

Right.

So hello everybody. Welcome. I'm Noura Shebiby.

I am the founder of EBLI, which is Evidence-Based Literacy Instruction, and it is a comprehensive system to effectively and efficiently teach anyone of any grade level to reach their highest potential in reading and writing and spelling through classroom instruction or remediation instruction.

So I'm always happy to share with you guys on this webinar.

We have people here I know from all over the world, here to learn about phonemic awareness and how we teach it, and I'm so excited to share that with you. So if you will share with us in the chat, where you're coming to us from, and if you have your burning questions about phonemic awareness, we'll answer those at the end, and anything you want to share about why you're here, I guess.

And I also want to welcome our EBLI team that's on tonight.

Alyssa is here and will be sharing in the chat the links of things that I talk about.

Shannon is also going to be helping us out, and Lucindra, and Cricket, and also Hannah. They're going to all be here to kind of be our model students for when I show you guys how to do

some of these activities that you're going to learn about.

So welcome, and share about you, and I'm really, really glad you're

here. So, without further ado, I'm going to get going.

As we get going, please ask your questions in the chat.

We'll be collecting those, and then we'll be answering them.

I will be answering them at the end.

And we most certainly tonight are going to

be going over... We have almost 1,900 people that have signed up for this

to come on live or, of course, to get the recording.

And so I expect there's going to be a lot of questions, and I will answer as many

as I can, probably going over for a bit after

8:00. And then I will answer the rest that will be sent to

you in the follow-up email tomorrow with the recording. All right?

So share away with your questions, and we'll do all that we can to

answer

all of your wonderings.

Okay.

So tonight's topic is phonemic awareness,

and it is a great big... Let's see.

Why are you not... Let's go from the... There we go. All right, slide.

Come on. There we go.

All right. So phonemic awareness is,

for sure, something that research has said over time

and over and over and over again is absolutely crucial to help anybody reach their highest potential in reading. So we're going to talk a bunch about that and how we go about improving it.

So tonight we're going to learn about the phonemic awareness skills of blending and segmenting. Those we have other webinars that we've done before, so

I'm not going to go as in-depth with those, and I'll tell you where to find those other webinars. As well as the more advanced skills of phoneme deletion and phoneme substitution. So those are the ones we're going to, especially phoneme deletion, we're going to go much more in depth in how you go about scaffolding your instruction and moving your kids.

And then we're going to learn how to accelerate the instruction so that your kids can go from seeing the letters to all auditory, which is more challenging, and then we're going to answer questions.

So that is our agenda for tonight.

Come on. Why are you not going? Oopsie. Okay.

So about the research. Many people have asked me about what I'm going to say as far as the research, or is this going to be about the research? This webinar is not about exploring the research.

There is ample research out there about phonemic awareness, and if you want to look at research articles and what's being said as far as phonemic awareness and teaching it, I would recommend that you go to the

Science of Reading: What I Wish I Learned in College page

on Facebook. And then if you just type in the search "phonemic awareness," you'll have all kinds of stuff come up, all kinds of references to research articles that will give you a very in-depth exploration of phonemic awareness and why it's so important with reading instruction. Many people, many educators especially, are very familiar with David Kilpatrick's book, "The Essentials" book, this one, and also

the "Equipped for Reading Success." But this is "The Essentials" book that many educators know of and use. And I adore

David Kilpatrick. He did the, I think, the second or third ever National Reading League conference when they were just a tiny little group, and he needed a volunteer to do this rapid-fire phonemic awareness stuff, and I was his volunteer.

And when I presented at the Reading League conference, he actually introduced me.

And I've talked to him many times, and we always have great in-depth discussions about phonemic awareness.

So he talks about in his Essentials book on page 304, three keys to success for reading instruction overall.

Eliminate phonological awareness deficits and teach to advance phonemic awareness. All right? The blending, segmenting, the phoneme manipulation and deletion. Or deletion and substitution, basically.

Teach phonics skills and phonics decoding. Phonics decoding, okay?

We got to teach the kids to code. And provide opportunities for reading connected text. All of those things, which we do very extensively with EBLI. And then he talks about results on page 293 to 312 in that book. And what he says, and he has lots of these pages are listed with the programs that get minimal to moderate results as far as phonemic awareness and reading gains, okay?

And then there's a couple of programs that get highly successful adults. One of them is Lindamood ADD Program, which always makes me think of attention deficit, but that's not what it is. Auditory Discrimination in Depth, I think is what it is.

And then Phonographics. Those two programs have very highly successful results. Now, Phonographics is the program I was first trained in back in 1999 when I-

Well, actually, I taught my daughter to read before that, but I became trained in phonographics, and then I became a trainer.

