could certainly do that.

Um, I could have a cup of tea and show them that, um, anything that is kind of multisensory with that.

And then I would show them this,

and we underline the EMA together as the vowel team.

Um, and then ee as in tree, EE spells E.

Um, and then once we do that, I think, um, you know, I,

I put this here to kinda show,

because when you're teaching hard

and fast rules, what tends

to happen is exceptions naturally pop up.

And then you're looking for rules

to make things make more sense, right?

So when you're teaching young children

and you're showing them EA

and ee, well, the question obviously comes up, well,

when do you use which one and when do you use which one?

And, um, so sometimes there are things like this

where it's gonna be your meal in wet words.

Um, for those of you that have taught og,

this is probably pretty familiar to you,

where if it is a meal word or a wet word, it uses ea.

Um, the unfortunate piece of that is it doesn't always work.

So we're teaching them rules that have so many exceptions,

we can't even name them all.

So that's just something to keep in mind. Um, blending.

So this is the other part of the three part drill that, um,

Lindsay didn't go over.

Um, so this is blending

and blending can be done, um, using a board like this.

So if you prefer to have, um, hands on this way, um,

and you can rotate through your cards, they say the sounds

and then they blend it together and you change them.

Um, but there's also the digital version, which is

what I have here, and I'm just gonna show a few.

Um, so the student would say, cheap, cheap,

then you go through, you have

to get fast with your clicking on those.

Um, if they're getting better at they're decoding.

Um, there's one thing I wanted to show here.

So this is the nonsense word, right?

So we've got Greek, um,

and this is something that some, um, OG programs will do,

is they put a blend, a consonant blend on one card, um,

which I find when students have had this type

of instruction, it does, um,

present some real challenges when we come to spelling,

because they are thinking that ger is one sound.

And so what ends up happening sometimes is it gets dropped.

So you might end up

with something like they drop the second, um,

they drop the second consonant in

that blend when they're trying to spell.

So this is, um, what I saw,

even when I was trained this way.

Um, and they showed this, I was like,

but those are two sounds.

So that was a hard thing for me.

Um, so anyway, you go through, you're saying your sounds,

you're blending it together.

This is your blending drill.

So you change one or two sounds as you go along, okay?

And the blending drill, um,

can contain previous concepts as well.

And then once you've done that,

you move into your decodable text.

And so this is the decodable text here, um,

that matches using the sequence that,

um, I was teaching with.

Um, and this one in particular.

So you have very few multi-syllabic words.

Um, in this, you have actually have 26 multi-syllabic words,

and they're very controlled.

Most of them are two syllable words.

Um, and the issue with this is, um, you know,

and I, I feel like when I taught this way, I,

I had like this false sense of security, I felt like,

oh my gosh, they can read this.

This is okay. Like, they're gonna be reading so well,

but then this does not translate to what they're expected
to read in the classroom.

So when you have students that are expected

to read a much more complex grade level text, um,

something like this doesn't get them there.

Um, so e believe is a bit different in that, um, regard.

So I'll show that in just a moment as well.

So this is an example, um, of a, um,

highly controlled decodable text

that would have the vowel teams within it.

So this is, um, a picture of Nora doing, um, the,

uh, same sound, different spelling sort, um, with a student.

And this is, um, how Ebley chooses to teach, um,

the different, um, spellings for the same sound.

And this, I know people are looking at this

and they're going, okay, it's way too much.

I promise you it's not.

So I do this particular drill with, um, children as young as in kindergarten, some of them.

And yes, they can do it.

Um, so here's the thing, because this makes sense.

So what we do is the child is figuring out the spelling for the sound.

So I'm giving them a word.

And again, it's all with the spoken language.

It is with the word.

So the child in this example, they're given the word meet.

So the teacher writes the word meet, and the student is decoding the word.

They are figuring it out, and they're figuring out, okay, what is the e spelling in this word?

Okay, let me sound this out.

And they are the ones, that's why you see the child's writing up there.

They are the ones that figure out what the e spelling is.

And so, and you do that with several sample words.

And then what we're doing is then from there, we're giving them a word, and then they have to categorize it.

They have to find the pattern, where does this fit
and why does it fit here?

And so this is, this is a great example of, um,
how Eli differs.

So we are really working on the spoken language,
we're working on how that connects,
and then we're really relying on the patterning
that our brain wants to do anyway, so that's part of that.

And then I have a photo here of one of my students,
and this is a second grader.

Um, and we were working through the sound.

And so again, I give her the sample word.

She goes through, she marks the word to figure out
what her sounds are,

and then she discovers what the spelling is.

Okay? And then we go through several different,
so it's not just one word, this was the beginning
of the drill or the beginning of the activity.

And what we are doing is from there, I keep giving her words
and we keep building, and she starts
to really categorize those patterns.

So this is an example.

So after we've done something like

that in some other activities,
then the students are actually reading authentic texts.
Um, so a child is gonna read something like this instead
of the highly controlled decodable text.
The great thing about that is you've got a child who's
working on this, and I know like if you have a lower level
student or a student with dyslexia,
and almost every single one
of my students is diagnosed with dyslexia.
So I work with them day in and day out. It's all I do.
Um, and they are capable with our support
and our teaching, and these are the kind of things
that they're gonna be expected to read in their classroom.
So if we are not helping them get ready for this, who is?
So we have to help them by showing them
how to decode these things.
So when they're working on this decoding with me,
I'm offering immediate feedback to them.
And they're able to try, they, they might sound out,
they might look at monkeys
and they might say, Hmm, okay, yes.
And I provide the sound that's missing,
and they sound it out again.

So then they're getting, okay,
and they take ownership of their own learning.
It is not so much the teacher, teacher, teacher, um,
it is their learning to take control of their own learning.
And you can see here too, that you've got 61,
I put it up in the top 61 multi-syllabic words as opposed
to 26 in the highly controlled decodable.
Um, and so, and this one's written at about a third grade
level if anyone cares.
Um, but this is, um, 61 multi-syllabic words.
And they're not all two syllable words.
They're varied, which is super important for them to be able
to try this out and be able to get better at reading.
They've gotta be able to practice it and try it.
So the next one I'm gonna show you is a higher level text.
Listen, I know if you work with children
that struggle in reading, you look at this
and you go, no way.
No. How are they reading that?
And they can with the right instruction.
So this, this, I've had students read this to me, students
who are seriously struggling in reading,
and we've worked through and we've gone through this.

And so you get to these kind of challenging words.

And this one's written at about,

I believe this one is a fifth or sixth grade level.

And so they're going to be asked

to read this in their classroom.

Um, if they go to school, um, they're gonna be asked

to read this in their classroom,

and maybe something like this is gonna be on their state

testing or something else,

and they're gonna have to know how to read it.

