

Welcome, everybody! I'm Nora Shabazi. I am the founder of Ebley, and I'm very excited to be hosting this

interview webinar tonight. I'm going to share my screen so that you can see

this article, um, reexamining Foundational Literacy Instruction in the United States,

a case for linguistic phonics, which is going to be what is discussed tonight. Uh, but before we get started with Jen and Svetlana,

I want to introduce Sherry Kramer. Sherry is an ETP, and if you're wondering like I was, what that was, it's a professional educational therapist and a fellow

of the Association of Educational Therapists. She is the editor of the Educational Therapist Journal that this paper is

Published in, and she's a member of the American... or the Association of Educational Therapists Board of Directors,

And the chair of the communications committee. So I wanted to introduce her and let her tell you guys a

Tiny bit about, uh, their organization and what they do before we move to Jen and Svetlana. So, Sherry, take it away.

Okay. Well, I discovered educational therapy about 15 years ago.

And I usually tell people that educational therapy is more than academic tutoring.

Because we also address other issues that might interfere with learning,

And work with parents and schools as well to, um...

To make sure that clients have all the support that they might need.

The Association of Educational Therapists is an international professional organization for educational therapists.

Which provides leadership,

Certification, professional development,

and resources to members, clients, allied professionals, and the public.

I think we're going to get, um, a link to the...

the, uh, website for AET.

And the other thing I want to...

tell you is that the folks in AET are the most welcoming group of people I've ever worked with. It's a great organization, so...

Check it out if you can.

Very good. Thank you so much, Sherry. And Crickwith, you'll share her, um...

that link to their website, and then Sherry's contact information.

Um, you guys can learn more about that. So, I'm going to stop sharing here.

And we are going to move over to...

Introducing our speakers. Before we get to that, I would like to... just a couple of housekeeping things.

Jess McGinnity and Cricket McCarthy from Team Ebley are here tonight. They will be, uh, interacting with you in the chat, grabbing your questions,

Um, and all, and we'll be sharing those at the end. Uh, please do not, uh, message them directly, because they don't answer those, but we do want you to engage in the chat. Please introduce yourself.

tell us where you're from, what burning questions you have about linguistic phonics, what you do. We'd love to hear all about you. And ask your questions as we go in the chat.

We want you to do that. Please don't unmute, but all the questions will be taken from the chat. We'll collect them in a document and then be asking those

Uh, at the end, okay? Um, let's see... I think that that is all we've got.

So, about our...

our authors here, Svetlana Svetkovich is a PhD, she's a former K-3 classroom teacher with over 20 years of experience in literacy education.

After earning her MA in Literacy Leadership from San Diego State University, she served as a K-8 reading specialist in California and Maryland.

Trained in multiple evidence-based approaches, including Orton-Gillingham and the Reading First initiative, she now works as a private interventionist using Ebley, a linguistic phonics approach.

Her dissertation on site word development continues to inform her research on RAN, fluency, spelling, and writing.

Her vision is to disrupt the reading failure status quo from the first day of kindergarten, and I want to say about Svetlana, I got to meet her before she became trained in Ebley, she was a professor teaching

Teachers, or teachers-to-be, and asked so many questions and used a lot of our webinars and free resources with her college students, and

She is just the epitome of a learner, and I really love

especially the work that she's doing on RAN and showing many people think, you know, we can't change RAN, and she's been doing a lot of...

data, uh, gathering and all to show that that is not necessarily true, which is very exciting. So, so many wonderful things about Svetlana, and it's...

It's a joy to know her and to have her as part of our Ebley family, too. So, very excited to hear from her.

Uh, then we have Jennifer Newman.

I'm gonna... we had a lot of... Jen has a lot of letters.

CCCSLP,

She is an ASHA-certified... Aisha? I don't know if I got that right, Jen.

Certified and earned her master's degree in communication disorders from Emerson College in Boston.

And a Certificate of Advanced Study in Reading from MGH Institute of Health Professions.

She spent the first half of her 36-year career as a speech-language pathologist before moving into her current role as a reading specialist.

With a consistent emphasis on the interplay between language and literacy.

Initially trained in Orton-Gillingham, her long-standing interest in how speech, language, and print intersect

led her to study linguistic phonics.

She now tutors students in the Boston area using evidence-based literacy instruction, Ebley,

A speech-to-print approach derived from the work of Diane McGinnis. She values the way linguistic phonics equips students to understand the logic of the code and thrive as confident, proficient readers.

Now, what I have to say about Jen,

besides, I adore her, as I do Svetlana.

is she, and I don't know how she does it, she finds... she scours the earth, all corners,

you know, of the Earth to find the most amazing,

educational, enlightening, insightful, um,

podcasts and articles and

And she shares them, so when she texts me, or messages me, or emails me with something that says,

I think you'll find this interesting. It goes to the top of my list, and it becomes a priority because I know if Jen

tells me that it's good, it's gonna be exceptional. So, she is... I learned so much from her. She is a great learner, she is a great teacher, and

Um, it's just wonderful to have her in my orbit, too, and I appreciate her very much for

For all that she does to educate me. So, um...

Without further ado, we are going to move on to...

our interview. Alright, we're gonna start first with Svetlana. So, Svetlana, the first question is for you.

What problem were you trying to... oh, wait, I forgot a very important part. First, I want to have Jen and Svetlana both

share how this article came to be, because to be very transparent, Jen Svetlan and myself

Marnie Ginsberg, Donna Heitmanic, John Walker, several linguistic phonics enthusiasts, and

Uh, such, have been meeting for years, uh,

pretty much, um, what do I want to say?

unofficially, and have done... we've done a summit, we've done a bunch of different things to try to promote awareness of linguistic phonics and

The effectiveness and the efficiency of it. And so, um...

I, you know, we've been on this path for, as I say, years with each other to do that, and this article was born out of some of that work. So I want

Jen, if you'll start first and tell us, how did you come to actually write this paper?

Yeah, so, um, it was a journey, for sure. I think that after we did our summit, we were really excited by

the response that we got, and

We felt like there was more work to do,

to continue to try to disseminate information about linguistic phonics as an option.

And at that point, we were starting to hear little things that were making us realize

that maybe people weren't fully understanding, um, what it was, and we felt like we had to try to put something together in one place,

To try to explain what this approach is.

So that it could be a little bit more clear.

So that's my memory.

of what prompted.

And how long... how long did you and Svetlana work on this?

Oh, really?

That's a secret. A long time.

Many months. No.

Okay, seriously? Alright, I mean, I kind of know the answer, so I didn't... I just...

Yeah, no, it was a process, and as anything, anybody who's done any writing, I'm sure they'll appreciate,

You do a draft, and then you revise, and then you do another draft, and you revise some more.

So, it was lots of iterations, and we had a wonderful team of people who were...

Um, willing to read some of our drafts and give us feedback, which was super helpful.

Yeah, and I do want to say, yes, they put so much...

Thought and time and energy and, you know, really impressive to watch that process. And I do want to say, too, the summit that Jen was talking about, we did two years ago, and we...

Gathered all kinds of linguistic phonics, uh,

provide, you know, program creators, uh, educators, researchers, all wonderful people, educators who are using different programs,

into this Accelerate Literacy Summit. And what we have done just recently is you could get... still get all of these presentations, which were really exceptional,

Um, for \$97. And we've decreased that price now that we're 2 years out to \$47. And at the end of, um, our interview here, we're gonna include the link in there that you can access those if you would like to learn, really take a deep dive into this whole linguistic phonics.

Alright, Lana, your turn. Uh, from your perspective, how did... how did you get here?

From my perspective, uh, it was basically, I found this approach,

Uh, back in 2021-ish, when I was in the middle of my dissertation,

in all my mounds of research and books and...

in one of the books was, uh, Kilpatrick, uh, his essentials book, and he spoke about phonographics.

And... and something along the lines of, oh, well, these students showed, you know, growth after 12 hours of instruction. I'm like, what? What is this phonographics? And then I went down the rabbit hole of linguistic phonics,

Diane McGinnis and all the things, and I thought, okay, um...

Let me try it and see what happens, but now, you know, fast forward 2025, I thought for sure, for certain, when I found it, I was excited.

I thought, oh, well, certainly, with social media, with Emily's podcast, with all the things happening, surely,

it's gonna come up, and it...

time and time again, wasn't coming up, nobody was talking about it, researchers didn't know about it.

I was listening to tons of podcasts,

you know, the scientists, no one was talking about it. And I said, you know what?

I'm tired of waiting. It looks like I'm gonna have to start writing something, and I started kind of drafting things, and...

How do I get everything in one place, and...

