

All right, so we're going to record.

Welcome all. I am Noura Shahbasee, the founder of EBLI, Evidence-Based Literacy Instruction, and that is a system of effective, efficient, research-based activities and strategies to help anyone of any age or ability level reach their highest potential in reading, writing, and spelling.

Our expertise here at EBLI is taking the research that shows this is just what you need to do to teach anyone to read to their highest potential, and providing a bridge for educators so they can actually put it into action with their students.

So, that's what we do mostly. Also have a reading center, Ounce of Prevention Reading Center here in Flushing.

We train teachers. I don't know if I said that part.

We train teachers, teach them how to teach the five essential components of reading explicitly, so phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as handwriting, writing, and spelling.

And

at our reading center, we teach anyone from preschoolers to senior citizens also to reach their highest potential in reading.

So we're very, very passionate about getting what works into the people who need it so that they can be highly literate. So today, I'm a little bit like, woo.

We have been working on a documentary that is really going to be a year-and-a-half-long process.

We're about six months into it, and a couple weeks ago, I was out on the East Coast in DC, New York City, and at Harvard with the documentary team, interviewing some tremendous people, anywhere from researchers to parents and everybody in between.

Lots of educators, just lots of amazing people with great insights about how do we work together to reach to this goal of 95 or more percent of our children and adults being proficient at reading.

So this week, the documentary team has been in Michigan, and most of the interviews have been here at my reading center in Flushing.

So people have come from all four corners of the state from here to be interviewed. We also went out one day to University of Michigan.

We got in trouble by the police because they did a drone shot of the University of Michigan stadium, which I was very happy about. I'm a Michigan fan.

But they were okay with it. But we actually interviewed a professor at Michigan, and this morning we interviewed the sheriff of Genesee County, which has become really internationally known because of his work that he did

during a lot of the protests and all last summer, where he

walked with the protesters and led them and worked together.

Really was a fascinating interview.

He's also doing phenomenal work, imagine that, with education in the jails, where they have a program that's really lifting up all of the inmates, and it's

for all of them. So that was really inspiring. And then lots of people here.

So it's been a marathon for about three days, and everybody just left about an hour and a half ago.

And so here we are to work together a little bit more to get that more information tonight on helping teach the world to read.

So I do appreciate all of you guys who are here live and all of you who will be watching the recording.

And so

I'm very happy to have you here. So be sure that you please ask questions.

This webinar is a little bit shorter.

I knew with it being May time also, the end of the year, and I know you guys have had a crazy, insane, intense year, too, and we're kind of all winding down a little bit.

But wanting to talk about that fluency and comprehension, which is the whole purpose, the comprehension especially, of everything that we teach.

So that's what we're going to be talking about tonight.

I'm going to show you some of the things that we do with our training

our teachers and teaching our kids, and some simple processes and some suggestions of things that you can do, whether you're a teacher or a parent, for your kids for over the summer to not only not have a summer slide, but actually have a summer boost, which is really ideal. So introduce yourself in the chat, if you would. Please tell us.

We have already here, Nancy's here at 4:30 in the morning from India, so that's pretty impressive. And so tell us where

you're from, what you

teach, and why you decided to spend a beautiful May evening

here with us. I'm very happy that you did. Thank you for that. All right.

I'm going to share my screen, and we will get going.

We will answer the questions, by the way, at the end.

So Alyssa and Shannon from the EBLI team are on here.

I don't think I see anybody else here yet, but they will be

taking your questions, chatting in the chat if need be, if you have questions

immediately, and at the end, when I'm done with my presentation, I

will

answer those questions from you guys. I love the questions.

It's our favorite part, all of us, actually.

So question away.

All right.

Okay. So tonight we're talking about how do we increase that fluency

and comprehension in a supported manner with our kids to

help them transition to higher and higher levels of reading.

Even we've got a fourth grade level reader, or it's a fourth grader, and we want to move them higher and higher.

How do we continue to challenge them but also support them so that they can continue to move on? That's what we're going to be doing and talking about tonight.

Okay.

So what's going to happen in this webinar?

How do you model and coach and train fluency?

So we want our kids to be able to read like they talk, and so we're going to talk about how do we go about doing that while also correcting their errors along the way. How do you support reading in connected text? It's the goal of everything that we do with learning to read and reading instruction is to get into connected text, ideally trade books, where you can read and read a lot, and of course, free up your brain so you can understand what you read. That is always our goal, accuracy, automaticity, getting to comprehension.

So we're going to talk about how we go about doing that.

We're going to talk some about listening comprehension, which is different, obviously, than reading comprehension, because a lot of the cognitive load is done for you when someone's reading to you, but there's an awful lot of great benefit from listening to and being read to. So, and then we'll have our favorite part, which is the

questions and answers at the end. So please be sure that you share those questions in the chat, because we'd be very sad to get to the end and not have any questions.

All right. I love the house analogy and I use it a lot.

I've been using a car analogy lately too, but what we talk about with reading, learning to read is like building a house.

Many times in my world, I was married to a Navy doctor, and we lived around the world, and several times we had a house built.

And it was very easy when we lived overseas and had a house built, and we came back, and it was done. That was fun. So it's all done.

We didn't have to worry about the whole building thing, and I wish it would go faster. But when we lived in Charleston, South Carolina, we had a house built that was about two miles away. Every day you would go to look at the house, and I'm like, "Can't they get the walls up?" Or, "When are we going to have the roof?" Or, "Come on, where are the pipes and all that good stuff?" So it felt like the house was not getting built and nothing was getting done when we saw it every day.

However, we didn't want to say, "Well, could we please forgo the walls so that we can get this house done faster?" So I think of the analogy with reading. We really need to have that foundation of phonemic awareness and phonics, and I've done webinars on each of those things, and the importance of those, and the explicit instruction of those, and how the

research has shown unequivocally those

things are absolutely crucial if you want someone to read and write and

spell to their highest potential. Got to have those.

But also all these other things that are in the building of the house

with the spelling, the handwriting, background knowledge, also as with listening

comprehension too, it's going to help with that.

Vocabulary, influencing comprehension.

So our building up of the house to get to our reading and writing, so you free up

your brain and you comprehend, and you have the joy of reading.

There is no other point to read besides reading

quickly, understand what you read, and having fun.

All of us have been hanging out, going nowhere with COVID for the

last year plus,

and you can pick up a book and go anywhere in the world.

You can do anything in the world. When you can read, and you

can read fast enough that it's enjoyable.

A lot of people read so slowly that by the time they get to the third chapter,

they're like, "I read the first chapter three weeks ago.

I have no idea what is even going on." And that's not fun.

So we need that automaticity so that we can get to the faster,

fluent reading, comprehending, where we're really reading what's in the book.

So today, with the house, we're going to be talking, I think of it kind of

like we're getting closer to finished with the house, of course, with that

fluency and comprehension. All the parts are important, and all the parts too need to be taught in an integrated manner.