And again, the,

the highly controlled decodables just doesn't get us

to be able to read this, which is what I was seeing with,

with the work I was doing, is when I was teaching them with

the OG practice and I'm, and I'm working through my sequence

and things like that, um, it's not translating to

what they're actually doing in the classroom.

There's a bit of a disconnect.

So, um, I feel like this is more true to

what they're gonna be asked to do, um, in,

in their classrooms and in life, um,

to be able to read texts.

That's beautiful. Y'all set Brandy?

I'm good. All right.

So if you'll step sharing, we will go. Yes, ma'am.

I do wanna say, I'm trying to check out the questions too,

and everybody wants to see everything

we wanna know from sound to comprehension, to everything in

between, which of course is not possible everybody.

So I understand. I love your excitement.

I, as I did say many of you weren't here yet,

but, uh, we are doing a part two on, um, November 13th,

and we're sharing that in the chat.

Of course, it's gonna be shared in your resources too,

that's gonna be covering more reading and text and writing

and student outcomes

and all kinds of things like that, lesson planning

and, and a whole lot more.

So we're going to, this is not to train you

or teach you how to do Aela, of course, it's just to,

or train me how to do og,

which I know nothing about teaching, but just to give you,

and I, I have one question I wanna sneak in.

What is a multi-syllabic speech sound? What's that?

That mean Brandi?

A multi-syllabic speech sound. Yeah.

You and yeah, in your, what you were something about,

I don't know, maybe look at it so you can tell me later.

Okay. In your presentation it said something about if

you're having a multi syl

Oh, oh oh, oh, oh.

Um, I know what it was talking about.

It's talking about the, um, the gliding,

uh, Lindsay, help me.

I'm bailing on my word. Hold on.

Okay. You know what? We won't take time of it now. Yeah,

Don't, please don't Write it down

and answer for me later, if you don't mind.

I will. Okay. Jennifer, you are up next.

Okay, thank you. I'm going to be

Okay. Syllables yours, right? Yep.

Multi-syllable. Yes. I'm gonna be talking about the

syllable types and comparing the OG way

of de coding a word with syllable types as opposed to

how we do it in Ebley.

So let me get my.cam going.

Okay. So just a brief overview of the syllable types.

I'm sure if you Google syllable types anywhere,

you'll get to them.

Um, I just pulled this off the internet.

So there are six types.

I know different programs might have a seventh type.

Um, so, but these are the main six.

Uh, the first one is closed.

It's said to be the most common.

It's when you have one vowel followed by one

or more consonants, it is considered closed.

And that syllable type usually has the short vowel sound.

I know og we talk about the short vowel

and the long vowel sounds.

Um, the next one is an open syllable.

And that one is when you have one vowel that, uh,

or I'm sorry, you yeah, you have one vowel with nothing

after it, it's considered open.

And that vowel typically has a long vowel sound

or it spells the name.

The third syllable type is magic.

E also can be called consonant vowel e.

Uh, different programs have different names.

This is when you have, it's kind of two vowels, one

of them being, or the e at the end separated

with a consonant.

Um, so it's kind of like one consonant

between a vowel and a silent E.

Um, and that vow is also a long vow sound.

The fourth syllable type is the vowel team.

And that is when you have two vowels right next

to each other, um, that make one sound.

So two vowels together, spell one sound.

Um, and that can have,

it doesn't matter if there's a consonant after it

or not, as long as two vowels are right next

to each other, spelling one sound.

It's considered a vowel team.

The next one is the R controlled or bossy R.

It can also be referred to, um,

this is when you have one vowel followed

by the letter R.

That is then considered a bossy R

or R controlled vowel.

Um, typically has the sound of er.

And the final one is consonant, LE.

And this is when you have a syllable that ends

with a consonant and then an le

and um, that's just called the consonant le.

And the seventh one that I've seen kind
of in a couple different programs is the dip thong,
which is, um, I don't even know what that one is
because I didn't learn it in that program.

I just know, oh, I think it's something to do
with when your mouth really makes like an oi sound.

Um, when your mouth changes the shape, then
that would be considered a dip thong.

So those are the six syllable types which you need to know
in order to decode a multi-syllabic word, the OG way.

Another important thing that you need to know when you are
decoding a word with using syllable types is the syllable
division patterns.

And so there are four main patterns that syllables follow.

And the first one is a vowel consonant consonant vowel.

And if your syllable follows this pattern,
the syllable is divided in the middle
between the two consonants.

And that's the syllable division line.

And I will show an example of this.

So I'm kind of front loading you with the information
that's needed to then decode.

We will get there. Okay,

the next one is a vowel consonant vowel.

So that would be, um, a VCV they call it.

And in this case, the most common way to divide it is
to divide it between the first vowel in the consonant.

That is the most common.

And that's kind of what you go to most of the time.

But occasionally it will divide
after the consonant.

So same syllable pattern,
but different places that they divide.

The final syllable pattern
is your vowel vowel.

And that is when two vowels are next to each other,
but they don't spell one sound like in a vowel team.

So this would be, you divide it
and the vowels each spell
their own sound.

So these are the syllable division, division patterns
that you also need to know in order
to decode a word the OG way.

So now I'm going to divide a word using
my, uh, syllable types and my division rules.

So here's, and I know this varies depending on programs,

but this is the way I was taught.

And so this is the way I'm going to show it.

The first thing you do is you start from the beginning

and you identify your vowels and you mark your vowels.

So I am going to mark my letter I with a V for vowel,

and then I'm gonna go find my next vowel, which is this,

and I'm going to mark it with a V.

And then I'm going to connect my vowels

and make like a little bridge.

And then I'm gonna focus on what's inside

between my vessels.

And I have an N, which is a consonant

and a D, which is a consonant.

So then I go back to my syllable division rules

right here, or I'm sorry, my syllable division patterns.

And I know that if it's A-V-C-C-V, I'm going

to divide it right down the middle.

And I know now that

because this is one vowel followed by one

or more consonants, this is a closed syllable

and the sound is most likely going to be, eh.

Now, I continue on and I still use this information,

but I go and I find my next vowel, which is my a

and I mark it with a v, I connect my vowels

and I look inside my vowels.

My cat might be coming to visit. So hang on.

Okay, so in between my vowels, I have a consonant

and a consonant.

I look to my division pattern rules,

and I know that if it has A-V-C-C-V, I divide

right between the middle, I look at my syllable

and I notice I have this R, which is a

bossy R or R controlled.

So this is a bossy R syllable.

And we are, and kids do mark these,

they're asked to mark these.

This isn't just what I'm marking the kids do.

Go ahead and mark those. Okay?