And then I reached out to Jen and was asking her questions, and she's like, actually, I'm drafting something, too! And so then, together, we just...

merged and said, well, let's put it together and see what we can come up with, because...

It's a lot easier said than done to get all these nuanced,

differences, um...

kind of clear, and we wanted to clear up confusion, so that was...

A labor of love, but we did it, and we're so, so, so thrilled that, um, we did.

Oh, you did an excellent job, and thank you, thank you, thank you, definitely, for that.

Thank you.

For those of you who have just joined us in the last little bit, please be sure to introduce yourself in the chat, and you're going to be asking your questions in the chat as we go, and we will be answering those at the end.

Alright, so Svetlana, what problem were you trying to solve when you wrote this paper, and why did it feel urgent now? I think you touched on that a little bit, but could you expand?

Yeah. A little bit, yeah. So, just to add to it, you know, you're seeing all these lists, legislation, laws are being passed, science of reading,

Discussion is out there, but again, linguistic phonics was not getting a mention anywhere, nor was it being accepted as one of the approved curricula for these state

lists, and so we thought that was very urgent for us to get all the research behind it, all the evidence behind it, on that one...

document, one article, um...

So that it can be considered as...

kind of a middle path, uh, so to speak, between an approach that's very overly explicit, um,

We taught, you know, every single component of phonics.

And then, like, the implicit approach of, like, we're gonna just dabble a little bit of phonics here and there,

kids are gonna be just immersed in reading, and they're gonna just pick it up. And some do, but we just wanted to offer

linguistic phonics as a middle path that really does wed both of those

ways, explicit and implicit, in a very efficient way. We thought it needs to be at the table, just like everybody else's, because it has mountain...

of evidence behind it, yet no one is really considering it, so that...

I hope I answered that. Jen, did I miss anything? Can you add if I missed something?

Oops, Angela's iPhone.

Yeah.

No, I think that that covered it.

I think we covered between our first question and that one. I think those were really...

Yeah.

wanting to just clear up this confusion and lack of knowledge that it even exists.

True. Alright, Jen, this one is for you.

So, for listeners who are new to the term linguistic phonics, what is it really, and what is it not?

Yeah, so that's the million-dollar question.

So, it's a funny term. We have so many funny terms in education, and the word phonics

seems to especially love

to have adjectives put in front of it.

And so, you know, people talk about all different types. You have synthetic phonics, you have analytic phonics, I mean, the list goes on and on.

So, at the time, um, the term was created by Diane... Professor Diane McGinnis,

who was a cognitive psychologist, and she was doing work, I believe it was in the 90s,

late 90s, correct me if I'm wrong.

Um, and she really was interested in taking a closer look at why

Children were still struggling to learn how to read, and she spent a lot of time doing research on writing systems,

And looking at English in particular,

And... really came up with a very, um, sort of unique idea of...

How we should teach a complex code like English.

And so, from her, sort of,

analysis and prototype,

Um, she created an instructional framework that really helps

kids understand the logic of the code,

And help them, you know, just ease into it more smoothly.

Um, than the traditional phonics approaches.

Um, and I think one of the big things that she...

sort of discovered, if you can call it a discovery, is that all writing systems are codes, and so if you're going to

Um, make it easy to learn, um, especially when it's complex, you have to present it in a way

That is logical and relevant, um,

to the students who are trying to learn it. Um, and so that's...

That's what linguistic phonics refers to, so that's what it is.

Um, and what it isn't...

is... it's not necessarily, um, not all speech-to-print.

approaches, that's another label that's out there, are linguistic phonics.

They may have some similarities, they may use some pieces, um...

And... you can look in our article, I think we have a nice column.

And a chart that kind of outlines what some of the features of linguistic phonics are that align with her prototype.

Um, what else is it not? It's not just spelling.

Um, so a lot of time when people talk about speech-to-print, they think you're talking about encoding or spelling.

So, linguistic phonics, um, is not just spelling. It's working both ways.

Um, it's not an entire curriculum, that's the other thing that I think people are confused by.

It's an approach, and it's the first piece. It's not the end...

It's not the end. It's the beginning in many ways.

Um, and it also isn't phonetics, I think because the word linguistics is there, people think phonetics. Um, and that's not what it is. Um, it's teaching phonology.

Um... what else can I say? In England, um, if anybody is on here, um, kind of late there,

Um, there are programs called systematic synthetic phonics,

And for sure, linguistic phonics has a lot more in common.

with those approaches, the way they're structured, um, than it does with traditional phonics that we typically know here in the United States.

And I think the last thing I might say is that it's not intended as an add-on.

or a mix-in.

to structured literacy, or...

you know, balance literacy if people are still doing that. Um, it's a completely different paradigm, and if you want to get the most bang for your buck,

You want to do it purely.

So... I don't know if there's anything else you would add, Svelana.

Nope, you got it, Jen.

Also, I want to say, too, the paper, we are... we have some resources to dive deeper, as well as the paper and the permissions to share with the paper, that will be, um,

Sharing, before we come to the Q&A that we're going to do with all of you once we keep asking your questions in the chat, too.

Um, okay, Svetlana, what does it mean to describe linguistic phonics as a speech-to-print approach?

And why is that orientation so powerful?

for learners.

Well, I want to start by saying it does not...

mean that we're just gonna do phonemic awareness, that we're just gonna...

talk about sounds and mouth articulations, or any of that.

Kind of thing. That's not what we mean when we say speech to print. What we mean is the orientation is...

I'm gonna say a word,

that a child knows, hopefully, if they don't, I'll tell them what it is.

But we're going to start with a word. We're gonna, they're gonna pronounce that word back.

We're gonna make sure they know what that word means.

And now, we're gonna...

start with that spoken word, and...

go backwards, take it to print. We're gonna now think about the sounds. What are the sounds we hear in that word? Okay, well, here's...

what are we going to write for that sound? And right away, students are putting letters to those sounds,

And making the words they say

come up on that paper. Okay, so the words they say become words they see, which is my favorite line from Janine Herron, I love that line so much, and I always tell it to the kindergartners, we're gonna turn words you say into words you see.

And I also think, um, that orientation is so powerful because

Kids are bored. We are born to naturally learn to speak.

Um, we're not born to naturally dissect the sounds of every word.

And we have to teach them to do that, but that's not that difficult if you teach them in a way

that is repetitive, systematic, and you're showing them a hold in their hands the whole way through,

having them mirror you, you know, parrot you.

Um, the other thing is,

what was a big aha for me when I read, um, Reading Reflex for the first time,

And I re-read it all the time. But in there, the McGuinnesses say, well,

If you think about it, 2,000 plus years ago, when this code was invented by

people, you know, sitting around going, you know what, we wanna...

find a way to write what we're saying down so that we don't have to keep, you know, talking. We can just write it down, and you can read it.

So, how did they start to create that code? They started by

Taking a word, dissecting it in a way they're like, oh, well, okay, well, let's... what are the sounds? Oh, okay, there's about... there's this many sounds. Maybe they just came up with 10 initially.

And they attach some symbols.

to represent those sounds to then build that word. So, if that's how people design the code, why wouldn't we then...

introduce it, and from that orientation to young children.

As well. So, that is a big thing for me. Um, it also promotes, uh, cognitive flexibility right from the start, because

We tell young children, or actually another great thing that the McGinnis's did in their clinic,

is they tested 36 6-year-olds.

And they said, okay, you know, what's this? And it's a square. And the kids said, a square. What's this? A triangle. Okay, triangle. And now they put the triangle on top of the square, what's this?

a house. Okay, so this is a triangle by itself, this is a square by itself, but together,

they're a house, and that means that they can know that S

is S, or S is the sound C.

And the H is the sound, but together, they're shh.

So they can handle that kind of logic if you just show them, oh, this is sh...

And they just know, okay, great. Um, the other thing I love is they showed them 3 different flowers.

They showed them a tulip, a daisy, and a rose, let's just say. And they'll just point, what's this?

The kid says a flower. What's this? A flower. What's this? A flower.

And they asked, is it okay for there to be, you know, for these 3 things to look different, and for them to all be a flower?

And all 36 6-year-olds said yes.

And that, again, means that they can handle this idea of, well, in English, sometimes a sound, can have many different spellings, and that's okay. So,

Uh, we're just gonna, you know, it could be represented, like, E could be EA, it could be EE, it could be E by itself, and they can handle that that's, you know, okay.

Um, and then the other thing they did is, what's this? And it's a dot, or like a a circle filled in, and some kids said, it's a ball, some kids said it's a circle.

Um, but again, you know, it's showing that they can handle that even a letter can also represent different sounds.

Um, as well. And we show them that flexibility right from the start. Not all at once. We build up that, but we build to that understanding of the true nature of the code right from the beginning.