It's not like, okay, from 9:00 to 10:00 we're going to teach phonics, and from 10:00 to 10:30 we're going to teach phonemic awareness, and 10:30 to 11:00, let's do spelling. And they're all over in different corners all around the room, but never really integrated.

Like putting the engine and the tires and the body of the car, we have to put it all together. So this webinar is going to be talking a lot about putting all those things together that we've been explicitly teaching, but not isolated teaching. Okay? That's where we're headed.

So what is fluency?

Fluency is reading really like you talk.

So reading smoothly, pausing, not going and going and going and never stopping at a sentence and just going on and on and on and on.

When people talk like that, sometimes I talk really fast, I know, but when people talk like that with no pauses, it's harder even listening comprehension. When you read like that, okay, when you're reading, and you skip and ignore punctuation, it's harder to comprehend what's picking up those words and that information off the page.

So reading smoothly, reading with an inflection, okay? And reading like you talk. And it really is very important to understand that those words on the page is the person who wrote them, they're

talking to you. They may not be in the room, they may not be in the city that you live in. They may be across the country, they may be in another country, they may not be alive anymore. But they still can talk to you with those words that are preserved on the page.

And you can listen to them, right, by reading that.

So reading is talk written down. So we want to read like somebody's talking to us or like we're talking to them.

We don't want to have robotic reading. How was your...

Now, little kids learning to read are going to sound a little bit more robotic because they're just at the sensory motor level starting out.

They're just beginning to learn to read.

So they are going to be a little clunky, a little robotic.

We can still help them be able to read smoothly, though.

We can still help them be able to read fluently right from the very beginning.

Our reading instruction from the first couple weeks of kindergarten, even though we've only taught four sounds, we still are going to do, I don't know, the cat sat.

That's probably not the sentence, but Sam said I'm mad or something.

They can read that, figure out the words, and then read it smoothly.

We're going to teach them from the beginning what this whole thing looks like and feels like when you're actually doing it yourself.

We have some other things that we do too, to get kids to actually experience that fluent reading and paying attention to punctuation and all of that good stuff. So we're going to be talking about that tonight, okay?

So we also, when our kids are reading,

we want them to follow along with their finger nice and smooth.

We call it ice skater finger. So if you're going nice and smooth, you will talk

very smoothly, actually. If you tap under the words, you

will talk like a robot, which is annoying and you don't

comprehend well. So we don't want tapping under the words.

We always want nice and-- Just that one shift, because a lot of times little kids

are taught to tap under the words, and even bigger kids.

And so they kind of get in that habit and they sound like a robot.

And when you change that habit to just move their finger nice and smooth, that

alone will help increase their fluency, which is really cool.

And you don't do that forever. You fade away.

But when we're doing explicit instruction with higher level text than they could

read on their own, we have them follow along.

When we're teaching in a whole class, we have all the kids follow along.

A, it keeps them engaged. B, they know where they're at.

And if you call on them next to read or whatever that you're doing, they

will know

where you're at. They have the words under their eyes and all that good stuff, too.

So smooth tracking, no tapping

So the first part you do is the

kids read through and they

doing those strategies with

helping the fluency. But you also want to model fluency for your kids. How does reading out loud, how is that supposed to sound? So when you read out loud to your students or to your children, they get to hear what that reading sounds like.

But they're following along in the page, especially if you're right across from them, whoever you're reading with, they actually see and hear what that whole fluency sounds like.

They see when, oh, there's a question mark, she's asking a question.

There's a period, they've stopped. There's a comma, they paused.

All of those things are so important when you model for your children reading.

Also, you want to read like you talk.

I talk fast and I also read fast. And once in a while I'll have kids, especially kindergarten and first grade kids say, "Woo, that was too..." Sometimes even adults, actually, "That was pretty fast." But that's how I talk. So I will slow it down sometimes, but normally I don't.

A lot of times if we're teaching somebody who's younger and an emerging reader, or if we're teaching somebody who is a struggling reader of any age, we seem to think if we read slower, it's a better idea.

Like read out loud to your students, children or whatever. We don't want to do that. We want to read like we talk.

Read out loud to your students and children.

Reading is talk written down. Okay?

We want to point out that these punctuation marks mean something.

You don't just blast through them and ignore them.

They're telling you what to do so that your reading sounds like

you're talking. Okay? Because it's talk written down.

So over here,

we have some little things and we write these quotes and memes or whatever, but

this is very, very true. We have worked in countless high schools,

AP classes to remediation classes, and it is true,

punctuation and capitalization seem to have been kidnapped.

You will go into a class, an AP Literature class,

and kids have written a 10-page paper and there might be three punctuation marks,

and you're like, "What? How is that even possible?" But they

oftentimes don't know how that all

works in writing, okay, or even in reading as far as with the punctuation.

So punctuation is important and we want to point it out to our kids

when we're doing reading and reading with them or to them,

both. So we also want to coach the

fluency. When the kids are reading, if they read very robotically, we'll read

maybe a sentence back to them so that they can hear what that sounds like, and then

have them do it immediately again so they're emulating you and they can

feel what it feels like. Once they feel what it feels like a time or two,

then when it's new reading that they haven't seen before, a kind

of cold read, they will read even faster and smoother

very, very quickly. So that's really, really exciting.

So you want to, again, talking

about punctuation, and I think with good

intentions, we have many--

really since Reading First, way back in 2001,

we did a lot of testing with fluency.

Interestingly, the first few years that I taught teachers and trained

teachers, none of them had ever heard about fluency, and I started training

teachers in 1999. So until about 2001 or 2002, they were like, "What are

you even talking about?"

They had never been taught anything about it, didn't know anything about it, didn't

really do anything about it. And then some of the assessment in

Reading First included reading fluently and testing how many words you're

reading in a minute. And if the kids did not read at their

grade level or benchmark, then they were progress monitored.

Still happens a lot, which is great. They're progress monitored every week.

Well, the kids have this assumption, without being told that

this is what they should be doing, but they think, "I need to go really, really

fast." So they forgo accuracy of reading the words, they forgo the

punctuation, and they just try to go like a crazy speed racer

reader. Okay? And they think that's the goal.

Now, the interesting thing

is those kids that do that, when they actually stop and stop at

punctuation and pause at periods and pause at commas

and read with inflections, they read more words a minute.

I think that's very fascinating. There's probably some research somewhere about that, but I don't know what it is. But it's really fascinating, and it happens over and over and over again. So we really want those kids to be knowing that our goal is not fast. Our goal is to read like you talk.

So we want to coach them with that and show them how that looks, how that feels, and let them be able to feel it too.

So

there's three goals when we do our fluency training, okay, and the first one is accuracy.

We need our kids to read the words that are on the page.

You can't say

house for home. You can't say book bag for

backpack. Okay? The words that are on the page are

what you actually have to read, because the person who's talking to you, the person that wrote that book, those are the words they used.

So you can't stop somebody in mid-sentence and say, "Wait a minute, could you use the word exceptional instead of phenomenal" or whatever. We don't do that.