I continue on to find my next vowel. That is my vowel.

I connect, I have a consonant

and a consonant just like the others.

I know that when I have two, a vowel consonant,

consonant vowel, I mark in the middle.

Uh, and this is a bossy R.

So this is a bossy r syllable type.

And then I am at the end.

So I don't really need to continue with that

because I don't have to divide it anywhere.

So then I would, knowing this is closed, it's kin,

and then tin,

the word is kindergarten.

Now, I will add that this is a very controlled word

because the words that you use with OG when you do your, um,

vowel, uh,

or I'm sorry, when you do your syllable dividing

are controlled words.

And you're given a book that has these, the words.

And so the words that you use are pull, are pulled from that

book, which is limited.

Not every word out there is are in these books

because they don't follow the patterns.

Um, but so now I'm gonna show you a word

that might not follow, um, these very controlled,

like this one was very, this made sense to me.

Um, but now I'm going to do a word

like, oops, sorry.

I'm going to do the word tomorrow

and I'm going to do this the OG way.

So I'm going to

first find my vow,
and now I'm gonna find my next vowel.
I'm gonna connect the bridge,
and I am going to mark my consonance between,
and I have one consonant.
Now, looking back at my syllable division patterns,
I know that I can either divide it in front of the consonant
or I can divide it after the consonant.
This might cause some confusion, um,
because if I divide it after that would say, Tom.
So I'm going divide it to divide it in front
of my consonant, which is the most common pattern.
Um, and I would say
if this is my syllable type,
but depending on my syllable rules,
this would be an open syllable, which means that would say,
oh, but I know that that is not tomorrow.
So that's where there's a little bit of, uh,
unless it's a really controlled word, it may not,
it may just not work this way.
Okay? But I'm gonna continue
and go on uh, to my next vowel, which is right here
and connect my bridge.

Do consonant consonant.

My rule, if there's vowel consonant, consonant, uh,
pattern is to cut it down the middle.

And then this is a bossy R
because of this.

So this is a boss R and then that would say more
because this is,

or, so if I did it the OG way so far,
I've got toe more.

Okay, but I'm gonna continue on.

And, and actually when I mark marked this vow,
I should have done it right here because this is a vow team.

So I would make my B really big
and I don't need to divide anything 'cause I'm at the end.

So this is a vowel marked a vowel team for my
ow or O, depending, so this, uh, word,
I can say it is RO or Rao.

Um, so this I could say toe more
row, but that's not the word tomorrow.

So that's where it is a little bit confusing.

So now I'm gonna do tomorrow the ebley way.

So Nora is going to be my student,
and I'm gonna write the word tomorrow, right up here, just

because we always like to have the students see it
as a whole word,
although I'm also, um, preparing it for a student
and doing it the ebley way.

Here we go. Nora, say the sounds.

Oh, Say, uh,

Uh, o Say, ah,

Ah, mm.

A my

Say OOO ro

tomorrow row. Tomorrow

In the word.

Tomorrow. Tomorrow. I will see you tomorrow.

Yay, baby. All right. Good job. Okay.

Those are dividing the syllables

and the differences is between OG and Ebley.

Thank you. That was very informative.

I have so many questions, but I'm not gonna ask 'em here

because I, I always am taking up everyone's time thing.

All right, Liz, you good job, Jen, you are next.

Okay, the next contestant?

Yes, the next contestant.

Okay, so I'm gonna talk about spelling, um,

and how I'm gonna be sharing my screen.

Various screens, apology. Mm-hmm.

Um, oh, that did not work. Hold on a second.

Uh, I'm gonna start with how Ebley teaches,

or sorry, how OG teaches spelling.

And

I am Picking on the letter Y Oh, where did it go?

I don't know where it went. Can you see it?

I see red word checklist.

Oh, that's not what you're supposed to be seeing.

I think it's just behind it, Liz.

I can see it kind of just behind there. Hold on, let me see.

Okay, let's try this. All right.

Does everybody see cry baby Uhhuh?

Okay, so the crybaby rule, for example.

So, um, OG teaches spelling by rules.

Um, and I'm, I'm picking on the letter Y today.

So the crybaby rule, which is vowel Y, uh,

what you will learn is that, um, the, A student would learn

that Y says I at the end of single syllable words.

And it says E in the end at the end of multi-syllable words.

That is the crybaby rule.

Um, and then presented with various rules.

Again, same deal

with the very controlled reading and spelling.

Um, you will get, you will get one syllable words

and multi-syllable words,

and those are the words that you'll focus on.

Um, except that then you end up

with exceptions which become, um, and they're very common

and they become red words.

Um, red words are the words that, that break those rules,

that don't follow the, the rules.

This is the red word chart that goes with, um,

I believe it's right around 80 lessons, um, in the,

um, OGOA, uh, curriculum.

Um, the way the red words are taught, they,

they need to be memorized.

Um, they, they cannot be sounded out, uh,

via OG rules.

Um, they are taught five at a time, um, each session.

So I, as an interventionist, um, a private tutor, uh,

see students, um, would see a student

for Orton-Gillingham twice a week.

And so I would present them with five words.

Um, they have to memorize those words.

They are tested on them during each session.

When they get one word, right, three sessions in a row, then that word drops off and another word is added in.

So they are required to be practicing those words at home, not just when they're not, just when they're meeting with me, which is another huge difference with Ebley.

Um, they don't, my, my students, my Ebley students do not go home and have lists of words that they, that they have to memorize.

Um, with, with the y spelling in particular, um, some of the words that rapidly become problematic, um, a word like multiply, uh, magnify supply, um, even the word high.

Um, because one of the things that's, that tends to be taught with the, with the y the vowel y spelling, is we don't end words in the English language that are native to our language, um, as native as they can be, um, in the letter I, but we say hi all the time.

Hi, how you doing? And that's hi.

And according to this rule, it should be HY.

So the way Eli would teach

the y spelling, and I'm gonna share my whiteboard,
and hopefully we solve that problem with the,
okay.

Can you see my whiteboard?

Yep. Yes. All right.

So, whoop, did I do that?

I'm not touching anything. Yep. Okay.

So, so Nora, if you can do what you did

before, um, so

that nobody else can white can write on the whiteboard

Draw, he's drawing people.

I was afraid that would happen because when I stopped
sharing the whiteboard, it all starts over again.

Okay. They, they're not allowed now.

Okay. Wait, wait, wait.

Maybe I allowed them let mellow 'em. Okay, now,

Okay.

So I would have my student at home set up their whiteboard

with four lines and write this spelling at the top

and number it, and then

we would write the word year.

Yeah. E or underneath line one.

And I would ask my student, Nora, what sound do you hear

for this spelling in the word year?