And I was a phonographics trainer for four years.

So my foundation, and what I know and what I do, is based on the phonographics. Phonographics is very intervention, one-on-one instruction, not classroom teacher oriented.

One of the big reasons I moved to EBLI was for that classroom teacher instruction focus, so that we would have that highly effective and efficient instruction for whole class.

Remediation also, of course, but definitely for whole class since that's of course where it needs to be. So just a little bit of background on that research kind of stuff. Again, not the place that I'm going to really put a lot of focus on tonight, just FYI.

This is a great article, actually, from the International Literacy Association. It's not recent, but this is back at when I was doing a lot of my research in the mid to late 90s, early 2000s. But it's an awesome article, and Alyssa's going to share it with you in the chat, talking about how important it is for learners, people learning to read or being remediated with reading, to understand that words are made up of sounds.

Okay? We say the word, I don't know, cheese. Ch, ea, se.

You have those three sounds. And sounds are represented in print with letters, and you have to know what those letters are.

And in order to do that and manage this English alphabetic code, what you need to have is that phonemic awareness.

And the phonemic piece is breaking words down to the smallest unit of sound. Phonological talks about different units, like syllables or onset rhyme, that type of thing.

I never have taught that way, not because I had something against it or for it or anything, but never in my research or in my learning, as far as teaching reading, did we start anywhere but at the sound level. So I've always started at the sound level and only taught from

the phonemic awareness piece, so that's what you guys are going to learn from us.

So, phonemic awareness has been around since the

1940s, research starting on that, and really amping up in the 60s and

70s. And so it's been around a long time.

Long before it, I've been into this whole science of reading stuff

long before it was popular. So it's so exciting that it's become popular and so

many people are really interested in it.

So that's fun,

especially with having all you guys here.

So everybody is excellent at certain things

and good at others and weak at others, right?

As far as with us teaching, with people learning, all of that.

What we are great at with EBLI is providing that bridge.

Look at this nice little looks like a super highway bridge here.

From the research, the research says all of these things are beneficial for

reading. What we do is we provide that bridge to how do we actually get this to

students in a way that makes it easy for teachers

and is really effective. Okay, so what we're going to talk about today with the

phonemic awareness instruction is that bridge from this is what the research says,

yep, and this is actually how you do it.

Because really, when you're a teacher, or even a parent

that's trying to help your kid, you want to know, what do I do?

So today, tonight, that is what we're going to really be focusing on is what do you

really do?

Another reference or document that Alyssa's going to share with you guys is the EBLI Research Reference Document.

And what this is, and this is, to be perfectly honest, quite old.

We did this back probably 2006, 2007, 2008, somewhere in there.

We haven't revisited it because we've been busy with a lot of other things, like mostly teaching teachers and of course teaching kids, too.

But what this is, is it's about seven pages long.

Along the left side, all kinds of references of research.

The first one is the National Reading Panel Report.

Across the top are some of the main EBLI activities that we teach, and if there's a little EBLI logo in the square, it means that that research reference

supports this EBLI activity. Okay, so you can take a peek at that if you're interested in the research references that support these different activities, especially the phonemic awareness, of course.

It's just one of the many things that we teach in EBLI.

So I love this

little graphic that shows with teaching reading, there's an awful lot of components. It's not just this or that or the other thing.

There's a lot of things that are involved with teaching reading, of course. And the foundation is phonemic awareness and phonics.

So being able to blend sounds together, pull sounds apart, move

sounds around in words, that's the phonemic awareness.

And the phonics is being able to match the letters

in print to the sounds that we say, I guess, to the

letters in print. Those things in the foundation, and I highlight that because what

I've found in over 20 years of training teachers and in teaching kids and

adults, is that this is where the greatest weakness is, in

this foundation. So all the other things above it

tend to be weak and can get a little bit floppy and fall apart

if they don't have this firm foundation. So I really like this.

The whole goal is so that we have this whole great house so that we can read and

write and understand what we're reading and have other people understand what we're

writing, so that we can do it all accurately and automatically.

Okay.

Oopsie.

Crazy mouse here.

The last webinar I did last month, I talked about the concepts of English and went

into depth in that. And in this one, we're going to talk more about these phonemic

awareness skills, okay? Again, the blending and segmenting as well,

even more so the phony manipulation.

And the multi-syllable we threw in there because we put a lot of focus on that, and

didn't know really where to put it, so we put it in there with the skills.

But mostly segmenting, blending, and especially phoneme manipulation is what we're

going to be talking about tonight.

Okay.