They understand how it's flexible, there's no rigid rules behind it.

And they just fly with, um, excitement and joy and, um, I've been in a kindergarten classroom this year,

And that has been my favorite thing ever.

And I'm showing them all these concepts, and they are just, you know...

so excited with their markers, they're ready to write those words, and they're ready to spell.

Those words correctly, and I'm going to show them how to spell those words, and they're just amazing, and they're just excited and curious. So I, um...

think I got it all. Oh, it's also adaptable to pronunciations, too. Doesn't matter how you're gonna read a word, because we don't have strict

syllabication-type rules, or...

And we don't start with the print, we start with how you pronounce the word, so no matter how you pronounce it,

We're gonna attach a spelling to that sound. In England, they say, I was watching an English...

series recently, and...

Um, they always say, shh, I'm gonna check my schedule. I can't even do it. But they say schedule, but it's still spelled like how we spell it, you know, but in America, we say schedule, so that's CH is a .

But for the Britons, it's not.

But it's still the same spelling, and that's okay. We just say, oh, well, that's the spelling for that sound that's coming out of their mouth, and this is the spelling for the sound coming out of our mouths. It's not a big deal.

And does it matter with the accent or anything. Um, we just...

keep that spelling remains the anchor, remains the stable part, and the sounds

can change and be a little bit different, and that's okay. But the spelling can then anchor that, and that's...

that integrated connection right away,

Um, showing the kids how that works.

is the magic, I think.

I think I got it all. Jen, anything else that I missed, maybe?

No, I think that was really good. I think the last thing you said, um, you know, just reminds me of something I read recently

on, um...

I think it was on Holly Corby's substack. There was somebody who was talking about math. I apologize, I'm not going to remember his name at the moment.

But he was talking about different ways of teaching math, and everything he was saying really reminded me so much of how... what works well about linguistic phonics.

And one of the pieces was that you really were honing in on the key concepts.

That's where the focus is.

As opposed to the, um, details of the print. It's not that we're not teaching the details of the print, but there's some key concepts that ground

linguistic phonics, that once kids have those, then it's just a matter of filling in little bits and pieces of

knowledge.

And so, yeah.

Yeah.

Very good, thank you. So you mentioned that in linguistic phonics, phonemes serve as the stable anchor for teaching the code.

Why doesn't teaching multiple spellings of sounds

Um, overwhelms students.

Jen, I'll let you answer this one.

Yeah, so this, um, this is a question we hear a lot, because...

When you think about teaching kids multiple sounds at once, people kind of bristle and think, how is that possible? We're usually doing one or...

Two at a time, at most.

And so, what I like to think about is imagine two different types of filing cabinets.

You have one very small filing cabinet that has drawers, and in every drawer that you pull out, you'll find different, um, ways that you can spell a sound. So if it's the A drawer, you're going to find, you know, maybe the 6 most common ways.

That you spell that sound, the spellings for that.

pull out the next door. You're going to look at some E spellings.

on and on. Okay, so most of your drawers are going to be...

filled with the different spellings for the same sound.

But then you're going to have some drawers that are going to be your code overlap drawers.

And that's where you have the same spelling that can represent different sounds. So EA,

can represent 3 different sounds. So you'll have a drawer for that. So it's a nice, neat, small, tidy filing cabinet.

And in contrast, if you look next to it,

When you organize the code based on print,

it's going to be a much larger, more unwieldy file cabin. In fact, I'm not even sure how it gets organized. It's kind of messy.

Um, because you're starting... you're following a scope and sequence,

That starts with some graphemes, and then at some point, you're going to be teaching different types of syllables.

And blends, and then maybe at another point, you're going to be starting to teach some long vowel teams.

And everything is disconnected. And so, from a child's standpoint,

Um, it can be hard to

you know, make all those connections. It adds a lot of...

I think, load on their memory. Um...

So, with phonemes as the stable anchor,

It's a much, um...

more organized, manageable, accessible. You don't have to teach as much

of the code, um, for kids to really be off and running once they understand how it all works.

And I think the other...

piece that goes with this is that some people think, well, how are they going to memorize all those spellings?

And that's also not something we're expecting kids to do. You're exposing them,

to these different spellings, and then you're teaching them in a way so that they... that it highlights

the patterns. Um, but then you're engaging them in reading and writing activities,

Where they're going to ex... they're going to see these patterns, and you're explicitly giving them practice reading and spelling them.

And so over time, they start to...

become memorized, so to speak, but it's not going to be memorized in the sense of showing them a flashcard and saying... holding it up and saying, tell me all the different ways.

That you can spell A. We don't do that.

So I don't know if that answers...

Yes, very eloquently, I would say. Svetlana, do you have anything else you want to...

Nope. It's perfect.

Add? Okay.

All right, Svetlana, for you, um, linguistic phonics relies on simple, integrated routines for reading and spelling, like, say as you write, my favorite thing.

Uh, what makes these routines so effective compared to the more complex instructional scripts?

Yeah, this is my favorite, too. Um, so to add on to what Jen just

spoke to is because the framework is so simple, because the children are introduced to the true nature, of the concepts behind how this code was designed, that there's...

you know, then a little bit of an overlap, you know, the same sound could be represented by many spellings, and here are the 4 or 5 most common ones.

You're not going to remember all of them, because guess what? Paired associate learning, associative learning is very difficult, even for adults, to just randomly attach

a symbol to something,

is hard to do. Um, so what we do to make it stick...

is we are always teaching this in the context of words.

Sentences. We're... we are showing the students, we're doing more of the...

showing them, like, the known... the how,

Versus that, okay? We're not gonna spend a lot of time talking on and on and on about all these concepts, we're just gonna go right into it,

And let's just do it together. It's like talking about...

I don't know, I always think about a game. I'm not gonna just talk about the rules of the game, we're gonna play the game. And that's how you're gonna learn the game, and you're gonna get better at it, and you're gonna create, you know, your own strategies behind it. You gotta play it.

to learn it. So we're doing the thing. And so, we're gonna right away write them in words, students are sorting.

By writing those words, by saying the sound as they're writing, they're linking those spellings to the pronunciation.

And there's something that happens, I don't know what it is, but there is magic between that mo... the motion

of writing,

the action of saying, you know, and then visually seeing the correct spelling,

is that integrative, um...

component that I think is lacking in other...

Um, approaches. And maybe it is there at some point, but maybe it's, like,

one little teeny tiny

fragment of a lesson, whereas in Ebley, at least,

It's always. We are... they... if I... if I think of a 45-minute session with my student,

Uh, 35 to 40 minutes of that, that student is producing. They are doing. They're either writing sentences, writing words,

or reading connected text.

Um, that's it. I'm doing... the only talking I'm doing is giving the corrective feedback.

And that's the other part of the say as you write, is you, as a teacher, can hear what students are

What are they hearing, you know? And they have a whiteboard,

You're not just having one or two kids answer, you're having everyone doing it, so you're in a classroom, they're all saying those sounds,

They're all showing their representation of what they thought they heard in that, you know, word.

And then you're providing that feedback, and it's just real quick, and then they fix it,

And they're learning, so that feedback is where that learning is happening.

Um, but they are also just producing, constantly, and that's the main thing that's happening in every single

lesson.

Um, let me just see what else, uh...

I think that's it. It's just...

Oh, and I'll... I think that it also is promoting that transfer and that recall, is because we're doing it all the time.

We're not expecting mastery before we introduce more things,

We're just having them practice the real game all the time, and they're getting better and better and better.

Michael Jordan wasn't accepted to his varsity team, not because he didn't practice, you know, but then he got to be the best

player that we've ever known, and...

Because he just kept practicing, right? He kept playing the game, and he kept perfecting and refining, and so that's what we're doing.

It's this refinement constantly back and forth, and they're doing the thing.

Not just talking about it.

Brilliant. Thank you, Svetlana.

Um, so your paper highlights set for variability, which has been talked about a lot in the last few years.

As a critical but often overlooked component. So, Jen, what is set for variability, and how does linguistic phonics teach it explicitly?

Yeah, so another nice term that has a sort of weird sound to it.

Um, so set for variability kind of goes...

farther back than I realized when I first started reading about it. Um, it's been talked about

Um, I think as far back as, um, Venetsky even was writing about it.

And basically, it's a strategy that readers use. We all do it, we just don't probably know what it's called.

to transform a mispronunciation

Um, when you're trying to figure out an unfamiliar word.

And... it's just sort of the way that you work to adjust.

maybe a vowel sound or some syllable in a word that maybe you didn't stress right or mispronounced.

And what researchers have discovered is that when they've given, there have been a number of studies on this over the years,

And when they give kids, um, an oral set for variability task,

It correlates very strongly with reading measures, particularly word identification.