Yeah. And then we would go on to the next one.

The word ba. A BE.

Nora, what sound do you hear

for this spelling in the word baby?

E. Hmm. I cry.

Nora, what do you hear for this spelling in the word cry?

I And then gym.

J like, you go to the gym at school.

Nora, what sound do you hear for this spelling?

Yeah. Hmm. Okay.

And this sort would actually be done with quite a few,
um, more words.

I'm just gonna do one just for the sake of time.

Nora, can you read this word?

Yeah. Uh, yum. Yummy,

Yummy, right?

Can you tell me if the spelling is going

to go into column 1, 2, 3, or four?

Number one? Yeah,

It does. It goes into

yum. It goes into, it goes into ya. Yummy ya.

Uh, e Do you,

do you see another spelling with that?

I do. At the end? Mm-hmm.

And what sound do you hear there?

Column three cry.

Hmm, cry Yummy. Does that sound the same?

I No cry. Okay. So try again. We have year

Baby number two, baby, Baby.

Yummy. Very good.

Y uh, e And of course,

my student is all doing this on,

on their own whiteboard as well.

So they are sounding it out. They are writing it.

Um, I, I teach online, so, so it's, uh,

it's a little bit like this.

Um, and then we would go into, once we're done

with the sort, we would go into multi-syllable spelling.

So the word is going to be mystery.

What syllables do you hear in Mr.

E? Mr. Mr E?

Do you hear Mr. E or do you I hear myth, Mr.

Got it. That's what we'll do then. Okay.

Tell me what sounds you hear in our first syllable. Meh.

Mm, eh.

Mm-hmm. Mm. Eh, tell me what sounds you hear in Stir
and tell me what sounds you hear in the last syllable. E.

E, Okay.

And we are gonna say the spellings
as we write them on the lines.

Now, when my students are at home, I have them try it first.

Um, so I would have Nora write it on board at home.

And then I would say as I write,
oh, I don't know why that got so small, apologies.

Or e mr.

And we would potentially, if, if Nora had had something
that she didn't get on there, we would put a circle
around it to point it out so
that she spells it right next time.

And we put How many lines, Nora,
should we put under it? Since there's

One? Yes, I can write. Look
at me. I have some control. I did it.

Sorry. I could have written, I shoulda said it.

I could have made mistakes, but yes. You got it.

Okay. And then, and then let's put a circle
around our last sound.

E and put one line,

because it's one letter that's spelling it.

Um, Nora, did you get the er spelling right?

Um, let's say, no, I'm gonna circle it. This is so fun.

I feel like I'm in control here with my writer thing.

Can you circle it? I did. Can you see?

Oh, you wrote two lines under, I can't, oh,

I can't see. Oh, there it is. Okay.

It took a second to catch up to me.

Okay, great. Good job. Okay.

Erase your board. We're gonna erase.

We're not do that. Yeah.

Yeah, let's not do that. Okay.

And there's your, there's your skeleton of the word. Okay.

Okay. Now we're gonna get rid of that.

And can you please say, as you write the word mystery?

Mm. Eh

e

Okay, let's change the is sound.

Mm, it,

Oh, okay.

I don't know how to erase it, so I'm gonna do this.

Okay. I would never do that on a,

for real. Okay,

There you go. Okay.

Erase it.

I gonna circle. Okay. Oh, can you erase it for me?

Oh, yes I can. Okay. And try it again.

Say as you say, as you write the word mystery,

Eh,

this is very interesting.

E Yay. Mean I did it.

My grandkids. I did it.

Yay. Good job. Awesome. You get points for that.

Very good. Yay. Me. Okay.

And that's, um, that is the beginning of how, uh,

how multi-syllable spelling happens, um, in

Ebley. Thank you, Nora.

Yeah, you are welcome. All right. Good job, Liz. Yes.

I forgot to mention something while I was doing the, uh,

syllable, breaking it down the Ely way,

and I think I need to mention it

because it's so important the way we do things in Ely,

we break syllables, um, by how it falls out of our mouth.

So Tamma is why that I wasn't tammar.

O So we do it how it falls out of our mouth,

and that's how we guide the students.

And that's what's natural to us

because that is how we speak.

And Nora always talks about singing, the singing the word.

And I found myself having to do that with tomorrow.

Um, so I just felt like I needed to mention that.

'cause that is so important to how we do it with Ely.

It's how it falls out of our mouth.

It's not based on a rule. And

That's, that's actually very important.

That's why I asked Nora.

Um, that's a very good point, and I,

I should have pointed that out when that happened.

That's why I asked Nora how she hears it.

Does she hear it Miss E

or Miss Mr. E? Because

Either way is right. Ed works.

Yes. Yep. Yeah. Can I

Ask you guys a quick question?

How would you do that if you had a word with like a affixes?

You know what, we're gonna st Hold on a second.

Will you stick that in the chat?

Only because we have like a gazillion questions. Sure.

And if we don't get to it, we will. Okay.

And the next time, hopefully we will,

we're gonna, uh, get there.

But thank you. So Lindsay, do you wanna go ahead

and ans uh, uh, yeah,

put it in the, in the chat if you would.

I say Allison, thank you.

And then we'll, we'll, we'll go to questions

because time is always flies by.

Okay. There are a lot of questions, Nora.

So, and they don't have, you know, names

for specific speakers, so I might back them to you, Nora,

if you're feeling okay, or

If they, yeah. Yeah.

So, um, I think we addressed some of the ones around

what we were just discussing,

but let's just go through it since it's fresh in our minds

looking at, um, syllable division

and decoding longer words.

So we had some questions like, um, somebody commented,

you know, she sees a lot of, um, Eli instructors kind

of figuring out how to Eli's words.

So does that mean it's not clear cut

or is that like problematic?

What would you say to that? No, no.

It's, it's, there's often more than one right way.

You know, the interesting thing is a lot of times we like to have things in nice, neat boxes, and the English language doesn't work that way, quite frankly.

Um, so there's very often more like than one, right?

Well, wait, elephant, elephant works, right?

Elephant, either way can fall outta your mouth. Okay.

So there's, um, and the good news is, is, you know, it's not a good thing to have hair split this over because if the student can read it accurately, spell it accurately, and they know what it means, we're golden.

Yeah. So that's not big deal. Okay.

And so keeping with that word tomorrow, um, we had the question, so what would happen if the teacher isn't right there with the student?

How would they begin to decode a word like tomorrow?

Yeah, it's just like anything, when you're teaching someone explicitly the things that they don't know, you give them a lot of, uh, support

and, and modeling at first and then support very quickly.

We do. And then we're doing so much of that split,
like we did with tomorrow, kids do hundreds of those words
where they split and they start to see patterns.