So we always, with EBLI,

start with blending and segmenting.

Blending and segmenting are kind of like doing the

adding and subtracting before you do multiplication and division.

So blending and segmenting first, then deletion and substitution.

So when we do this with pre-kindergarten, three and four-year-old kindergarten as well as

kindergarten, we always start Orally to get the kids

used to understanding that words are made up of sounds.

So we usually put it into categories.

Like we might say to kids, "Okay, if you're wearing this color, you're going to stand up and line up." /r/ /a/ /d/ or whatever. Okay?

So something like that. So then it's not just any word in the world, but it's kind of broken down into categories. You can learn more about the blending and how we do that really efficiently in the blending webinar on the EBLI, and it's ebli.com, and Alyssa will share that with you, too.

But in the webinars section of our website, you can find that.

We always,

even with our little tiny kids, do blending and segmenting in the context of a word. Okay? We always do that. And in the context of word

from the outset with really the end of first grade and older, always starting with the context of a word. So just FYI.

So our process with deletion and substitution in pre-K and K, we start out with letter cards that the kids hold, and we actually move the kids around and blend the kids together and segment the kids apart, and we move their sounds around and do that really explicitly and just in our little kids, pre-K and K.

And we start with CVC words like with a consonant, vowel, consonant such as cat or run, and then move to CVCC, where the consonant then vowel and two consonants, and then the two consonants, vowel, and the consonant at the end. So it's scaffolding from easier to more complex.

In first grade, we start out with CVCC words, with our first-grade lessons and our first-grade kids.

And we always teach first grade and above, we always teach small group, or if you're remediation and you teach one-on-one students, you can do it one-on-one also. The research shows that that is much more effective, and you can really differentiate.

What we find in our reading center with thousands of clients of every, really from three years old to 82, over the last 22 years, is that some people come in, and they can really do blending and segmenting and even deletion and substitution really quickly, or even they might be able to do it when they get here. We kind of do this progression I'm going to show you to assess that, but they can do that really quickly. Other ones take an awful lot of instruction and an awful lot of support. So,

we can differentiate that, and they have different areas that are problematic, which is easier if you're teaching in a whole class and you want to move to small group to differentiate based on you have a problem with letter names. You're struggling with deleting that adjacent consonant, those types of things. But small group and one-on-one is how we always do phonemic awareness instruction. Second grade and up, we start with those CCVC words like stop and slip, those kind of words. All right?

Also small group and one-on-one. And then after we go through this progression that I'm going to teach you, we do phoneme substitution, which is more of a challenge, taking one sound out and putting another one in.

By the time we get to that, we can do that all oral, and we do it quickly because we do phoneme substitution all throughout EBLI instruction, and especially in multi-syllable words, like hundreds of them. We

do that phoneme substitution. Then I'm going to talk about Pig Latin, which is a phenomenal way and fun way to do phoneme substitution, too.

So that is that.

So just a quick

review on blending. Blending is just pushing the sounds together.

If I tell you the sounds /f/ /o/ /n/, you blend them together,

say the word phone. Okay? You're pushing those sounds together.

Segmenting is the exact opposite.

It's pulling those sounds apart to the smallest unit.

So if I tell you the word school, you say those sounds /s/ /k/

/oo/ /l/. Right? So that's segmenting.

And blending and segmenting is a foundation for

deletion and substitution.

It's kind of like... Well, I'll show you my next little slide.

I think I'll show you what it looks like.

It's kind of like when you put a child on a bike, and you've got those training wheel that's really holding on to them.

As far as that blending and segmenting, that's the beginning pieces, okay?

And then the advanced skills, the deletion, and the substitution are more where you're fading away, fading away, always moving them toward independence.

So again, you could think of it as addition and subtraction,

the blending and segmenting, and then the substitution and deletion

is more like multiplication and division.

So it's kind of a hierarchy of those skills.

So we always make sure our kids can blend and segment to a degree.

They don't have to do it automatically and pristinely, but they have to be able to

do it some to be able to isolate those sounds, pull a sound out,

push a sound in. Okay? So I see that there's an awful lot

more people coming on. So excited that all of you guys are joining us

here. Please do share in the chat where you're from, what you

teach, if you teach, or how old your kids are if you're a parent.

We always love hearing about that.

And please be sure as I'm going along and talking, especially as we do our little lesson that we're going to do, please be sure that you put those questions in the chat so that we can collect those for at the end.

Okay?

All right. So phoneme deletion with EBLI.

We do this at the beginning, really, in the first session anyway, with all of our clients that are second grade and older.