Um, and so what people are starting to think

is that this is really sort of a second important strategy for word decoding.

That you need kids to have letter-sound knowledge, they need to be able to blend sounds, but then they also need this skill of set for variability.

And all those pieces help them become better decoders.

Um, and so it's really kind of an updating of our scientific knowledge.

Um, and I think the thing I love about linguistic phonics is that it's built in from the get-go.

Um, by virtue of exactly what Svetlana was talking about, we're constantly...

From even further back, so we're... by virtue of teaching the code,

Where kids know that there can be multiple ways to spell a sound,

And different letters representing the same sound. There's that flexibility piece right from the beginning, so kids don't...

get frustrated. Um, well, you told me it was this, and now it's this. That kind of a feeling. When kids get stuck in the very basic code, and then all of a sudden you start throwing

all these variables at them, it can be kind of frustrating, whereas in linguistic phonics, it's just sort of, that's the way it is from the beginning. This is how our code works.

And then in the course of doing error corrections with kids, they're constantly getting feedback from us on how to

you know, adjust a pronunciation of a sound.

And after a while, you start to see them do it on their own, and that's a very exciting moment.

So, yeah, it just, um...

goes hand in hand with what we're doing, I think, that's what I would say.

Beautiful. Makes me think of Magic School Bus and Ms. Frizzle. Take chances and make mistakes, that's set for variability, really.

Yeah.

Um, thank you. So, you argue that students need earlier access to multi-syllable words than most programs allow.

So Svetlana, why and how does linguistic phonics do that without overwhelming the kids?

Well, first of all, they're having so much fun.

They... these little kindergartners love making these big, long words with me, and they're just... they can't get enough of it.

Um, but the why, why do they have to be exposed, these multi-syllable words right away?

or as soon as possible, um...

is because half, you know, half the words are multi-syllabic.

And if we want kids getting into authentic text as quickly as possible, um,

As well, before any kind of negative self-concept sets in, which we know happens by mid-first grade, and now probably even earlier, now that we know that the rigor has

you know, ramped up. We cannot keep kindergartners in CVC words all year long. We just simply cannot do that. We cannot afford that time.

They need to be exposed to these words, they need to know how to manage them, um, and handle them,

in a way that isn't frustrating, and that is by not

giving them a bunch of, you know, prepositional logic. Like, they can't handle the if-then-but...

logic. They're too young for that, but they can handle

And that logic comes with syllabication rules that have been established.

But what they can handle is saying a word, and then seeing how their mouth opens, naturally, when you say a big word, doesn't matter what it is.

innovation, right? Innovation. There's a... my mouth's opening about 4 times, and we draw lines to kind of anchor those... those chunks coming out of our mouths.

And so that they can see, again,

Sounds coming out of my mouth can now come onto this whiteboard. I'm seeing

what I'm saying. And that interaction is what's...

creating this momentum, and also this...

confidence. They're like, oh, okay, I can do this, you know? And so then we just do all the sounds now in each chunk.

And we're gonna, um, put some letters that we think represent those sounds.

And then we fix whatever is incorrect, and now you know how to spell innovation, you're gonna erase it, and now you're gonna say the sounds again, and you're gonna write that word,

Um, like you would see in a book, you know, like normal, all smushed together, and they do it, and they say their sounds, and guess what? They remember, they recall those spellings accurately. Now, will they remember how to spell innovation the next day, or the day after that? I don't know.

But at this point, it doesn't matter. The point is...

that they're getting that experience, they're getting that practice.

Of, again, playing the game, getting into the messiness of it, and really trying it out, and knowing they can handle it when they get to that big word, and not to guess, not to...

you know, be a deer in headlights with it. Um, they're gonna just take it one chunk at a time, and then we do it again by reading big words. We just do every sound, and they, you know, weave the sounds together, and we show them how to handle that.

Um, really, really in a very easy way, and they're just excited to do it.

Um, I was gonna say something else about it, uh, now I forgot what it is.

Um, yeah, I think that's it. I think that there's... oh, I wanted to talk about mastery, because I think what's happening is...

we've only been... we only know what we know.

So, before I knew this way, I was a classroom teacher. I was given a box of curriculum to go, okay, here's the phonics lesson, follow this lesson for today, and I was in, you know, the reading-first initiative, so we really had to follow the lesson, because people would be walking in to check that you were on this lesson

on this day,

And it had to be done this way.

So, again, this...

pace was dictated by whatever curriculum I was using.

So, they know, okay, well, kindergartners should be able to

read CVC words, those simple van, and can and mop.

Right? And that's kind of their criteria. But who decided on that?

I don't know. Who decided that that was their limit?

And so then, if you think that that's the limit, then that's the limit, but if you open that and, like, take that limit off and go, wait a minute, these kids are actually capable of so much more,

And they're excited to do so much more, because reading CVC words in control, decodable texts every single day is not very fun.

But reading these fun picture books is pretty exciting and fun, and they want to

crack the whole thing, so I'm gonna show them the whole thing, and they're gonna get mastery by doing it, and I'm there to help them do it.

So there is no research, there's no evidence that shows that they can't do it, meaning that they can't... they have to master something before they can go to the next thing.

And that's the beauty of linguistic phonics and this approach, is mastery is developed over time, and mastery is developed by doing and recycling, and repeating, and we're bringing these vowels and these sounds over and over again in the context of all kinds of words.

big and small, and then we approach them in the same way, one sound at a time.

And then they are building their site vocabulary because they're... they are reading, and because of this,

I'm seeing...

self-teaching hypothesis happen. I'm seeing the statistical learning take place, because they're in real text, and they are really doing it, and they're just having

So much fun doing it, so...

That's... I think I...

So, Lana, can I ask you...

Yeah, and if I could just add on, could I just add on a little story from a student I was working with today was reading a pretty challenging book. He's in second grade, a struggling reader,

Um, he's been working with me for the past year, and he's making great strides with his reading.

And the book was about sea monsters, and as you can imagine, it had a lot of multisyllabic words in it.

And one of the words was ichthyosaurus, and he worked through that word and sounded it out.

And that was great. And there were a whole bunch of others where he was just very motivated to try to go through on his own, and figure out what it said. It was great.

Okay, and that, and that is, that mode... so that struggle is... they're okay with that struggle because they know that these...

these errors are part of it.

And they know you're right there to help them, and even if they're not, you know, they don't get it, they're close enough, and then they get it.

And, um, they are... that... that...

is motivating them to keep going through the struggle, because again, they have enough of the knowledge to try it,

And not just, you know, do nothing about it, so...

Do nothing.

So, Len, I wanted to ask for clarification on one thing you said, um, so they can read picture books. Will you just clarify what you mean by that?

oh, like, like storybooks, like fun... I always call them picture books because they have the beautiful pictures, you know, like, actual, real books, you know, like... like the Mo Willems books, like Pigeon, and Piggy and Gerald, like, these little kindergartners want to read those

Yeah. Yes.

pictured books, but they're real, they're not just...

Thank you for that clarification. They're real books, real authentic books.

Um, that they really love, and they love the authors, and they want to read on their own.

Beautiful, thank you. Alright, here's where the rubber hits the road on this question, which I love, because it's about student outcomes, which to me should be the focus. Everything we do should be focusing on

you know, what kind of student outcomes, so...

several studies that you... to cite, um, show unusually strong outcomes, including standard score gains and neuroimaging findings.

So, Jen, Jen, which evidence do you find most compelling, and what should listeners understand about its limitations?

So it's hard to choose... what do I find most compelling?

I mean, I think from the...

you know, the big, um...

100,000-foot view, what I see that's compelling to me is the mix.

of different studies. Um, there have been some empirical studies that have actually done some brain imaging. I think the CMOS study, he's done a couple. I think we cited one of them in our paper.

Um, there have been some quasi-experimental studies done.

that also have shown really significant gains in standard scores.

Um, and then there have been, you know, sort of more on-the-ground.

Classroom outcome studies, um...

Marty's, um, Marnie Ginsberg's, um, targeted reading intervention studies got really strong results, and that's based on...

Diane McGinnis' Linguistic products. So there's, like, a whole range of different types of

um, evidence, I think, that's out there that all

should be making people extremely curious, um, because

You know, even though there's not one amazing randomized control... randomized controlled study, um,

There's a bunch of little

puzzle pieces that all seem to be pointing in the right direction.

And I just feel that...

you know, with some good... a little bit more research.

Um, we could get some more high-quality studies that would really help us. There haven't been many comparative

studies, to my knowledge, that compare

any phonics program, one to each other, and I think we're really overdue for those.