We're also explicitly teaching.

I mean, this is a very small part of, you know,
these are pieces that are, are, are the same, you know,
same pieces taught or concepts I guess,
or information taught in both
programs is what we're looking at.

But there's a lot of other things that are pre-taught
before we're moving into these with kids.

So, um, yeah, they're

Right.

Okay. So they,
they're sort pre-taught the different options, right?

Oh know, that can go that're

Taught, you know, six sounds that go with the letter A,
right, like you did with Y so they know it can be A or a
or, uh, I, all kinds of things.

And so they realize that.

And they also notice, we pointed out to them the patterns of
where that typically isn't a word.

And then they get a lot of practice, right?

This is why we put into authentic text with practice.

So they can do that set for variability.

I mean, we're doing phoning deletion

and phoning substitution like hundreds

of times in an ebb lesson.

Of course, blending and segmenting too.

So it's very integrated, which is another thing that's,

that's really critical and important. Yeah.

Okay. So you're saying sort of being exposed

to the different logical sounds for that spelling

and then also repeated practice. Yes.

Those sounds realizing, oh,

that's not at, oh, that's gonna be it.

And that's where the luggage, that's interesting.

Then they have no, pro kindergartners have no problem

with it because from the beginning they've been, I mean,

we start with cv, you know, just one letter spellings

of course for a few months, but they get into

multi-syllable words and all of that.

And also they're exposed to it

and other activities where they're practicing that,

you know, pulling sounds out

and that set for variability stuff.

Okay, cool. So it's just the way it is. Yeah.

Thanks Nora. Yeah,

Lindsay, that's what I just, I just wanted

to say, this is brandy.

Sorry, I just wanted to chime in for a second

because I see this in real time with my students,

um, all the time.

Once we have done several ebb lessons

and they kind of understand, okay, I'm not there,

there are no rules here.

Um, because a lot of my students, um,

have like OG based intervention in their classrooms

or at school, and then they come

to me and they're getting ebb.

And so having that freedom to, okay, this isn't a rule,

you know, and at first they're like,

well, this is a rule breaker.

And I'm like, no, just another way to say that,

just another way to say that sound.

EA can also spell a, it can also spell a let's try it.

And so they learn to try these sounds in words and,

and flex those sounds till they get it right.

And I think I, I don't know, it's just,
it's extremely powerful.

I think, um, it is a major shift to let go of all
of these constraints
and these syllable rules and all these things.

Um, but it is very freeing.

Um, as a teacher, it's very freeing
and for the children to not be bound by these, these rules,
which there are obviously a lot of exceptions for.

So I just wanted to say that piece.

Thanks, Randy. Um, okay, well let's flip
to some different topics we haven't talked as much about.

Um, here's a good question, Nora.

What about phonemic awareness training? And what about that?

Yes. Uh, we start, I mean, you have with two,

I have 2-year-old twin grandsons.

They, they can segment, um, and blend actually.

Um, and so we start phonemic awareness, blending,
segmenting, phone manipulation, deleting, substituting, all
of that is integrated into every single thing we do.

Like when you're doing the word map,
and if they don't know what the letter M is,
which sound is mm, which one goes with mm,

this is where we're teaching them.

So if you say, like I do to my 2-year-old grandson,

or 4-year-old grandsons,

grandson, what's the first sound in map?

Okay, we get the mm, which one is mm, they point to

because they're mixed up up there.

They point to the A, that's a, this is, mm.

Pull it down and say, mm, this is how I'm teaching it

to them in a way that's meaningful and relevant.

And then the next one I might do is, you know, pat,

so I've got the A and the put

in there, but they're in a different order.

So they understand and they get a lot of repetition

with the handwriting piece too.

So they're segmenting and blending literally in everything.

Ely, okay. Nobody blending and segmenting is not natural.

We aren't born with that.

Some people pick it up faster, others do not at all.

You have to teach them and train them.

And we have lots and lots of tricks to be able to do

that blending used to take a very long time.

Um, as I've learned more tricks with ebley,

our kids are typically blending in kindergarten

within the first month.

Um, pretty almost all of them, right?

And, and of course all kids are different.

Some are much faster than that.

And some, some are a little bit slower than that.

But you're always se when you say the sounds as you write,

if you markers on the board

and you're saying that's segmenting right.

With letters, which is what is the key,

you know, to be doing that with.

And then the phoning, deletion

and manipulation is happening when you read the word mystery

as, or well, it's say baby as baby, yeah.

Or something like that, baby, whatever, what they may do,

you can pull a sound out and push another one in.

So all of those things are integrated into everything

that we do with ebley.

The letters and the sounds are not the main event. Okay?

The main event is, are these concepts of up

to four letters can spell a sound.

And all of our sounds can be spelled in

a, in a bunch of ways.

And the same spelling can represent phy sounds

and how the English alphabetic code was created.

So you can apply it to all of it

with only being taught a small amount of it,

but it's really, what's really critical is

how you deliver it, how you do the error corrections.

That's the difference between moving faster

and higher level of success and moving slower

and lower, especially if you mix other things in.

But that phonemic awareness, like there's four to eight

of the five essential components of reading as well as,

as well as writing, spelling, and handwriting integrated

into every single ugly activity.

So that's what helps accelerate the, the progress with it

and, and help it cement into kids' brains.

Thanks Nora. Um, we had a question, um, from somebody

who noticed that so far we've only been working

with real words and wondering,

are nonsense words part of the practice?

You know, why or why not?

Or do we always only work with real words?

Yeah, we sometimes assess with nonsense words, um,

at our center, but we don't, uh,

teach real, uh, nonsense words.

There's plenty of real words. So we don't teach nonsense words no.

In our instruction. Okay.

Um, and so I think that a lot of our people watching here tonight work with students who have dyslexia diagnoses.

And so we had a few questions around, first of all, looking at that sort with the same sound, different spellings, just asking, you know, how would that help, uh, a dyslexic student to do that sort.

And then more broadly, is there any, um, kind of evidence that this approach works with students with severe dyslexia?

Yes. Yeah. So yes, the sort does work. It's logical.

It goes along with how the brain runs best, which is patterns.

And kids really and interestingly dyslexic kids, almost even more so just soak it up and fly.

Right now we have probably 12 private dyslexia schools around the country.

Some very renowned, very prestigious dyslexic schools, schools for dyslexic children, I should say, that are doing eeb e for the OG non-responders especially.

And we have one, um, group of three schools in Chicago

that this is their third year.

They have 12 people who are trained in Ebley,
and they've been using it for their OG non-responders.

They have about 60 to 70 of them that we interestingly,
just in the last week, uh, are going to,
they're starting a research, uh, study.