Same in reading. We have to read the words that they used, so we have to read those words accurately. So the first time through when we read with a student,

I'll have a child read to me a book that they know, not

that they know, but that is easy for them to read and is at their level. And I don't like to say level because we don't use leveled books, but it's something that they can read easily without making mistakes and comprehend pretty well. It's fun to hear them do that, but it's not a good use of my instructional time, because I need for them to read something that's too challenging, that they're going to struggle with, they're going to have some mistakes, so that I can give them feedback and information and help them learn and learn more to take them to a higher level.

So what we will do with these kids

If they're reading along and the word is purple and they say panther or something, we'll stop and have them decode that word and make sure that they're reading it accurately.

So the important thing to know here is that first time through, what I am thinking about is accuracy.

My goal is accuracy. I'm not thinking about, "We need to talk about what you think is going to happen next," and predicting or...

That's not what my goal is at this point.

I need to be sure that you're reading this sentence or sentences or paragraph accurately. Okay?

And then I'm going to read it back. So I read it back, and at this point, we have the student follow along with the pointer finger of the hand that they write with.

If they're right-handed, they use their right hand.

If they're left-handed, they use their left pointer finger.

They never, ever, ever, ever should be allowed to switch

fingers. Okay? Many of your kids, especially if they struggle, will want to go a lot of times halfway here and halfway there.

Or they won't want to cross the midline.

So you want to be sure they're using the finger of the hand they write with.

If they don't cross the midline, we bring their arm over there, and that has a lot to do with a lot of cognitive things, but it's important.

So they follow with the finger of the hand that they write with, whether you're in a class of 30 or teaching one-on-one.

So they are following along while you read it back.

So you're going to read faster, so they have to do that processing speed to speed up that finger

for their reading.

And you read with fluency, you read with expression,

okay? Paying attention to all of the

punctuation that's there. So the goal is for you to model so

that they can hear what that fluent reading sounds like.

Then it's the student's chance to read the exact same

sentence, sentences, or paragraph.

We don't usually go more than a paragraph at a time with this.

And they read it back. And so now they've read the words accurately the first time.

They've heard the fluency. Now they can either use their finger or not use their

finger, but they're now-- I follow along above with

a pencil, but

you'll be amazed at how much more fluently, especially if you've been

teaching them how to read words accurately and not memorize them, but how to

actually decode them.

Their fluency will absolutely skyrocket.

And when that happens, when you read fluently, you free up your memory so that you

can actually comprehend. It's a beautiful thing.

Beautiful, beautiful thing. So we're going to talk more about each of these

pieces.

And again, if you just popped in, I saw several of you are just popping in, be sure

you tell us where you're from, what you teach, what brought you

here tonight, and ask those questions that we

love. I really am happy that you guys are here.

I love doing the webinars. Okay, so training fluency, the

accuracy. If they misread words, if kids skip words.

Now, I've got a book here,

so let me see if I can-- I'm going to

bring this up to show you exactly what we would do.

So I'm going to be both the teacher and the student here so I can see.

So let's say we've got a student. Normally, I would be across from if it's

one-on-one, and I'd be following along with my pencil, but I'm not going to go

upside down here. I'll go here.

And so I would run my pencil, and let's say the child says, "Do you cow?"

Or something like that. And I'd say, "Say n.

Okay, n, o, no." Now, if you don't know how to teach

by sound, if you're a parent and you're like, "What on earth is she talking about?"

What I want you to do, okay, if you're not sure about

how decoding works and how we match our sounds we say to the symbols

and letters that represent them, I want you to just tell your

student, "Say no. Say no." All right?

And you can have them say the sounds in no, n, o.

That's really helpful and important.

But transitionally, you

can do that, okay, as a parent. But we really want those kids to

know how these little marks on the page

represents the sounds that come out of our mouth. Okay?

And another thing I want to say, when we do this, like this, this is a two-letter

spelling for n. Like in know and new and knit, knight in shining armor, that's

going to be a spelling for n. A lot of people will say to kids, "Well, that K is

silent."

And the truth of the matter is, is none of these letters on this page or any page

of print

is talking, ever. All letters always are

silent.

And that might have you be like, "What is she talking about?" Letters are just

symbols of the sounds that we say. We say the sounds.

We're the ones making the noise, okay?

So when people say, too, "What does this say?" to little kids, this is not saying anything. We're doing the saying.

This is a symbol that represents it.

So when you're learning to teach speech to print, what we're saying and the letters that represent them, you want to be mindful about the language that you use. Okay?

All letters are silent. I've never known of any of them to talk, right?

There's a lot of different ways to spell n. Okay?

And pneumonia has a weird n. Okay? This is the n in no. Sunny has a two-letter n. There's just different symbols representing the sound that comes out of our mouth. Okay?

So if you know that information, what sound goes with what symbol, I want you to

tell it to your child or student or whoever you're reading with.

If you don't say to your child, if they say "now" or something for this, tell them, "This is no." Now, you don't want to just tell them this is no, because that gets it into your brain a little bit better. You want them to say no. Okay?

You want them to repeat it and say that out of their mouth, because then it goes into their neural pathways. But again, we've got to get them going to knowing the symbols that represent the sounds.

Because once they know that this is n, when they see the word knock or the

word knight, like knight in shining armor, then they will be able to transfer that information. So do you know, let's say they said what, and I'd say, "Tell me the sounds." W, i, ch. Which. So we ask them to tell the sounds if they've guessed a word.

Many, many, many, many times, actually in our reading center, this is like the norm Kids will misread words. They say the first sound, and then they do some crazy flingy guess, okay? It has nothing to do with the word that's on the page. I'd say 99% of the time, nothing to do with the word on the page.

So then we just go through and pay attention.

Reading is a system of logic that goes left to right all the way through.

We match the sounds in our mouth to the symbols that represent them on a page, and a symbol can be one or two or three or four letters long.

So that's in the phonics piece. Go watch our phonics webinar if you're wondering what the heck I'm talking about. So do you know which? So right now, are we going to comprehend if I'm stopping and say, "Do this, say this?" No, they're not going to comprehend, but they are going to read these words accurately. Okay?

And then I'll show you the next part.

So do you know which, and then I tell them, "Tell me the sound." So a, n. What do you have here? Now this word is animal.

I don't know if you can see it or anything. Animal.

I'm not going to just have them go a, n, i, m, ul.

Too many sounds, bypass their working memory,
a really good chance that they're going to guess because they won't remember what
happened back at the beginning by the time they get to the end.
So we just have them read one syllable at a time. A, n, an.
I, an, i. M, ul, mul. Animal. And you guide
them through that. So you are going to be the
guide, but giving them the information they don't know.
If they don't know it, don't just have them saying all kinds of
sounds that they're not sure of. And again, if you're unsure about the sounding out
tell them, "This is animal." And run your finger across so they're paying
attention to that, too. Okay, animal.
So do you know which animal is the b-i-- And if they
struggle, tell them, "Say the sounds." Be sure they're not guessing,
and again, point to the sounds and have them go past this.
So we're going through in this and tell them w, h. What is that one? One.
Ever. So let's say they've got that, and this is a question mark.
You can talk about that. Then you read it back to them.
So that's the first part we're going through for accuracy.
If you don't have accuracy, you don't have anything.
You will not have comprehension. You just won't.
Because if you read "The Bouncing Basketball,"
and what's written on this page is "The Beautiful Blueberry" or something, or "The
Beautiful Basket" would make more sense maybe.