That would be helpful, um, because I think one of the things that all of these studies point out is the efficiency.

And how well it works with even some very struggling readers. Um, so I saw some questions popping up in the chat that I know we'll get to later about, does this work with kids who are diagnosed with dyslexia? And the answer is yes.

It absolutely does.

Yeah, and if I can add on to that, we have some exciting

data coming out in a couple of weeks by an independent evaluator from a school that actually contacted us, a dyslexic... private dyslexia school,

that have been using... they've been using Ebley for the past few years with their OG non-responders, so kids who have had OG for a year to four years and haven't made any gains, and they contacted me and said, hey, these kids are making such amazing gains with Ebley,

And we would like to have somebody study this, so I reached out to a...

an evaluator that we had worked with when writing a grant with the University of Virginia was writing a

The IR grant for Ebley, and um... so he is doing, uh, a case study on that data of 70 kids,

And the preliminary stuff is, I think, um, most people are going to be...

quite mind-blown by... I was, even, mind-blown by what we were seeing, so that's very exciting. So, absolutely, it does, uh, does work with...

with dyslexic students. Beautiful.

Can I add also, um, to me, the most compelling thing are the standard score gains in a lot of these studies.

Most, typically, you know, you're not gonna have both standard score gains and effect size. You're gonna just have effect size, or it'll just be like, oh, well, these kids showed progress.

But there's no, like, standard measure to really prove the amount of progress, and are they making that actual catch-up growth?

And I think we're gonna see that in the results that you have coming out, Nora, which is really exciting.

Um, but... but, you know, David Kilpatrick talks about this often.

It's... if we want kids to truly catch up, it needs to be, you know, at the 12...

to 13 point and above,

Standard score gain,

And we're getting those results, like, linguistic phonics programs are getting those types of games, and I haven't...

I can't say that I've seen a study with any other approach.

that has the same kind of gains. I mean, go ahead and email it to me if you have one, but I haven't seen it, and I've been looking.

Um, so this is what's really impressive to me, and the brain imaging studies, and again, I know these are very expensive, but...

Linguistic phonics does have brain imaging studies. There are... it's only a few students.

You know, and one, I think it was eight.

students, um, and then the other, I think, 11, but...

all of the... and the one with the 8 students, the CMOS 2002 study, I believe,

These students went from below 3rd percentile on the Woodcock-Johnson

to, you know, the 36th to 60th percentile. So now they're suddenly an average ranges,

And this is not after, like, years and years of intervention, this is after a 2-month

Two months, and yes, it was intensive, 80 hours in two months, but imagine

Again, these are the most severe, but if it took that amount of time for the most severe, think of what can happen

with, you know, just regular students who are, you know, typical developing. Again, the possibilities of what these kindergartners are doing,

I know Julie Van Lear, um, has been using Ebley Kindergarten Teacher Title I School, high turnover, super needy kids,

I've seen her data, um, it's, uh, iReady, 4 years in a row now, she's

Every single one of her students who are in that red zone,

You know, uh, the majority. I think she'd had... she only starts the year off with maybe 5 kindergartners in the green.

everybody else, you know, is not.

And she gets them all into the above!

zone. For years in a row, and in counting, and this is incredible. So, this is what I want to see.

Happening all over, what a, you know, all over our country, and, and even the world, so...

That is what I... what I'm excited about.

Perfect, okay. So, Svetlana, you had described linguistic phonics as a... or maybe Jen did, as a possible middle path.

in the current literacy landscape, I know your paper did. So, Svetlana, where does it align, linguistic phonics, where does it align with structured literacy, and where does it differ?

The big question.

Yeah. It's a really... that's a... that's what took Jen and I a million years to...

to figure out how do we differentiate the distinction here. I mean, clearly...

Um, a traditional phonics approach, uh, or a structured

a structured phonics approach.

like, or in Gillingham, we know is very, very popular, and we have to probably have that one in our minds.

Um, it's systematic, it's structured, there... so is linguistic phonics.

We introduce the code in a very systematic way. The difference with linguistic phonics is, as we've talked about, it's flexibility, there's no rigid...

rigidity behind it, in terms of if, then, but, so.

We just work through it in a flexible way, and the kids understand that, and they're okay with it.

Um, it's, it's grounded in the core...

concepts or principles of how the code was designed, and the kids know that too, and they get excited about that. It's like this big secret that they kind of get a...

introduced to. Um, and it's organized completely different around that sound folder schema that Jen so beautifully

Disgust is... they can handle, really, you know, if you think about it, the vowels, you got the five vowels.

Um, the two main sounds that those vowels represent, that's 10 sounds so far.

And then we're gonna org... so those are the 10 most, you know, common sounds they're gonna have to try to, you know, get some sort of association with quickly to get through some of these more basic words.

They can handle that. They can handle 10 sounds. Can they handle being introduced to random, you know, trying to memorize a hundred different graphemes?

That's not connected to any kind of word? No, that's going to be very difficult to do for them. Um, so that is the difference. We're starting with

with meaningful words, meaningful context,

Um, and it's organized completely differently.

And then I would say, um, they both start with one-to-one correspondence, basic code. The difference with linguistic phonics, it's gonna move a lot more rapidly because we're not hung up on this idea of mastery

Um, you know, making sure they can read every single CVC word I give them before I can give them something else.

If they could read a hand, you know, a good amount of CVC words, and they understand that one-to-one relationship, they understand the alphabetic principle, which we often don't talk about enough,

Um, they know that that sounds coming out of their mouth can be represented by those letters, and they can decode those letters and turn them into sounds.

They can blend, they can segment. If those things are ready to go, and they understand that, we're gonna move them as fast as they can go.

And that's... that's the biggest difference there, you know, turning words

They say into words they see quickly.

Um, they both teach advanced code concepts,

But, again, we're going a lot faster. Linguistic phonics is introducing the whole code quickly, advanced, right away. Um, I mean not right away, but as soon as that basic concept is established, they're going.

Um, they both, uh,

They both integrate, um, encoding practice, so they both...

Both, uh, methods will have students writing and spelling,

But the difference is, linguistic phonics is gonna always include writing. And spelling. That's our entry point.

so we're always going to be turning words we say into... turning words that we can see, always.

It's never gonna be just a little moment in the lesson. Um, and then, uh, yes, we both use controlled decodable text, but again, linguistic phonics uses it only for a brief amount of time, just to get that one-to-one correspondence connected.

Um, to get that, you know, alphabetic principle going, and now we're gonna just move them into authentic text.

Including multisyllabic words.

Um, and... let's see, uh, both are developed from the science of reading and science of learning, um, but as I mentioned before,

I haven't seen a lot of... I haven't seen any study, really, of any other just traditional phonics approach that shows the type of standard score gains we need.

to catch the struggling students up,

But also get these kindergartners who are just novice to the whole thing up and into chapter books.

By the end of kindergarten, even, and even by the beginning of first grade.

Magic Tree House Books. Their key characters are Jack and Annie. Jack and...

Annie are 7 and 5 years old. They are meant for first graders to read and go into this journey with them.

Not as a third grader, but you can't read Magic Treehouse.

If you don't know the whole code, or if you haven't been introduced to how the whole thing works.

In a way that's flexible, manageable, and, um...

and fun. That's all I have to say. Always...

fun, it's so fun. I think I got the main things, but yeah.

And I'll just add on to that last piece, Svetlana, because what always... what I always remember from when I was working in schools

is the frustration many of the first grade teachers had when we were giving the Dibbles.

Yep.

And the curriculum they were using wasn't teaching them all of that.

code, and the teachers felt like there's... this isn't an unfair test.

Yeah.

Because my kids aren't being exposed to this, how are they expected to do well on this? Whereas when you use linguistic phonics, it's totally reasonable.

Um, because they do get exposed, so...

Yep.

Thank you, ladies. Okay, so I want to quickly go through these, because I want to get to the questions from our audience, but, um, if you could, there's so many...

common misconceptions that, um, I just did a post on our Ebley page a few days ago about this, because

Something that Abley doesn't teach spelling. Abley only teaches spelling. Ebley's only for dyslexics, Ebley's only for, you know, classroom kids. All kinds of misconceptions, so I want you guys, if you could kind of go through some of them and briefly touch on that.

And, um, why they are kind of myths or misconceptions?

We can start with one.

Because I'm not sure we've mentioned this yet, that linguistic phonics is designed for all the tears.

of instruction. So, it's ideal in Tier 1 instruction in the earliest grades, K1-2.

Um, but it also works beautifully as, uh, you know, Tier 2 support.