Basically it's a case study
because they actually approached me
and said, you know, we've been using ELI for two years
with these non-responders
and the standard score gains are so astonishing
that we really think somebody should look at this.

And, you know, put it out there.

Now these people, and I said, where are all these dyslexia,
private dyslexia schools coming from?

Because, you know, we don't, we don't anything,
we don't do sales or marketing or reach out to anybody ever.

And I'm like, how are they co Well, this school in, um,
Chicago said that at the, um, IDA conference,
there's a sessions for just the, you know, the heads
of these kinds of schools and they talk
about what's working, what's not.

In the last few years, EB Emily's been coming up a lot,

which is bringing more of those schools to us.

So we will be having, you know, very soon a case study.

And the researcher that's working on it is very interested in doing, uh, peer-reviewed, putting a peer-reviewed journal and getting an RCT, not just for dyslexic kids, of course, that too, but, you know, on a, on a larger scale too.

So that's really exciting and new information.

So, yeah, so that's been new

and different for us to have these schools and,

and we're very excited about working with them.

Thanks, Nora. Um, I'm trying to get a whole range of topics 'cause there's

so much interest about so many different things.

So, um, flipping over to handwriting,

we had a question about whether, um, is hand,

like when are the letters taught so the students know,

you know, to write P for P

and is hand taught writing taught first?

Or how would we approach that?

Just like you showed Lindsay, you, you showed

that the handwriting is taught in the context

of making the work.

Again, the integratedness, you're gonna make map,

you're gonna learn how to spell it.

Mm. We do some stuff with kindergartners, a little different with some air writing, different things.

And then get right into those three letters, those sounds, um, in the handwriting and the directionality.

And we're very obsessed with handwriting.

We have cricut, if you can find the alphabet to improve fluency or whatever it is.

It's a handwriting process that we really are very strong.

It's a free webinar, but to have all of our teachers do, um, it's very, very powerful.

That's where we teach the letter names.

We do not teach when we're teaching speech first.

You can't teach the letter names in the reading and writing.

We teach those in handwriting.

So we have an isolated, uh, activity and handwriting where we teach the letter names, but we're teaching the sounds with every single thing that we do, which is why when we're writing, maybe we're doing the word that we're spelling for e and they, they have the word cheese they're saying is they write the, the e and the, and so they're learning more code outside of just the code

that's you're studying in that sort.

Hope that helps.

I, And I think just need to mute.

Yeah, I get it. Um,

we had lots of questions about spelling.

So some of the questions, I'll just

group a couple of them together.

One was, you know, does Ebley use any kind

of sound spelling, um, like cards

or posters or anything like that?

And then there was sort of a related spelling, uh,

question asking, um, like, how do kids learn how to spell?

So for instance, spelling like the in cat versus kit

or in ladder, you know, doubling that D um, like how,

how would they learn to do that?

Um, if we don't teach spelling rules,

We don't have any cards or we have very little

in the way of materials.

We're very much the teacher does the teaching

and the whiteboard and the interactive pieces, right?

Very multimodal.

Seeing, hearing, saying, touching and very interactive

and engaging is really key.

So we don't do any cards.

Um, and how they learn, I mean, we'll teach 'em,
like when we teach consonant e tap and tape and rid and ride
and, you know, then we could do tapping and taping or tapped
and taped and we talk about that.

That's when you have the B sound, that's most common sound
that you learn first.

You do that double constant
and then you do more and more of it.

Because when you're sorting or e or a
or whatever, you're gonna have those different spellings.

And also when you're reading and text and writing
and you talk about, remember when you have
that double constant there, try the letter, the,
the most common sound first or when there's a single concept
before that suffix are ending, try its letter name.

So we, all of that is just like the morphology
and the vocabulary and all the pieces.

That integration is a really big key to the accelerated,
uh, instruction and outcomes.

Thank you. Um, we have still quite a few questions
around, you know, what do children need to know
before they start this kind of instruction?

So I can speak to some of them.

And Nora, you can jump in and go for it.

I mean, I had sort of the questions like, what if the child,

you know, you're saying what's the first sound in map

and the child's looking at you like I am,

they say P or they have no idea. Yeah,

They do that a lot actually.

They will do that. The little ones for

Sure. Right.

There's a lot of error corrections.

So, um, I guess

that was something new for me in Ebley as well.

It's like, you're not doing anything wrong if you

ultimately have to say to the child, I mean,

you'll try and you'll exaggerate it.

Like what's the first on a map?

And if they don't get it, you say, yeah,

They'll say A

Lot. Yeah. In kindergarten,

this is what I will do.

Um, a kindergarten classroom, kindergarten little kid, I,

I ask them, what's the first on a map?

And half the class says, 'cause they're very big at taking

that last sound and going, so then I'll point
or I'll point at my fingers,
what sound do you hear me say right here?
Map. And they'll say, P okay then I'll bring a child up
and what are you hearing me say right here?
And mm, and I hold the child's fingers,
but the one who's struggling the most, and I'm holding that
and have them repeat,
because again, who does the speaking out of their mouth?
And the is the one who does the learning.
We can't just tell it to them.
That's not how they're gonna learn it.
But we're going to, we're gonna do a lot of things
to help them get into their ears looking straight ahead.
It's gonna help your auditory sense all.
Okay, auditory processing,
doesn't everybody have a problem with that?
It seems like it's, especially if they're five.
So we, we've got a lot of things that we do
that are error correction
to get this coming outta their mouth, we're gonna say
that, Hmm, then we're gonna pull this down.
We're gonna say, Hmm, they're doing it.

Which is making the start
of those neural connections in their, their brain.
And that will get stronger and stronger.
Now, what we wanna do, a lot of times just tell 'em,
because this is, you know, taking time and it's hard work.
And a lot of people, even veteran teachers,
will be like, okay, it's just sat.
Mm, that's it. And,
and I'm just gonna say it and we're gonna move on.
But you're taking away their learning with that, right?
So it's just, and there's a, we give so many things
with our free webinars, of course in our training and stuff.
But everything that I've done over the 26 years
and the tens of thousands
of students I've taught in classrooms and in small groups
and in one-on-one and in jails and prisons
and all over the place, you know,
there's always more to learn.
So I've, I've shared all of that, what I've learned,
you know, when I get myself in a
situation like, what am I gonna do here?
And then you, it's trial and error.
And then so I share it with other people so

that you don't have to go

through the same mistakes that I do.

But it takes work at first, especially

for those kids who really, really struggle.

You have to put in, you know, some of the effort to,

you know, get it out of their mouth.

And it's different in a whole class than it is

one-on-one and all that too.

For sure.

Thanks Nora. I know we're almost at the 90 minute mark,

but let me sneak one more in.