And we go from simple to complex, from being very concrete to very abstract. And I love this little diagram kind of thing here, except for anarchy. We never get to anarchy. This is good.

So we start with simple, move to a little more complicated, and then complex. All of those things as a hierarchy, kind of a gradual release to more and more student independence while they've had the opportunity to also be accurate at these more hand-holding

steps that we're going to be giving the kids or the adults, whoever we're teaching.

Oopsie. So when we remove sounds, whether we're working with our little kindergartners, and we're moving the actual kids around, or whether we're working with an adult, we start with removing the first sound first, because that's the easiest. Okay? The easiest to hear, the easiest to remove.

Then we move to the last sound And then we move to the adjacent consonant.

And in the blending webinar, you'll hear a lot about how we get to getting the kids to access each of these sounds in the context of that whole word, by moving just to the part that they're trying to access and having them get the first sound of where they're at. So in that webinar, you'll find that. So first sound first, then the last sound, then the adjacent consonant. And again, with little ones, we start with CVC, first graders CVCC, and everybody else, the consonant, consonant, vowel, consonant, like flat and club and step that's down here.

Interestingly, 20 years after we've been doing this and David's book came out, that I saw, the first time I saw it anyway, "Equipped for Reading Success." On page 79, he lays out the process of exactly what we do. Isn't that interesting?

So use phonics or spelling, so using the letters at first.

So this is this gradual release. Use visuospatial cues.

A lot of people will use

little, I don't know,

bingo chips or little things to push around.

We use dots because it's really easy and you don't have to have anything with you.

But basically placeholders for the sounds that are not the letter.

That's what the visuospatial cues are.

And reinforcing segmenting, because you have to be able to segment the sounds to be

able to

access them, to pull one out and put another one in.

And then move to auditory, where you're doing it all orally,

because blending and segmenting and phoneme manipulation are

actually auditory processes that you can do

without

letters, okay? But when you go to read, and we're going to talk about this too, you

actually are using this phoneme deletion and substitution all the

time,

especially with multi-syllable words, but with other words too.

And then one-minute activities. When we do this at our reading center, we may do

three to five minutes at the beginning of a session,

until they are...

They don't have to be automatic, but mostly automatic, because it's not like we're

never doing this again. We're going to continue to do it in all these other

activities. But if you want to be teaching

phonics, meaning matching the sounds we say to the symbols that represent them,

those letters, okay? You've got to be teaching that.

We don't want to teach with no code instruction

and only this. You're not going to get the gains that you are hoping for with

just doing the phonemic manipulation with these one-letter

spellings. But you're going to continue to advance on that

with other instruction that you're doing.

So we're going to talk about how we go from letters to dots to fingers to doing it all oral. That's what you guys are going to learn.

And then how do you go about applying this when you're actually reading?

Reading multi-syllable words, with support and then

independent. Because everything we want with the goal is for the student to be able to do it independently without us, but also

accurately, okay? And automatically.

So automatically, accurately, independently.

And this, I have Owosso here. I did a little video on this.

It's actually my hometown, Owosso, Michigan.

And so we're going to talk about this at the end and how we deal with this word

where the same letter is in there three times, and each time it

represents a different sound. So how are you going to know how to read that word?

So we're going to talk about how we use phoneme deletion and substitution to do

that. Okay? So that's my going fast kind of stuff, so

we can get into actually showing you the process here.

And remember, if you're just joining us, I see a bunch of new people popping on,

and so happy that you're here. Be sure and share with us where you're from, and

also share any questions that you have as I go along.

I know that I talk fast. I always worry that I'm not going to have enough time to

get in what I need to get in, and I talk fast naturally, to be perfectly honest.

So ask your questions. You will get the recording, so you'll be able to

watch it again and

absorb some more if need be.

All right. So phase one with our phoneme deletion EBLI

activity, we do with letters. We start with letters.

Now when we're teaching our pre-kindergarten, junior kindergarten, preschool, and kindergarten, we start this skill whole class.

This is the only time we teach phoneme manipulation, deletion and substitution.

I'm just going to call that manipulation so you'll know that it's both of those things. The only time we teach a whole class, or the only time we recommend that teachers teach a whole class also. And we use letter cards.

As you can see in this little kindergarten classroom, we will give them, like I give each student a little card, and I'll say, "Everybody, this is M.

Say hi, M," and they say, "M." "And this is A." And then we'll put their two sounds together and blend them, and then, "This is T." And then we'll take away a sound and bring them back, and then take away a different sound.

So we do that to be very concrete. The kids absolutely love it, unless they don't get a turn. Then they don't love it that way.