And even Tier 3, if there are kids who need even more intensity. And so, the alignment, when you have a school that is able to do it in the classroom and in intervention,

is amazing. Um, the kids just really fly with it, and I think teachers are amazed at, um, you know, even students who come in with vulnerabilities,

That would make them at risk for really being struggling readers,

can oftentimes be caught early enough,

And put on a completely different path.

than if they hadn't been taught this way.

So, that's one, I think, misconception that people have.

Okay? If you guys want to set, Lana, you want to name off a few, or...?

Yeah, yeah, I just... my big thing is, um...

I've heard, um, in a few podcasts recently,

Uh, well, there are older podcasts, maybe a few years ago or a year ago, but I keep hearing...

Well, the... they're reading okay,

But their spelling is atrocious.

And I... and you can't just teach kids to sound out words.

You have to teach them the spellings, and I'm thinking in my mind, we teach them the spellings right away.

We don't do... yes, they're gonna sound out to see what they think the spelling might be, because that activates...

things in the brain to go, okay, well, let me go into those file cabinets and see what I got.

whatever thing you think is that ass sound,

Put that ad down. Well, if you think it's whatever the op, put whatever op spelling you think it is.

And then we show them the correct spelling, and they fix those spellings. They are never leaving a lesson with

in, you know, incorrect spellings. The spelling is always corrected, they're gonna read back what they wrote.

Um, in a sentence, or two sentences, or even a summary.

They're gonna read the whole thing back after the corrections are made, so then that's the last imprint in memory.

the correct spelling, so I really can't emphasize enough that correct spelling is

Uh, emphasized right away.

from the very beginning, we show the kids correct spellings right away, but we give them the opportunity to show what they know, and then we

We shouldn't the correct spelling, and they fix it.

So that's a big one for me. And going back to the dyslexia thing, I want to read, uh, something from the CMO study. It says, these findings suggest that the deficit in functional brain organization underlying dyslexia can be reversed.

After sufficiently sufficient intervention.

So, these brain imaging studies are showing the reverse effect, you know, normalized profiles.

of dyslexic students who go... who went through a linguistic phonics

approach, uh, intervention.

Very good. Anything, Jen, that you have? Anything else to...

Yeah, a couple other things. I mean, I think along with what Svetlana just said about spelling, I think I've heard a lot of noise recently about how, well, it doesn't address morphology or vocabulary.

And, um, it absolutely does. I think that it's...

a very integrated approach, and it's all done in a very natural way. So when you're teaching a multisyllabic word,

Your first, you know, step is always going to be to access the sound structure of the word. Kids need that.

the basis. But then, once they've done that, you have an opportunity to talk about the meaning of the word, and then you can look at the meaningful parts of the word. There might be a prefix, there might be a suffix.

There might be a base in the middle of the word that's a very productive one, where you can make some

connections to other words that share that same bass.

Um, so it's absolutely a part. Um, isn't something that's ignored, but it's not... I think there are other approaches that maybe, um,

want to do it as an add-on, or want to do it as the mainstay of the instruction.

Um, and that isn't how it happens in linguistic phonics, but it is absolutely

a part of it. All three parts of the triangle are there.

Yes. Yeah, and um, I want to just talk about cognitive load one more time. I know we've touched on it, but just, I want to really emphasize that

people say, oh, well, they can't handle all those sounds at once, they can't...

But they do, and I see it all the time, and again, we know from the logic, because of the orientation of how this code is introduced to them, they can handle it, and they thrive with it.

It's the cognitive load happens when they're trying to organize a bunch of graphemes that have no...

organization, they're not in a filing cabinet, so they're trying to remember...

all, like, 200, what, almost 300 different, uh, graphemes,

That's overload. The other type of overload is syllable types.

Just talking about, oh, well, this and this, and then that, and that, and then cut it here, and then do that, and then do this.

So we're just giving them all these if and ands and accepts, and again, they... propositional logic doesn't kick in until after the age of 11.

So, how are these kids gonna handle that kind of talk, that kind of explanation?

if they don't have the capacity to do that. But in linguistic phonics,

We approach it in a very...

different way, and um...

And they can handle it, and they love it.

Yes.

Beautiful.

Yeah, and I think particularly for kids with attention issues, with, um, developmental language issues, any kind of neurodivergent profiles,

who really struggle when there's just a lot of noise in the system.

Yep.

Um, I think the simple, streamlined approach of linguistic phonics

is also what makes it very manageable for those kids.

Yeah, definitely.

Beautiful. Okay, ladies, um...

One last thing before we get to our questions here. Um, if you could influence one shift in U.S. literacy instruction over the next 5 years,

What would it be, and why? You get two sentences. We're going to practice summarizing here.

Oh.

So, Lana, you want to go first?

Uh, for me, it's... I want to follow the outcome data. I'm tired of talking about things that have no evidence behind it. That's it.

That was very, very good. I almost got in the 10 words. How about you, Jen?

Oof, 10 words. I really...

We'll give you 20.

I really want, um, everybody who

is passionate about making a change.

oops.

Am I here?

Yeah.

Oh, alright.

You are... I don't know if I'm here or who's here, but yeah, try...

Whatever.

Somebody grows, I just wanted to make sure. Okay, I'll start over. Um, I would love for everybody who's in this world of wanting to do what's best with kids, and I know we all are,

to just widen the aperture of their lens.

Stop being so narrow about what we've done,

So far in the United States, look a little beyond our borders,

And with curiosity and respect,

And think about how we could create a shared understanding.

of what all kids

could thrive with for foundational reading and spelling instruction that isn't connected to

You know, special interests, or rebranding.

other methods, let's just focus on...

what is needed for kids.

Beautiful. Thank you guys so much. Okay, so just before we get to our questions, a couple of things.

Um, we are going to... Cricut is going to put the links in the chat to the article that's in this linguistic phonics Resources. Am I freezing? Jen, am I freezing?

Yes.

I am very... Okay, well...

It is cold here in Michigan. Let me know when you can hear me, can you hear me?

I can hear you.

Okay, good. All right, um, so she's gonna put the chat, uh, the links in there, along with the permissions. If you share the, uh, article.

Please share it with the permissions, you'll get that link in there. Also, she's going to share Jen and Svetlana's email. Now, don't just be emailing them all day long or whatever, but if you have specific questions, you, uh, they are very generous, and

Allowing to have their emails out there. And also, we're going to put the link to the Accelerate Literacy

Summit that is now \$47 instead of \$97.

With those, uh, 35 presentations.

Alright, so now we're going to head to the questions,

And I'll see how my computer is behaving here. Okay. Um, Svetlahana, somebody asked, can you share, um,

The saying that, um...

Why am I blanking on her?

Janine, Karen?

Good evening! Goodness gracious, Nora, yes. Yes, the words that we...

Yeah, we're gonna turn words we say into words we see. We're gonna turn words we say into words we see.

And kids love that.

Another question for you, Svetlana. Can you speak about the relationship... I don't know how much this is, but between Rayan and RAS?

tasks. Ariannon.

The RAS task is the one that had... that alternates, you know, object with color, number.

Oh. Oh. Hmm.

Um, I don't... I'm not running those as much. I focus on just the four RAN categories, color, object, number,

And, um, letters. So those are the four categories I'm focusing on, but, uh, to me, I'm finding that the relationship is

A successful remediation, and...

And that means you need a... you need a successful thing to show a child to get them successful. Um, so what's happened is, the reason I think that RAN

is showing no research of, um, improvement is because kids have not been able to get successful remediation because

Linguistic phonics isn't out there in the world, um, as much as it should be, but if they use one of these

approaches, they would see those, uh, effects.

Um, I find that they have to get to a certain level of fluency, reading connected text.

Um, but the only way to do that is to reconnect a text. We can't be talking about

the code, and not doing the code, and so, again, with linguistic phonics, they actually have practice

Fluently reading, and they get to about that 100-word level,

words a minute, between 80 and 100 is when you see a little bit of a jump, and then over 130 words a minute, you see a really big jump in RAN.

Um, but that's what I'm finding.

Is there anywhere that you have, uh, Svetlana, that you share your RAN... the RAND data that you've collected?

That would be great, yes.

No, it's just my own collection that I have to publish. I should've... I should publish it! I should just publish it. I have about... yeah, I have about, I don't know, 25...

Students or so. I don't do it on everybody, I don't do RAND for a kindergartner, for example, so they have to be, you know, like, mid-sec... mid-second grade or so.

Yeah.

Um, is kind of where I start with that.

Okay.

But yeah, one day. Add it to my to-do list.

Yeah, which I'm sure you've got... you're eating bonbons and not doing much. Um, Jen,

Yeah.

I'm gonna ask you this one. Um, here's a question. I would think there should be a scope and sequence, and how do you choose words to teach if there isn't a scope and sequence to follow?

Ah, so there is a scope and sequence, but...