We have a question, um, that's asking,

does Eli follow any kind of a, like a scope and sequence?

We do. I didn't used to, way back when I first made,

I was a Phonographics trainer for four years, actually.

I taught my daughter, um, very quickly with a reading reflex

and Phonographics, which I'm forever indebted to,

and gave me the foundation, um, and,

and then, uh, started ebley.

And I, I'm like, this is about the concepts.

It doesn't matter once you get past the one letter spellings

for little kids, but once you get second grade,

it's not really mattering what we teach them first,

quite frankly, it really doesn't.

So I didn't have any scope and sequence.

I didn't have any lessons even at first.

And our whole team here is like, you cannot do that
to teachers or anybody.

So, uh, which is was true.

I didn't do it for very long, fortunately.

But yes, so we do have an

or for the teachers, it's really for the teachers
to learn it because ebley is used with reading and writing.

I use it every day myself when I'm spelling,
when I'm reading, when I'm, you know, figuring out words.

It's a, it's a system, it's a methodology.

It's skills and concepts and, you know,
and, um, processes that you utilize for all reading,
writing, and spelling.

And the skills and the concepts are really what's the most
important with the explicit instruction,
which can be taught quite frankly in about 20 minutes.

Um, and then you apply it to the rest.

But yes, we do have a scope
and sequence so that, um, you know, for, for all
of our trainings, yes, very different.

We don't share it. And

people are like, why don't you share it?

Because, and I tell administrators this all the time when I

meet with them, we are not gonna share it

because when you look at it, you're gonna say,

these people have lost their mind

and there's no way on God's green

earth these kids could ever do this.

Especially if you're, you know,

if you've got sub literate kids that really struggle.

And I think that most people,

I think they'd probably share in the, in the, uh, chat

that are Aly trained would,

especially if they come from an OG background, would admit

that, wow, no, this, these people have lost it.

So we wait and meet with people to talk about it

because they're, think they're thinking with the same lens

that they've been using with the print first instruction

where it's a completely different methodology.

So, which is a little hard to,

we have a cricket's gonna share a, um, a webinar that's, uh,

it's like the how, what and why of Aly or whatever.

But there's different videos in there,

including a video showing our kindergarten classroom,
and then I think it's our track two and three.

So second grade and above intervention, like the order
of which the activities,

there's only about 20 unique activities, a little bit more
with kindergarten, but that they're, they're,

um, what do I wanna say?

Introduced, obviously they, that's not all that we do, but,
and then, and built upon.

So it's very hard

and which is one of the reasons

why we really wanted to do this.

And the next one to, it's very,

for 26 years I've been trying to explain what this is

and how it works and, um, without understanding,

especially in the last five

or so years when there's been such an interest from print

to speech and OG people, especially not knowing

what was going, having never taught that way.

So this is really helpful for you guys all to be on here

and, and sharing that

because I don't know, I know what I've always taught,

but I don't know what that perception is

that everybody else has been coming from.

So this has been very enlightening for me tonight too.

I'm probably one of the few people who are like,

I cannot get over how much I learned about OG

because that was really beneficial.

So yeah. Any, um, so Brandy and Liz

and Jen, I know poor Liz wants to leave.

Um, and you, Lindsay, any, uh, do you guys have any, uh,

final thoughts

or anything you wanna share out as we wrap up?

I was just gonna say, it's, um,

it takes looking at it from a different lens.

Um, and I was all in all og

but the fact of the matter is, I'm here for kids.

And so I'm here to do whatever is going to get them reading

effectively, efficiently writing,

effectively efficient spelling, all of that good stuff.

And so I think that you have

to come at it a little bit differently.

I think if you're looking at this looking approach

with your OG lens

and expecting it to fit into the OG box, it will not,

it is not og This is speech to print.

I would, I would really recommend that you, you read, um,
get out there, read what you can find about speech to print.

Um, there are a lot of good books read about
how the brain works, um, and, and how we learn best.

Um, because speech to print is truly how we were meant
to learn the code.

It's how we were meant to learn the code.

Brittany, what would you say about mixing the two?

'cause this is, and I saw a little bit in the chat when I
looked in there too, like, well, we can, these can,
you know, layer,

They can't, they cannot,
they cannot, you do not mix the two. Would you

Explain that from having a background?

Like why? Sure, sure.

I mean, I know that that's so,
but I, I don't have the words to explain it from,

Yeah, yeah.

I think that, um,
and to be honest, I, I feel like this is true for
any process you're going to do.

If you're truly going to do a certain approach, you need
to do that approach, right?

Like, if I'm OG then I'm not gonna try
to sprinkle in ugly, right?

Like I'm, I'm gonna do one or I'm gonna do the other.
Because it's not like, okay, I'm gonna do og OA
OG and I'm gonna do IMSE OG in
their, in their similar things.

We're talking about apples to oranges.
So you really cannot mix these two.
You'll slow your students' progress.

Um, now listen, I cannot do anything about
what my kids are receiving, um, in their classrooms
and in their intervention situation at school.

If they're in a public school,
they are in a certain intervention, um,
and that that's how it is, right?

Or their teachers are using a certain,
but what they learn here, they do take back
to their classroom and they do use it,
and they start realizing, wait a second, this works better
for me than all these rules that, that don't make sense.

So when, when they first start coming to me
and it's, oh, that's a rule breaker, oh, miss Brandy,
you're teaching me a rule breaker.

And I'm like, Nope. It's just another way to spell that sound.

Just another way to say it. Let's go.

You know, and we keep moving and then they're finished an intervention with me in six months, eight months, whatever the case may be, instead of two years, three years.

Um, so I know, I know people are really wanting, um, they're really wanting research studies and all these things, and, and I totally get that I'm that person.

Um, but those things are very expensive and you have to have a lot of money behind you to be able to fund those things.

So I think people need to understand that too.

Um, I feel like, you know, this, this is more of a, um, you don't have all that backing, right?

Like, um, so

No, I'm, I'm intending to get, it's, you know, there's getting to be a lot of interest.

So I think that, and I think that it's too to, to, to look at what other things are being used and what kind of student outcomes,

which really should be the only thing

we're ever talking about at all.

What kind of student outcomes are happening?

Are these kids at grade level within a

reasonable amount of time?

And if they're not, what do we need to do differently?

But we aren't looking at, people

are always saying, where's your research?

But I'm, I'm saying too, like, well, where's the research on

what you do?

You have 95 to a hundred percent of your kids proficient.

And I think it's a really important conversation to have of,

you know, what about the kids?

You know, oftentimes, especially these dyslexic kids,

I can't tell you the number of people who have come

to our reading center, um,

and been told they'll never learn to read.