"The Beautiful Basket," and somebody asks you about "The Beautiful Basket," you're like, "Wait a minute, wasn't that about a basketball?" You are not going to be comprehending if you're not reading the words on the page, okay?

So that's the first thing. So after you get your kids to do that, then you, as the teacher or the parent, you're going to read it back to them, nice and fluently like you normally talk. So this is what that would be.

And they would follow along with the pointer finger of the hand they write with, while you're-- I usually run my finger above. Okay?

So, I'd say, "Now you're going to listen to me as you follow with your finger.

Do you know which animal is the biggest one ever?" I don't even know what this book is about, but I don't know what animal is the biggest one ever, actually.

So then I've done that. They've heard, they know that I'm asking a question.

I talk about a question. What animal do you think this is?

I'm not even going to peek.

I don't know what animal I think it is.

But doesn't really matter, I guess. But the kids would say something.

I don't know, is it a giraffe? Is it an elephant? Elephant sounds like a good idea.

Is it an orca whale or something? So you can talk about that.

Predicting, guess. What do you think is going to happen next? Okay.

So then you have the student put their finger underneath.

So pretend that I'm the student now.

Now you read it, and I run my pencil or my finger above.

Do you know which animal is the biggest one ever?

Now let's say they say, "Do you know what animal?" I say, "Oh, say which."

Now at this point, when we're wanting them to have the fluency so they can comprehend, tell them the word. The first time through you're going to help work through it, but at this point, we want them to feel that fluency a little bit more, and we tell them the word. It's very different when you have an emerging reader as opposed to a fifth grade reader type of thing, but that's the basic idea of what that's going to look like. So we call this read where the student reads first. You do not read it to them first.

Because my daughter that was struggling back there in 1997, if I read this to her first, she would be like, "Do you know which animal is the biggest one ever?" She would memorize that and look at the ceiling and be able to read it perfectly without ever even looking at the words, because I've just told them all to her. So you want them to go through first, so they're the ones that are figuring out what the words are and how to decode them. Okay?

Very important. Student reads first, then the teacher or the parent reads it back to them,

then the student reads again. Now, we do this like with Chicken Soup for the Pet Lover's Soul or the kid's soul. We aren't going to read three whole pages where you read, read back every word. The kids would run screaming from the room.

And by the time they're reading that much text accurately, there may be one paragraph where they kind of stumble through some of the words, and then you do read, read back with one paragraph per page or whatever.

But the goal is always to keep pushing them higher and higher and higher while

retaining that accuracy and moving toward more and more automaticity in that decoding, okay?

And more and more challenging words and talking about what the words mean, and I'm going to see what this is about. Oh, it is a whale.

The biggest animal ever is not an elephant, it is a whale. Okay.

So that is what that read, read back, read again

is talking about. So let me go back and see

what else is here. So the correction is really

important at that student read first part, the first time they read it through.

So if they guess, if they're not sure, whatever mistake happens,

we want to be sure that what is imprinted on those neural pathways and making those

neural connections in their brain is the correct

spellings, the correct sound, the correct word. Okay?

Accuracy is king at the beginning here. Okay?

And this is almost sacrilegious to say this last

line here, but at this step, we're not talking about comprehension. Okay?

At this step, we are talking about that skill of using

your phonemic awareness and phonics in

learning that you've had to be sure that you're reading those words correctly,

not by just pulling them from your memory.

If you're pulling them from your memory, you're going to read much slower because

it makes you three times slower to pull- ...

hop into that file cabinet in your head, pull the word out, and then say

it. Okay? We want to be sure that they're able to decode the words, and then be automatic at reading them and having orthographically mapped them to be able to read fluently.

Okay. Why aren't you going to the next page? Okay.

So this is another thing that I say a lot in teacher training.

You can't comprehend if you're not reading the words written on the page.

So that's the first key. Read the words written on the page. That is the biggest and first step.

It's not the only thing that will hinder comprehension, but it's by far the major thing. Okay? It's the most common thing that's going to hinder comprehension. If you listen to your kids, it's interesting to me because we train teachers all throughout the year, and oftentimes I'll do a teacher training in April and say to the teachers, "How do your kids read when they read out loud? So how accurate are they?" And teachers so often, most commonly, will say, "I never listen to my kids read out loud.

I haven't actually sat and listened to my kids read out loud." So if you haven't listened to your kids, either a parent or a teacher, if you haven't listened to them read out loud, then you don't know if they're reading accurately. So you need to have them read out loud to see what they're doing there. Are they guessing words?

All that kind of good stuff, especially if they're struggling with reading at all.

All right. Then we want to train the fluency.

So you read back just like I did in here.

"Do you know which animal is the biggest one ever?" Read like you talk, read naturally, don't slow it down, and have your child follow along with their finger. Now, if you're next to a child, if you're a parent, you're usually going to be hanging out on the couch or the bed or whatever, and you can just follow with your finger or have your student follow with their finger. Actually, better when you're reading back, have them follow with their finger as you're reading back, because we want to increase that processing speed, too.

Okay?

So remember, no tap dancing under the words.

We want think ice skater, ice skater, ice skater, ice skater. Huge.

That's a huge point and very, very important.

All right. Now the student is going to read back fluently, and the goal of this point is comprehension. We want you to be able to read automatically enough so you free up your brain to understand what you're reading.

Okay?

So you've just read that sentence, couple sentences, paragraph. Now, what are they going to want to do is they're going to want to emulate so that they can sound like you sounded.

And they're going to practice doing it that way. And that's what you want to do.

All right? So you follow along smoothly.

When I'm doing this, I kind of move my finger a little bit faster than where they're at because that also helps move their processing speed and speed them up a little bit.

And again, at this point when our goal is comprehension, if they misread a word, even if you are teaching by sound and they know how to do that, just tell them the word, have them say it, and keep going. Okay?

Sometimes I have them start back at the beginning of whatever sentence that was just so they get the flow of it.

And we want that comprehension to be sure that it's happening. Okay?

So those are the three points. All right?

The student reads, the adult or teacher or parent or babysitter reads it back fluently, and then the student reads again to train that fluency.

Let's see. Oops, I just had that.

Wait a minute here.

I just said that. I think I'm going backwards here.

So then after you have read a paragraph, or even if you've read a page, or it depends on what kind of a book that you're reading, those books will keep going more and more as far as complexity, you can talk about it. Talk about vocabulary as what does thrilled mean, or do you know what exceptional is? Or wow, I didn't know what surreptitiously is.