Here's the secret. Um, when you're first learning any, um, approach,

method, program, you're going to follow the materials that you're given in your training.

Um, and so the scope and sequence does focus on the most common spellings,

Of various vowel and consonant sounds in English.

Um, once you've really gotten more proficient at teaching it, you realize

that there's no magic to whether you start with

The six most common spellings of A, or the 6 most common spellings of E,

If I want to read a book with a student, like I'm using a phonic book series right now called Dragon Eggs,

Book number one starts with A spellings. So, I'm just going to teach them that, and that's fine.

And at some other point, I'll go back and teach them the E spellings.

Um, so that it aligns with the materials that we're reading.

Um, so, I'm not sure if that fully answers, but there's definitely a scope and sequence. It's not just a open the book

and go, kind of?

Yeah.

But there's flexibility, like you said, in what you start with. It's not like, oh my gosh, I have to start with this one and not that, yeah.

Good point.

Right. And I know there's also, I just want to say, between some of the different linguistic phonics programs, there are nuances. There are differences in

What sounds they teach in what order, so...

Yeah.

Um, are there programs or curriculums that use mostly linguistic phonics? I want to say, yes, there are some already, but I'm just curious.

Um...

It does a person mean published curricula, or...?

I'm not sure if I fully understand.

I'm not so sure either. Um...

I know with Ebley, oftentimes people will use Ebley as the... as the foundational instruction for all reading, writing, and spelling.

And then have, you know, like, a knowledge building, or we use ThinkSRSD once they ground with...

With that, so I don't know if that answers the question, but there's a lot of schools.

I mean, originally, the CKLA curriculum

the phonics, or whatever they called it, the foundational reading component of that was actually based on linguistic phonics.

Um, I don't know what the status of that is now, though.

So, and I'm not aware of any...

published curricula, commercial ones,

That include pollinguistic phonics approach.

I have it.

If a district... oh, go ahead, Loni, Jeff.

So, I just said, I haven't seen it. I would say there is one, um, it's called The Logic of English.

Uh, they, you know, they tap into this... they do show some of the overlap.

Um, UFLY also shows that overlap. They do show multiple sounds.

multiple spellings for the sound A, multiple spellings for the sound E, and...

And the, you know, j, or whatever. But the problem is, these are happening

way, way, way on less than, I don't know, 130, or 80.

we don't have time for that. We don't have time to wait that long to get to that sort of understanding of the code.

So, they're there,

it's just not happening quick enough.

Okay? If a district uses foundations or UFLY as Tier 1, would you use the Ebley approach as an intervention, or would you change the entire approach

and only provide them EVLI.

Yeah, you can't do both.

It's not ideal to do both.

Uh, but all of us that are...

Um, but a lot of times you don't... a lot of times you don't have the luxury.

And so, I... my rule of thumb has been that if students are getting foundations in their classroom instruction,

But I'm the only one working with them for intervention. I can make it work.

Um, but if students are getting intervention at school, that is, you know, a double dose of foundations, or an Orton-Gillingham approach, and then they're going to work with me,

That doesn't work as well, because then that's just too many different systems, um, different types of language,

Um, for the kid, and it's not fair to them.

Yeah.

Yeah. I want to clarify really quick, I said Logic of English, and I'm being corrected. It's true, it's long, laborious, and slow, but the only one thing that I've seen in Logic of English is they teach the kids the variation of, like,

They'll show them the letter card, um,

I don't even know right now which one, uh... oh, the EA, for example. The EA grapheme, and they'll teach the child to say,

E, uh...

and A. They'll teach them EA, you know, they'll say that, but again, it's isolated, and it is print-oriented first.

But again, there's these concepts, again, those nuanced things that are kind of there, like that overlap that they do introduce, but again, it is from a print.

based approach, and it's very, very slow. So, I just wanted to clarify that.

If you had to share a few sentences... oh, here we go summarizing again, good luck, ladies.

To convince your district to try this program, what would it be? They are very OG heavy.

Where is the evidence behind OG?

That's a really good summary sentence.

Go ahead and find it, ask your district to find a piece of evidence that shows that OG has, you know, outcomes that are stupendous, and they're not going to find anything.

Yeah, and I might encourage them to talk to, uh, another school.

Um, where they're using a linguistic phonics approach, and ask them what their results are like.

Yep.

Great answers, ladies. Gent, I'm going to ask you this one, my SLP. What's the efficacy with children who have articulation

deficits. Does instruction need to be modified?

Yeah.

Oh, I love this question. So, um, no, the instruction doesn't need to be modified, but what I have found is that it often really helps those kids.

improve their articulation.

Um, and I would say not just articulation issues, but also kids who have sort of more complex phonological

Um, speech issues where they, you know, do funny sound substitutions, or have problems stringing together syllables.

This, like, hammers that skill in such a way that it really gives them a ton of practice, a ton of corrective feedback,

On exactly those skills. And I can't think of a better way to improve.

That...

Beautiful, I agree. It's so interesting how kids, where you can't understand them at all, then I think it's the sage, right? But I don't know.

We need so many things to... that we have to research.

Uh, the case, when will a case study be done? Someone asked,

By the end of March, we, uh, hope to release that to the world. They tell us it's going to be ready then.

Um, what's additional supports are needed for students with developmental language delays, or the combination of DLD and multilingual learners? That's a mouthful. Multilingual learners.

Gentlemen, I guess, you know...

Punt that to you, too.

The question was, what additional supports? Is that what it was?

Yes.

Um, so I haven't had the opportunity to work with many multilingual learners, but I've certainly had lots of students

who have developmental language disorder, and I would say that some of it might be pacing.

Some of it might be additional work

on vocabulary, sentence structure, um, morphological endings of words, um,

kids, you know, often have trouble in their oral language saying the correct

past tense form, and so you're going to be just pointing that out to them more when they're reading and spelling.

Um, I don't think there have to be a lot of huge modifications for exactly the reason I said earlier, is that it's already so streamlined and simplified.

That it just allows them to focus on...

the thing that they need to learn.

Okay. I tutor a student with dyslexia. I apply Ebley, monitor correct words per minute, and Lexile ranges in choosing authentic text. The student reads dyslexia-friendly books and loves the style.

What do you think of dyslexia-friendly books to encourage independent reading?

So Atlanta?

Is that, like, a special brand of a book? I don't know, I've never heard of that.

Jen, do you know?

I'm wondering if it's the special dyslexia font that they're referring to? I don't know.

Who is this? Candace. I don't know if Candace is still here, she could...

unmute and tell us that.

Maybe clarify, yeah.

Uh, because I'm not sure what that means either, unless somebody wants to put it in the chat.

We'll go on to this next one while we're waiting. Does this prove to work with kids with low IQ, borderline intellectual disability? We've been doing OG for 4 plus years with very slow progress.

Oh, yes. I have had the opportunity to work with two students with very low
um, cognitive profiles.

And I've been using some of Anne Sullivan's materials, her Phonics for Student Pupils with Special Needs,

And it's also a linguistic phonics approach.

And it has helped tremendously. Um, I picked up these students in middle school.

Um, one in particular, who had had some, you know, literacy instruction all along, but it just wasn't sticking when I started with her. She was really stuck on CVC words, her phonemic awareness was pretty much non-existent.

And she would just make up words when she was trying to read. She was... she had learned to kind of read words as whole words by sight.

And she now knows how to work through a word, she understands the concepts, she's still very slow,

Um, it obviously has limitations in terms of her comprehension,

But she understands the process of how to read.

Um, so I would say yes. It's just the timeframe is much, much slower.

And ideally, if you can have...

Not just, um, you know, once-a-week tutoring with this student, but have full wraparound where everybody in their school is also doing the same approach.

then you can really move the needle a little faster.

Beautiful. Okay. If... let's see, if a child is reading a page out of a chapter book and misreads a word, do you correct them when it happens or at the end of the page, or do you not correct them at all, so they can keep their fluency going?

You want to do that once, Svetlana?

I... it just depends, but mainly I will correct them on that right away.

I correct them, so they know what they're doing.

And I think...

But then I reread this... if they made it... if I corrected them a lot of times in a sentence, I'll have them then re-read that whole sentence back.

Uh, in a flu- in a fluent voice.

Yeah, and I think one of the other things we may not have touched upon that relates to how we give corrective feedback,

is that there's a sort of a whole scaffold system.

Yeah.

And so, it can be very unobtrusive, and so for many of my students, when they make a mistake, they know if my finger just taps right above.

part of a word, they know to look at it again.

And give it another try. And if that doesn't work,

then I might give them some kind of verbal prompt and say, well, what other sound could you say here? And if that doesn't work, then I can just tell them the sound and move on.