They just will never be past the first grade level,

which is not true.

They do learn to read, but it, so it's not them.

And, and a lot of times I think that the perception is,

is like your brain is wired differently.

You just are not, you'll never either.

And even if you can read some,
you probably won't be a fast reader.

You won't be a good speller or,
and those things really are not true,
but they are a very deeply
embedded perception that they are.

Yeah. So I think that's important too,
and understand that we're not saying that like,
you're gonna do Eli in in the next day.

The child is reading perfectly, right? Like, right.

That is not what anyone's saying.

Children are still individuals.

People are still individuals.

So I have students that take way longer.

I mean, if you've got a child that has a DHD, autism,
dyslexia, dysgraphia, dys, it may take some time
and you have to be patient.

But, um, that doesn't mean they can't do it,
and it doesn't mean they shouldn't be, um,
given challenging text.

I would encourage anyone who thinks
that kids should just be reading Decodables, um,
to really take a look at, um, some attempt Shanahan's work

and how he talks about that.

We have to, we have to push, we have

to give them challenging texts,

and there's no better time to do that than when they're

with us to be able to practice that. Yeah.

So, yeah. So we can support 'em. I agree.

Liz and Jennifer, anything you guys have any other

final words you'd like to say? Can you hear

Me? Um,

I think one important thing

that we didn't mention is just

how Ebley takes the heavy cognitive load away from kids.

Kids that are og, you know, they get that in school

or wherever they get it.

There's a lot of rules. There's a lot of, I mean, the,

just the things that I was showing, you know, having

to remember this and having to remember the syllable types,

that right there is, I'm

Gonna, I'm gonna be either dreaming

or n marrying about that, or I'm, my brain is like,

what is she doing?

I mean, really, I was trying really hard

and I am, I'm really gonna like,

Yeah, curious a lot load.

And then like with foundations, oh, we have

to star if there's a double consonant.

Like, it's a lot of things to remember.

And Ebley just completely releases that.

And that is a good feeling for a teacher who I had to, like,

I don't, I'm not, I mean, I'm remember it all too.

And so the kids that just, it's like, you can say, okay,

we're just gonna let that go

and we're just gonna listen to

what the sounds are coming out of our mouth.

That's just like a relief. So that's a huge thing of ebley.

It takes away that cognitive load.

It's just too, some of it's just too much for some learners.

Some kids that might be their jam and they love the rules

and they can remember it,

but a lot of kids that is, it's, it's too much.

Yeah. Can I piggyback on Jen really fast? Mm-hmm.

Um, I, I think something like, I think if you're here

and you're still here after like, you know, 95 minutes

and going, you're really curious.

And so I'd say, you know, reading a little bit just

about learning science, even outside of Ebley and OG and

because, um, I saw somebody in the chat mention Make it Stick, which is really helpful, or some of the work by Dan Willingham.

Um, because I think one of the reasons why, um, Edley can feel so uncomfortable is if you're used to sort of mastery based stacked practice.

So if you're used to teaching a child one thing and kind of getting them to master that one thing and then moving on, that can feel really comfortable.

And then if you're put into a situation where you're having spaced practice where a child is like struggling a little bit, and then they're gonna loop, that can feel very uncomfortable.

And it's counterintuitive because there is overwhelming research that the uncomfortable space to practice is what actually works.

So I think that reading those kinds of works can help us as, as parents and educators be like, oh, that's why I'm feeling this way.

But that's also the way children learn.

Piggybacking off of what Lindsay just said, I think one

of the uncomfortable parts, um,
as an educator going from something like OG to Ely is,
is that feeling of how are they going
to learn it if I haven't taught it?
But then you end up seeing that they do,
and it, it just, it, it just happens with ebley.
So, so in, in teaching ly with fidelity, I mean, even now
after all these years of doing it,
sometimes I find myself biting my tongue
because I wanna insert something about why this is,
I'm like, no, don't, don't do that.
Mm-hmm. Um, and then all
of a sudden the kids just blossom and they have it.
But it's hard as an educator to give up that piece of that.
How are they gonna know if I haven't Yeah,
explicitly told them that this is how and why it is.
You know, Liz, that's really such a good point.
And, you know, not trusting that intrinsic learning,
but I think if we think about, um, you know,
I have all these, uh, five little grand babies under the age
of five and, you know, talking,
we didn't explicitly teach them a whole lot of words
where they pick, you know, you're starting to talk,

you give 'em a few, yes, they gaga,
that's the most important word, you know,
but they have a few, and then they pick 'em up by
if they have the foundation.

And that's the thing, again, when I say
what we're explicitly teaching in those skills and concepts
and, and processes that, that apply to everything,
and that, you know, that whole throwing that, you know,
gasoline to make it go so fast, you know, wouldn't I love
to have, I would, I'd love to have research on E
but I'd really love, I have a whole laundry list
of things about I know
that this is this, I'm positive of it.
'cause of the thousands of kids
and tens of thousands I've taught, I know
that this is impacting, that.

I know that this is impacting RI know that this is,
you know, would somebody like to study that?
But let's just get 'em to study Ebley period at first.

So we're, we're getting closer all the time,
but there's, it's so interesting and make it stick.

When that came out, I'm like, oh my gosh,
this is talking just about what we do and how we do it,

but it has the research to show why it's so powerful too,
which is pretty wild.

Now also, I do wanna remind you guys,
we are gonna be back on November 13th.

Um, there's a Thursday at seven o'clock
and all these same four teachers talking about the
differences with reading and text
and with writing, which also includes spelling, of course,
student outcomes, uh, lesson planning, um, cognitive load,
all of those things, um, so that we can explore further.

And we really appreciate, I know everybody here
and we're like, you know, much more.

We're like, oh, an hour. No, not an hour.

I never can do an hour. But
past an hour and a half, that's a little much.

But, uh, anyway, so we, uh, I think it's really exciting
and important to have these kinds
of open dialogue and learning.

I know that I learned a lot,
and I appreciate you guys as, as Lindsay said, who,
if you're, especially who's still here.

Uh, and those of you who are here on the recording,

I very much appreciate all of you being here.

And big shout out.

Let's give a big kisses and wishes to Lindsay and Liz and,

and Brandy

and Jennifer for taking the time, you know, to come

and do this and, and share their knowledge.

Um, I appreciate it very, very much

and I appreciate all of you guys for being here.

So I think on that, we will close

and hopefully see you all on November 13th.

All right. Also, you can come to the Ebley

Community Facebook page.

We'll put a post on there.

If you have questions you wanna ask

and conversations you wanna have with each other in there,

um, you can do that there too.

All right. So thank you all

and we are gonna, I'll stop that recording.

We'll see you. We'll see you November 13th.