Do you know what that is? What do you think that means there?

So discussing it like you would with a friend.

That's how I really like to teach. I don't like to say, "What is the dictionary definition of surreptitious?" Blah.

Nobody wants to do that, especially in the middle of reading.

We don't really have the capacity for that, too, but you want to talk about, oh, some things that just pop in.

Oh, yeah, that means you're kind of being sneaky or secretive or whatever.

And tell them that as they're going along or after they've read that sentence.

And then talking about comprehension strategies, not skills. Research is very strong on you want to do strategies like summarizing. What was that whole page in a sentence? How could you tell me what was going on in that whole page?

Or predicting what's going to happen next, or there's all those good summarizing strategies, but not skills like what's the main idea?

There's a lot of skills that a lot of time is taken up often with that kind of instruction, and we want to make it more, what do I want to say? Authentic, really. Okay?

So I like to think about what would I do if I'm in a book club with a friend or a group of friends, and what are we going to talk about here?

Why do you think they did that? Or what do you suppose is happening?

I wonder what's going to go on here. Do you think they killed that guy?

Or I don't know. So the stuff that really moves you to that higher level thinking, even if you're reading Sam Sat on Matt or whatever at the very beginning with very beginning readers.

And give them, I share my thinking with kids all the time. I'll never forget it.

I think it was a fourth grade class.

We read about this terracotta army, life-size soldiers in China who were buried under the ground, like thousands of them.

The whole armor and everything and all these very-- They looked like real people. And they were buried standing in lines under the ground where they had discovered them.

I'm like, "Why would you do that?" But we learned in the thing why we did that.

But that's what I'm saying, though. Why did they do that, you guys?

Why do you think? Now, the beauty of that was I had no idea.

I wasn't the teacher in the class, I was coaching in the class, so I hadn't read this before,

kind of like the whale book, so I didn't know what was going to happen.

But talking about that like you normally would when you're actually reading.

Kids like that, too.

Then listening comprehension. Summer is here It's 90-some degrees here in Michigan. I've been complaining it's been cold, and now it's not.

So how do we keep our kids really engaged, and so that we have the summer boost that we want to have, so when they get back to school next year, they're higher than they even were at the end of this year?

Reading a novel out loud to your kids.

You want to, whether you have somebody who's an exceptional reader, like I am, if I were a child, my mom would then read a novel that's way above what I could read on my own. She would read James Michener.

My mother was a huge reader, and I became a very huge reader and was reading,

I remember "Hawaii," it's about this thick, and I read it in high school.

But my mom used to read out loud to us really advanced stuff, and

so you learn so much. New vocabulary,

background knowledge, all kinds of stuff.

If you're a teacher, you want to read above the level of

your highest student in your class.

So reading a novel that they couldn't do on their own, because it's going to

stretch them, and they hear all of the words, and they hear the flow of the

story, and get the information that's in there without the

cognitive load of doing it themselves.

This is especially crucial for kids who are transitionally learning to

read, too. So just you talk about what this word means,

talk about connections with your own life, what you think is

interesting. Every so often you can stop and say, "Gosh, that was

crazy, wasn't it? I can't believe that wolf just chased that guy and he got

away by climbing a tree," or whatever.

And you don't spend tons of time on that, but the things that are

going on in your head when you're reading, so that you can model it to your kids,

too.

So listening comprehension is absolutely crucial, and

really powerful thing to do. We have some Eberly read-alouds that are

on [eberly.com](https://www.eberly.com) under

Eberly For You, and then it's Free Lessons that's at the bottom of that page.

Alyssa's going to put the link for these in the chat, too, so that you can do that.

We did this a year ago March, when COVID hit.

Hannah actually read for 45 minutes twice a

week, "Little House on the Prairie" to kindergarten through third grade kids, and

"Reaching for the Moon," I made sure I was on every one of these fascinating books.

You'll be interested in listening to yourself.

For the older kids, fourth grade and above.

And she did a little bit of pre-teaching of vocabulary, and this word is going to

be in there, and with Eberly, she talked about some of the morphology and

the sound spellings and stuff that are going to be in some of the words.

But that was just a very few minutes, and then she just read to the kids.

And every once in a while, she'd stop and ask a question to them, or she'd share a

thought. They're really fascinating. These kids absolutely loved them.

Many of the kids had the book themselves, and they would follow along, which is

really lovely, too. So the words are under their eyes, even though

somebody is reading it to them. But ideally, especially with parents and kids,

in a classroom setting that's great, or online even,

but just reading out loud to your kids.

I also read our kids

we read the whole "Little House on the Prairie" series.

My kids were one, four, and six. We were moving to Guam, and we were going to

travel across the country to take our car to California to send it

to Guam. And we went the path that the Laura Ingalls family took when they were going out West.

So we were going to do that, so I read the whole series to them ahead of time, which was really phenomenal and amazing.

Now, does my one-year-old totally know what's going on?

No, but she was really quite rapt with it, too.

So doing these, these are great things if you are a working parent and your kids are going to be at home, you can use our recordings for your kids and do that. But ideally,

create your own read-alouds. If I were a teacher,

what would be a great gift to your kids at the end of the year is to have you read a novel to them on audio, or even on video would be better because they can see you.

Read to them on video,

so that they still kind of have you with them over the summer, but you can read a whole novel to them, one chapter at a time, and they can listen to the whole thing, or they can listen to one chapter a day or every few days.

But I think that that would be really grand, and they'll feel like they're still interacting with you over the summer.

Parents, we did this one time many years ago,

it was actually a middle school group in Newark, New Jersey, very disadvantaged area. And we were reading novels for them, and a whole bunch of different people would read.

One person would read one chapter, another person would read another chapter.

So we all kind of read a chapter, and the kids got to listen to the story from a bunch of different people.

So that would be a great thing from a parent to do, too, or even teachers.

You could have a bunch of different teachers from the school reading different chapters, so you don't have to read the whole thing.

But there's a lot of creative things that you can do with this so that your kids are getting exposure. Now, if you're reading to them, too, on the video, again, especially you're at work or whatever, they're going to be on their own doing this, they can follow along in the book, so that they're looking at those words, and getting the words under their eyes. That never hurts anything.

So lots of very good things with that.

Expanding their vocabulary. If you're going to go on a vacation, get a book that is about that. It can be fiction or nonfiction.

Giving them some background knowledge about where you're going to be going so that they're curious, or someplace that they would like to go, so that they're curious and want to know more and learn more.

And then you'll find a lot of times when you do that, the kids will say, "Well, I wonder where's this sod house in wherever?" And then you can look online or look on the globe or find out more information about something.

So it really gets your kids' creative juices going.

If they're really interested in narwhals, or I don't know, monkeys in the forest or whatever. All of those things, get stuff like that, and you can do read-alouds with that with them, and then expand on it, too. So there's lots of great things that you can do with that.