But those moments are gold.

Yes.

That's where the learning happens.

Okay, so I'm hearing if a student is getting pulled out for Sunday at school, Sunday at school, and they want to have a tutor instruct with Ebley, will that work at all?

Can I answer this?

Yeah.

I'd love to answer this. At our meeting,

Laurie, shake your kids know.

At our reading center, where we've since seen kids,

Um, since 1999, and many who have been told that they would never learn to read, what our rule of thumb is, is

what they're having in their Tier 1, it's okay. Ebley is gonna overpower that for sure. But if you're pulling them out with intervention and having a print-to-speech,

And pulling them out with intervention for Ebley, or Linguistic phonics. It's like putting your foot on the gas and the brake at the same time. You're not gonna... you're gonna confuse the kid,

And probably cause more anxiety than they already have, uh, and...

Um, also, slow progress tremendously, which is what we don't want. So we are very firm, I mean, some kids are in a dyslexia school, and that's okay, and they graduate out of a dyslexia school, which is grand.

But, um, we really try to, um,

have as, you know, have them do Ebley for at least a few months, just Ebley.

As far as any kind of intervention. So that's... that's our recommendation.

At our center. Yes. And it's also less time, of course, for the kids. Would you guys add anything different?

Jen and Svetlana?

I always recommend the same to the parents who are asking about their intervention. Now, you can't have control. Sometimes they're gonna get...

that intervention at school, because that's what they're getting.

Well, we have them pull them out of intervention at school.

Yeah, but sometimes some parents don't have that luxury, or I don't know, it just...

they don't want to ruffle feathers, so then I... they just kind of stay. But then, you can't control what they're doing in the classroom, too. Like, what's the teacher doing? If the OG intervention is OG, then the teacher probably has some OG spilling in the classroom, too.

Yeah, it doesn't seem, when they're doing it whole class, it's not as focused, so that doesn't seem to...

Yeah. Be as bad.

We find to be as much of a problem.

Yeah.

Um, what does Ebley, an Ebley reading session look like with high school students, whether they are struggling with reading in general or have dyslexia?

There's some of my favorite students. I love the high schoolers.

Move real fast.

They... they go fast. Um, it's the same, but it's actually faster, but that's, I guess, what I have to say.

We clearly don't do any kind of decodable book.

Uh, because we... they can crack the code, and they have enough of it, kind of, you know, I think they've had enough exposure to the graphemes and all the things, and so...

Again, I'm just showing them how to do it. Like, let's just do it. And they do it, and they are just...

having, you know, they're having success right away.

Yeah. Um, I agree. We didn't... I'm really second grade and above, we don't use decodable.

No. Yeah.

At all. Start right away with authentic text.

Yeah.

This is when the dyslexia-friendly books.

Font and style are in a very different cream-colored background and fewer pictures. Authors are...

Robin Gillingham and Diane Adler.

Yeah, yeah, that's what I thought the question was.

So, yeah, I think from what I've read, and maybe there's been more research,

not a really strong evidence that that's necessary. I think it does help for some students who also have some visual

components to their dyslexia, because it decreases some crowding, and I think some letters

are just clearer to them, um, but in general, I have not

found the need to do that. I do often, um, use, like, a piece of paper or an index card for kids who need help with tracking and just

keeping their vision focused on the line of text that we're reading, and that seems to work really well.

And sometimes enlarging the font, but by and large,

I don't.

Okay.

I don't use it either.

Yeah, I've never seen that, I don't think. How does this work for a severely dyslexic child who has a very difficult time

Connecting sounds to letters.

It's a great place to start. I can't think of a better way to try to tackle that problem.

I agree. Okay, let's see. There was another one here that I kind of...

How do they learn to spell maid as an M-A-I-D versus MAID as an M-A-D-E?

Oh, that one's fun.

Yeah.

Yeah, so one of the activities that we, at least in Ebley, that we inter...

leave into our lessons, um, if I'm working on the A spellings, those would be two perfect words.

to look at and notice that they sound the same, but they're spelled differently because they have different meanings.

And so Abbie has a nice routine where you have the student write those two words, draw a little sketch next to each one to help them remember which maid is

The person that's cleaning, and which one is I made something.

And then come up with a sentence that uses both of those words and dictate it to the student, have them write it on their whiteboard, and see if they can use the appropriate one in the right place.

So...

Which is why spelling is so important in teaching phonics, because we have a ton of hot phones like that.

Indeed. Okay, last question here.

Um, what? Because we're doing really good, and I like to not go over time. What do you say to a child who gets upset when you have them correct their spelling?

The ones that are getting upset are the ones that have been traumatized.

Uh, with the current, whatever, current traditional phonics program that they've...

Done. If I'm teaching a kindergartner, a novice student, they... they don't mind at all. They'll take the correction all day long, every day, they're fine. Even first graders, to some extent.

But again, it's the level of trauma that they've encountered in trying to learn this code,

And they think it has to be so perfect, and they think they have to have mastery, and they're... it's just so rigid, and then they become paralyzed by it.

that they don't want to make a mistake, and they think the mistake is bad, but in this linguistic phonics approach, they learn quickly that the mistakes are the good thing. That's how we learn. That's how...

you're getting better, but you have to make the mistake, and that's, you know, the fun part.

So, depending on the trauma, they quickly get over that, and they just learn that they make a mistake, and they correct it.

But if there is a lot of trauma, sometimes it takes a little longer.

Jen?

One of the...

Yeah, and we support them in the correction.

You know, right? Giving them the correction.

Of course. Yes, of course.

And showing how to fix this happening.

Yeah. One of the strategies that I've used for students who are very, very sensitive that way is one that I picked up from Trisha Millar,

Who also has a fabulous linguistic phonics program designed for adolescents and adults.

And what she does to lower the anxiety is put the spellings out on little

sticky notes for the kids to

almost like letter tiles, and so you have the word that you're trying to spell, she gives them all the spellings, but they're mixed up, and they have to pull down.

Those spellings to make the word.

And then after they've done that,

You take those away, and then you can go on to the regular process of, okay, now you say the sounds in this word, and you write them.

So they've seen it. It's not quite as scary, um, and so you just sort of add another step to the process.

I guess the alternative would be what we do in the very beginning for the youngest students is to actually show them the word first, and have them match the spellings to the sounds, then take it away and have them do it on their own.

And in writing, both for handwriting and for spelling, if they misspell, we always show them the correction and they make the correction, so they don't have to worry that, oh my gosh, I'm gonna have this incorrect.

And then it's just gonna be floating there in the, you know, stuck as incorrect. They always know that we're gonna...

show them the correct spelling, too.

Yes.

decreases that anxiety, because there's a lot of anxiety around that.

Yeah, they don't have to sit and play a game of, like, well, if they knew they would do it, so you just...

Yeah, yeah.

Yes.

That is true. Okay, any last words? Jen and Svetlana, that you want to... anything you want to say that you're like, oh, I wish I would have said that, or...

Any... any last thoughts for everybody?

Um... I saw something in the chat about Reading Simplified, and Sounds Right, um, those are all linguistic phonics programs. I don't know if we missed

somebody else, Jen, um, another...

program that's out there, uh, like you said, Tricia.

Trisha with that spelling thing, that reading thing, look into that.

Anything else people can explore to look into linguistic phonics?

Yeah.

Oh, the Facebook group, yes, Nikki Pratty! Go, go to that group, the Speech to Print Facebook group has great, great tons of resources there.

And I also, I want to say, too, we have... there's several Ebley-focused questions in here that I didn't ask.

But I would love for you to go to our Ebley community page, it's a Facebook group, and you can ask these questions there, and we would be happy to answer those.

Um, so that's a very active group, too, that, um...

Emily Curious People and Ebley Trained People are both on that group. So yes, there's lots of great information everywhere. That resource that Cricket shared with you, she can share that again. It will be coming out tomorrow with the, um,

With the recording, we'll have that available too, so you can dig very deep. There's all kinds of, uh,

Resources there, and then the resources have more resources, and of course, Jen and Svetlana's paper, if you look at, you know, there's pages and pages.

of references that you can dig deeper. There's no lack of, um...

you know, depth, as far as learning more and finding out more. So, I thank all of you guys for being here, and Svetlana and Jenna, I especially thank you

First, for writing this amazing paper and helping educate the masses,

And also for your time to be here and...

and share all that you've learned and your expertise. So,

Thank you all so much, and I hope to see you in our Ebley community page, also on the

Um, uh, linguistic phonics page that, uh, Nikki Pratti has, and, um...

Thank you for your work that you do with literacy.

Thank you, Nora, for having me.

Thanks so much, Nora. This was fun.

Yeah, good job.