Book clubs. I love book clubs. I love book clubs with adults, I love book clubs with kids, where you're reading something for the joy of reading it, but expanding your thinking because other people are sharing their thinking, too. Not making it really school-y, even in school. But choosing a book that you're interested in, meeting and talking and maybe going to places that relate to the book or all those kinds of things. There's a lot of really good-- and actually, I'm doing a blog on book clubs, but there's a lot of good websites that you can find that deal with parent-child book clubs.

So also in school, you can do book clubs and have different groups reading different novels and that type of thing.

So be creative in thinking about how can we get more information, more exposure, more books, more reading, more stuff that is really going to motivate your kids to read more and to be really interested in it, too.

Okay, so in our teacher training, I always share our thing here where we do teacher

training for K three classroom teachers, where the student lessons and the teacher training is all together and it's all online.

I actually teach your kids a lot, there's videos of me teaching, and then we gradually release to the teacher teaching.

But all of the five components of literacy are all taught explicitly. Not just phonemic awareness and phonics.

We talk about those and explicit teaching of those a lot, but also explicitly teaching fluency like I just talked to you here.

Explicitly teaching vocabulary, explicitly teaching comprehension and handwriting, and definitely please explicitly teach writing and spelling. All of those things, and then integrate them for that higher level stuff.

We're getting to our roof and even having our house built and living in it to read and to write. That's what we want to do.

So ideally, my favorite is K three classroom, so we get this in tier one and the instructions so that we have very few, if any, kids that need remediation. That is, in my mind,

a perfect world. We also have great remediation training that really is our--

It's got three different tracks on it for kindergarten through 12th grade teachers to teach one-on-one small group mostly.

We do that, and then also we do have classroom teacher for fourth grade teachers and up, and our student instruction.

Now, if you're interested in getting our free lessons that I did last

March, April, May,

for

kindergarten kids, they were at the end of kindergarten and when COVID hit, end of first grade and end of second grade and above.

We even had adults in the end of second grade and above.

We've had thousands and thousands of families around the world that actually did these. Hundreds of kids did them live. People still sign up for them every day.

They're coming off our website, though, June 1st.

They've been free since COVID started a year ago in March, but they are going to be coming off our website because we're going to be doing some different stuff.

I did a lot of error corrections in these lessons.

These

people love them and kids love them, but I've had feedback that said,

"You're doing a lot of interactions with these kids when you were doing it live,

and my kids would prefer that they just have the instruction," which is

fair. So anyway, those are going to be coming off in June.

So what I would say is sign up for them, you'll get them in your email, and you'll have them forever. So,

if you are at all interested, and that's great instruction if you're a teacher,

great instruction if you're a parent over the summer.

We did a lot of authentic fun things, words

that the kids suggested,

things that the kids were really, really interested in, and a lot of phonemic

awareness, a lot of Pig Latin, a lot of

alphabet for fluency, a lot of fun things in those lessons.

So these are all going to be--

If you go in Ebley For You, it's right up here on our website, and you get a dropdown menu that'll say, "Online lessons," or "Free lessons," or something like that, and you can get to those.

You can sign up for all three grade levels or just one or whatever works for you guys.

And this just, oopsie, whoa. This just shows about some of our training and what some of the materials look like in the instruction.

We have instruction in classrooms where you see it being done in real life with kids that I'm teaching, and then you also have these videos of me where I actually teach your kids on the video and the teacher facilitates.

And then we have materials that go with that, too.

So we really love our Ebley training and student lessons. It is speech to print as opposed to print to speech.

Print to speech is the most common way that phonics and those foundational phonemic awareness and stuff is taught typically.

However, the English alphabetic code was created from the speech sounds that come out of our mouth. So we go speech first and then print, which really makes the instruction tremendously more effective as well as tremendously more efficient, very fast, where the kids move and make gains really, really quickly, which is pretty fun.

Okay.

So if you ever have any suggestions, I don't know if we've ever had anybody give us some suggestions, but I really like when we all put our brains together.

Like this documentary that's going to be happening.

The director is

absolutely, truly unbelievable, and he's met and interviewed and done work with just about every

famous person that you know. He's in 65 documentaries

and won 22 Emmys, and

he, from an outside and very creative perspective, has great ideas and thoughts. And with this stuff with

literacy, he said, "My mind is totally blown." He's a lawyer also.

He's also a country music songwriter.

I don't know if he has more hours in the day than most of us, or what.

And then he's just like a dynamo bionic man.

But he said, "How did I not know what's going on with

literacy, and how many adults struggle with literacy?" And successful, that look like successful to us adults I have this inner turmoil.

He's just blown away with what he's learning with all of these interviews that they've been doing so far, and all of the different facets that are serving to help keep the majority of our kids and adults subliterate.

Some are just a little bit subliterate, which means reading below their potential, and some can't read at all. There's a spectrum there.

But he's like, "How is it that there are so many, and what can we do?" So what is the problem, and how do we do the solution?

And if anybody can really help make a huge leap in moving us to a much higher, in my ideal world, 95 to 100% proficient in literacy, he can do it. I don't know how. We got a lot of people interviewed and a lot of stuff that's going to be going on there. We were just talking today how we think this might need to be a documentary, but also a series about all of these different facets of what is going on, and also what do we need to do about it?

How do we need to help it? What can we do to fix it? All those types of things.

So I'm really excited about that. But if we all use our brains together with how we can move things ahead, then we will get there a lot faster, in my opinion. So you can comment on our blog. We have blogs about this topic. We have two blogs in a month, and that blog went out, I think, last week. And then share this webinar link. Share about the webinar, any of our other webinars. Go watch our other webinars. Pay it forward. Teach kids to read, and teach them to read better, and teach them to spell and write and all of those things. Do what you can and learn more. We all have more to learn. I have more to learn. You have more to learn.

Every single person doing this work will always have more to learn.

We can always be better. We can always look at our kids and say, "Hmm, you're not making progress, so what do I need to be doing differently?" That's what we really

want to have happen, and when we do it collectively, we can go so much further, so much faster. So I do appreciate your input, always.

I do appreciate your suggestions, so share those in the chat.

Also, put your questions in the chat, because I think we're almost to my favorite question part. I thought, "I'm not going to have enough to say tonight." Now it's 10 to 8:00. I guess that's not usually my problem, is it?

So our next webinar, we don't have the date yet, because I have some things that I'm waiting for at the end of the summer, beginning of the fall.

We are going to have them over in June and July. I know that for sure.

So we will keep you informed and are going to be doing one blog a month over the summer, and then one webinar to the end of the summer, beginning of the fall.

We don't have a date yet, though. But how fun is this picture?

We're all going to have a happy, super, wonderful, uplifting,

whew, take a deep breath, and let it out, super summer.

And how fun that there's a book under there, too. And we're going to read.

So that's going to be good.

All right, so on to the questions. I'm

hoping that there are

some. All right, Alyssa?

The first thing I want to just bring up real quick, Julie just

typed in the chat a minute ago when you were talking about the instruction

videos, the

free lessons that are coming off.

It said, "Did you say new videos of instruction only are going to be

available soon?" So the ones that are coming off

will be-

Well, if we could define soon

.

I don't know when, but I do know that we have a lull

in the documentary stuff work that I'm working and consulting on, and flying all

over the nation when they're doing this stuff for the next couple of

months, and having that done is our goal for June.

They're making a trailer for the documentary to help with fundraising.

That will be done by July time, so I have a little bit

of a window here of some time that my

plan is to do some of those videos. So I don't want to say exactly

when they will be, but this summer is for

sure when we're going to

be going through. But then we just videotaped the sheriff, who's a

bionic man also, in Genesee County today, and I talked with

his people. He's doing this education in the jails, unbelievable stuff in Flint. And

I think I may do some pilot stuff with their inmates with the online. So

the answer is it's in the works, and I'm not sure.

Mm-hmm.

How about that for a clear answer?

Just what she was wanted clarifying is will you be making, recording brand new lessons?

Yes. Oh, yeah. Yes. That's what I'm doing.

Oh, because I thought it was editing those existing ones.

No.

Okay.

No, we looked at that briefly and-

I'm bad, Julie.

Yeah. It won't be brand new. Yeah, no, they will be brand new lessons.

Those lessons happened literally, I was in the shower, I thought, "I need to be teaching kids online." And the next week, as you guys know, our able team, we were teaching kids online and totally winging it is what we were doing.

So we want to actually have a plan and not be doing the winging it as much, and be a little bit more

systematic instead of... And the winging was really good.

It worked well. But we want it to

be even better. So yeah. Thank you, Alyssa.

Yeah.

Several of the questions people asked, you kind of answered as you went through, but I'll start with this one. It's from Annie.

"How much above their ability do you read with them?"

You see there are about 25% of the words in a paragraph you know they'll not be able to read. Is that good or too difficult?"

That's kind of an art question, Annie, but it's a great question.

And it depends on your child and how frustrated they get.

If they're going to be there's one sound that they just need to move out and move in, but if you've got there's four sounds in a word, and oh my gosh, this is tough. I've done it in a sentence with a sixth grader reading at a first-grade level in a classroom where they only read a sentence, and almost every word they have to need help with. Not so horrible, not great with the rest of the class, but you don't want that. So I would say if there's a word or two that they may stumble, you may need to get a little bit of help, but you've got to have that feel. There's not a solid black-and-white answer

that I would say.

Sometimes it's just a quick, somebody says, "Oh, great," and they pull it out and push that in. Or they say, "Great," and you say, "Say A.

Great." And it almost hardly doesn't even mess with their fluency type of

deal. So you have to gear it with the child that you're reading with.

Now, sometimes, I don't know, my problem when I'm in a classroom is I don't know who's a good reader, who's not. I can usually tell when I'm doing the board work who's not, quite frankly, but I don't know what's going to happen when I go to all of them to read. So if I get a good reader, it's like, okay, we need a breather. They may go and make one mistake in the whole paragraph or whatever. And then the next child is making mistake after mistake, so then I'll only do one sentence.

And so the classroom, differentiating that way.

But you want to make it so that it's a struggle, but it's not such a struggle that you or the kids, especially the kids, want to give up. If that makes sense. I hope that helps.

Okay.

These two, I'm just going to read real quickly, and maybe you can just say again if there's anything else you want to add.

What if a student reads a word incorrectly?

Do you stop them and point out the incorrect word and have them try again, or wait until the end?

And then-

Yeah

... go ahead, I'll give you time.

Okay. Yes. I always stop an error in its tracks where it

happens. Because that first time through, remember, I'm not caring about

comprehension, and we've forgotten what happened here, even if we have four or five words that go after it, okay? Or especially if we go through the paragraph.

So a mistake happens, and they say, "What?" And the word is "want," and I'm going to say, "Tell me those sounds." Or usually for a high-frequency word, I just have to point my pencil, and they go back and actually pay attention, and they may read it right. So the error correction just depends on how much code they've had, how long I've worked with them, that type of thing.

But we always fix the error in the moment, because that's when the error correction is going to be the most powerful.

So we always have, either tell them the whole word if you don't know how to do decoding instruction and feedback and that type of thing, or tell them the sound that they need, or whatever.

But the error correction, or tell them to tell you the sounds.

They say the wrong sounds, you give them the sound they need.

What we don't say, let's say they say the word

"wall" as "whale." Okay? Whale. And you say, "What else could it be?" "Wool. No.

What else could it be?"

There's nine sounds that go with the letter A, all right?

You could go on with that. They say the wrong sound, you just tell them what the sound is.

Say, "Ah." Then they say "ah," and you're on with it.

They don't know that information yet.

You're going to teach it explicitly to them at some point, if you're teaching
ably anyway, but you don't have to wait and not teach those words
until then. You just give them information when it happens.

But doing those error corrections in the moment is really pretty important, and
it's very important, actually. Yeah. Okay, go ahead, Lisa.

I'm sorry to interrupt you.

Nope, that's okay. I forgot to say that was Julie's question, too.

Okay.

And then we have another one from Annie.

It says, "After a student has taken a long time to work through a troublesome word,
and you read and read back again, and they get to the word again,
but have no clue how to read it, do you go through the whole long process of
working through that word again, or do you help them get through it quickly?"

It depends. Now, and I've had that happen before,
too. I may say each syllable. So say,

"Un, four, unfortune, unfortunate." So I

speed it along a little. I may not just say unfortunate.

But just because they decoded that, or even if you pre-teach the word like we
do with ableist split word reading or whatever, they may get to that word and still
struggle over it. That's okay. They're usually
going to get through it faster if you coach them through that first time through.

But if it's a little kid, I do a lot more let's say those sounds.

So it's a difference if it's a kindergartner or a second grader.

Definitely if it's a second grader or a fifth grader.

But there may be a fifth grader that's lower than one second grader.

So really the grade level is not the key, but where those kids are at.

And if it's too difficult that the frustration is getting them to shut down,

I go for an easier book,

is what I would say for that. Yeah. For easier text.

So you give them some, that second time through especially, you can give it to them or give one syllable at a time or that type of thing. Yeah.

Okay, and this is our last question we have listed so far.

It says, "Would love Nora to discuss strategies for error correction," which you've talked about some, but-

Okay

... if there's anything else.

Oh, yeah. Now, the errors that your kids are going to make, mostly, they're going to say "of" for "for," or "off" or whatever, the high-frequency words.

The error correction that I do for that,

let me see in my little whale book. Oh, there.

I could've turned the page and looked at the picture, right?

Okay.

So let's say they say, "It's and." Okay, oh, so you can't see this book.

And so, "It's and." Now, I just point at it.

They may go back and say "an," and they don't even go on because I point and they know, "Uh-oh, can't go any further.

Oh, an." So that's the error correction that I typically do for the high-frequency word. Now, if they're a horrible high-frequency word guessers, God bless you, because it's not going to be so easy.

You'll have to go back and do a lot of that high-frequency sound assemble stuff, okay? So that's one.

Now, if they look at this and say, I don't know, octopus, or no,

what is the word? This word is animal.

Let's say they say anniversary or something like that.

Like, "Ooh, wow, I don't see a V in there," or I may say that to them.

And then I would say, "Tell me these sounds. What do you have?

A, N, ih, N." Now, what's that part?

"N."

And I actually would cover up so they only see the syllable that I want.

"Now tell me the sounds in this one.

M, O, MO." I do a lot of this, and I'm going to tell you what guessers hate. This, that I'm going to show you.

I will put my finger over, and I will pull across to uncover just one spelling at a time to sequence.

Guesser flingers hate sequencing. What they need the most is sequencing, though.

So kids will literally have tried to push my hand away, like, "Stop it, that irritates me. I don't want you to cover that up." And I said, "Okay, let's make a deal. You quit guessing, I'll uncover." So I'm going to cover for this sentence, and then I'm going to uncover with my finger.

I won't do it anymore, and you can go ahead.

Now if you guess again, my finger's coming back.

And I'm going to pull across like that so that you are reading.

My job is to make sure that you're reading what this person, this nice whoever wrote this book, is telling you about these whales. Okay?

So you can't say apricot when the word is animal.

I don't remember what word I said they were going to do, but that flinging guessing thing, problem. Now, the other thing that they may do is say that this word is whale, they may say while. And for that, they've got most of it. I'll say, "What sound do you say there?" "Oh, yeah, A, that's consonant ease after there. Whale." So I may tell them that.

Or if they say while, depends on a lot of things, including my mood, how much time I have, the level of the child, all that type of thing. If they say while here, I'll say, "Say A.

A, wh, a, whale." So I may give it to them, or I may ask them what sound do they say there, if I know they know that information. If I haven't taught that part of the code to them yet explicitly, I'm not going to ask them to tell me what sound.

It's so much about differentiating

depending on where the kids are at, what they have as a

foundation, where their anxiety is.

Unfortunately, especially the kids coming to our reading center these days,

they have

ulcers, is what they have. Little tiny kids having ulcers because they are

so anxious about reading, and especially

when you pull out a book. So you can't

do that. Their level of "I'm struggling" is going to be at a

much lower level than another child's level.

So when you're in a classroom, you know your kids.

When I'm in a classroom, I get to know your kids really, really quickly because I

can somehow intuitively kind of figure that.

I mess up sometimes, for sure, like we all do.

But mostly I know just about how far to push.

Sometimes I push too far, sometimes I push a little less.

It's not a, again, a black and white

thing. But the error correction is

you're not cheating if you give the kids the information. Say /j/ here.

Well, then I'm telling them. Well, they don't know it.

They just showed you by misreading that word that they don't know that information.

So they're showing what information they don't know.

That's what I need to tell them in their reading piece.

So there's the art and the science of reading,

and there's the

science of reading or the research, but then there's also the science of teaching

reading to the child and the behavioral management.

There's just so many facets, as you all know, I'm preaching to the

choir, that go into all of that. So

that's what makes it all a little bit tricky.

But the good news is the better and better they get, and the more and more

confident they get, and the more and more accurate they get, the more these kids

are much, or adults, are willing to take more chances.

They have less of that fight or flight going on inside

of them and that type of thing. So give them what they need, allow them to

struggle some, and help them. And I say that to kids and

adults, whoever I teach all the time.

If there's something you don't know, I'm going to tell it to you so you don't have

to worry. Because so many kids are so used to so

much failure, and it's traumatizing to them.

And then when you're traumatized,

you can't think.

And something you knew yesterday, you don't know it today, and you're like, "Why

don't you know that? You knew that yesterday." But it's

a lot of things with all of that. But accuracy is

number one. We want to move to automaticity, and we want to support them along the

way, giving them more and more instruction and information to get into these real books.

Real books that they can really read.

Decodable books transitionally, not for years, and not the books that are the leveled books where they have to look at the picture or memorize. Giving them that information, starting small, building, building, building, constantly building, and stretching your kids.

We got two more questions.

Okay.

Okay. So Julie said, "When error correcting, if they've already been taught the phoneme, should you ask, 'What else could it be?'"

So if they read the word great as greet, okay, and we know that we've taught that E-A can be E and A and eh, I would say, "Yep, that can be E. Do you know what else it can be?" So for sure you can ask them what.

And again, that depends on if you're teaching EBLA.

If you're teaching EBLA, for sure, and what you have taught them. So yes, because we teach them six or seven sounds that go with the letter A. What other sound do you want to say there?

I usually let them try a couple, and then I'll tell them say E or say A or whatever. If they say grad, and they do the eh, I'll just say, "Say A."

So yes, you can ask them because they're going to do that retrieval because you've taught it explicitly. Again, so it looks different what

you've taught explicitly as opposed to what you haven't taught yet.

Yeah. Good question.

Okay, and from Annie, she said, last question, "Is it okay to do more than 10 words with split-word reading before the reading, or should we just stick to 10? Because sometimes you know there's lots of words they won't read well."

Yep. That is very true.

I usually do 10. I usually do eight, actually, split-word reading.

I usually do two with multi-syllable spelling, and then what I do is right in the book. So let's see,

what have we got in our whale book here?

Okay, here's a good one. Underwater.

So I do this all the time, I'm like, "How did I possibly miss the word,

I don't know, phenomenal or some crazy word?" And here we are like, uh-oh.

I should have pre-taught that one.

Especially when you're on the run and you're like, "Grab this word, grab this word, grab this word." Okay, so you don't want to do too much of that, because really, you're doing it so that they can apply it in here.

So then what I would do is I would do split-word reading right in here.

Okay, so what have we got there? Un. Now what do you have? Der.

So what do you have? Under. So I'm basically doing split-word reading in the book.

And then I may say, "Yep, that just means they're under the water."

Shannon and Alyssa,

Alyssa, what would you say about that as far as with your kids?

Same.

Yeah.

That's how I would do it, too.

Yeah. We do a lot of that once you're into the book, because then guess what the kids are going to do? When they're reading on their own, they're using that same strategy, and you've just kind of transitionally guided them with that. So that multi-syllable split-word reading is giving them-- I do that a lot with crazy spellings, with words that I know they're not going to know the meaning of, especially because you can talk about the vocabulary ahead of time. You could do more.

It's not going to hurt them per se, but sometimes there might be 25 words. I'm certainly not going to do 25 words. But I might do 12.

So it's not like you have to do eight or 10 or whatever.

So you can vary that some, yeah.

Especially if it's a really crazy article like Boo Says You or whatever, where they have oxytocin and all these crazy words.

Yeah. So I understand that. Okay. Are we set?

Mm-hmm.

Well, only seven minutes over. I thought for sure I'm going to be done early tonight, but not so much, you guys.

Well, thank you all again for sharing your evening with me, and have a wonderful summer, and I will see you all

sometime in the late summer, early fall. All right?

Thanks a bunch, guys.