So we make sure that it's very equitable with that whole class instruction. But we do this to really introduce the kids and then we move to small group as they're further along in the year with that. But we do a good bit whole class at first for these kids. So just to show that with pre-K and K.

And then I'm going to talk about everybody else, okay?

And also kindergarten later in the year, and definitely first grade later in the year. So first of all, what I'm going to do is go through each of these instructional steps at the letters phase, at the dots, at the fingers, and at oral, and then I'm going to demonstrate it with some of our EBLI team, and so they can make some of the mistakes that kids typically make with this process, so that you guys will be able to teach it yourself.

So with our first phase with letters, with middle of first grade and older, teaching small group or one-on-one. These are actually kindergartners that are a little bit further along, and we're teaching them in small group, with the letters.

We're not obviously moving them around because there isn't enough of them in small group. So we teach small group or one-on-one, and the letters are actually written on the board, and you'll be able to see what this looks like.

For second and up, we only teach this in a remediation setting, meaning that if the students can't do it, then we will put them in small groups of three or four or five, and do this activity with them. All right?

So

That's how we go about doing it. Okay? With the letters first.

The second phase, as you can see, these are with dots.

These are our placeholders, is using dots.

The reason that we give dots also, it's a placeholder. It gives the students a place to look while they're listening, because almost all of us humans are much stronger visually, and even verbally, than we are auditorily. You'll hear so much about auditory discrimination, all kinds of auditory issues that students have, and struggling students often are very weak auditorily also. So when we give them a place to look, even though it's not the letters, that kind of helps hook them in. And also, this was an interesting thing, I was teaching this multimillionaire business real estate developer many years ago in his office, and he said to me, "Let me show you this book, because I read this, that when you're looking straight forward, you engage your auditory sense." It was a fascinating book that talked about that. If you're looking up, you're going visual. So a lot of people would look up here because they want to see what the letters look like. But if you're looking straight forward, you engage in that auditory sense, so that's a way that we can strengthen auditory, which is really important. And if you're looking at the dots or at fingers, guess where you're looking? Straight ahead. So we really push to do that, too, when they don't have the letters, and you also don't have letter name interference. So, jumping from letters, which most kids, a lot of times, are like, "Okay, I got this with letters. This is easy." And then you go to dots, and the

wheels fall off in a major way because they're like, "Ah! What's going on here?

Where are my letters?"

So that jump is really kind of important.

Sometimes we'll scaffold back and put the letters above the dots, and then take them away again. So they understand that these are just symbols, whether it's a letter or a dot, to represent the sounds we're saying.

We could make a flower, or we could make a shape or something to represent the sounds that we're saying. Okay? That's what we did when we made the English language. Somebody made up the letters that were going to go along with the sounds that we say in print.

So,

that's what we want them to know. The next thing is we move to where the kids are looking at our fingers. A little bit more abstract than being on the whiteboard there. And again, they're still looking straight ahead, engaging their auditory sense, and strengthening auditory.

Reading is actually an auditory process more than visual. Okay? Mostly it's taught as a visual process.

With EBLI, we teach it speech first, auditory, then print, which is visual.

And that's very purposeful and meaningful, and it really helps accelerate the instruction, too, going from sound first, then to the symbol.

And then the fourth thing that we do is there's no visual cues at all.

We just tell them the word and ask us to tell them,
taking away the sounds. Sometimes when we do that, also the wheels
fall off. Usually, going from letters to dots is a
bigger wheel fall-off problem, and going from
fingers to all oral also can be a stronger wheel
fall-off. So I'm going to show you how you can revert back to the step before,
as we scaffold our kids to becoming
able to do this independently and automatically. All right?

So now, I'm going to pull in my three
students, not the Three Stooges, but the three students.
Cricket and Lou and Shannon from EBLI are going to be my
students here. And what I'm going to do is just go all the way
through all four of these phases, so that you can see
them all with the error corrections, too, and we'll answer
questions at the end. So again, if you're just popping on, because I see
people popping on continuously here, be sure and put where you're
from in the chat, and any questions as I'm going, like, "Why are you doing this?"
and, "What about this?" Anything that you have, any questions, go ahead and put
them over there. And I see Molly from our EBLI team is here, too. Hi, Mol.

It's fun when I get to come and see all these smiling faces on the thing.

All right.

Okay, are you ready, my students?

Are you guys unmuted? I'm unmuted. Can you hear me now? Yeah. All right.

Lou, are you unmuted?

Oh, I think Lou is...

I'm unmuted.

Okay, Shannon, you're good, too.

Yep. Okay.

All right. So now let me tip this so I can...

Okay. All right, students. Tell me the sounds.

And again, these students, they know because they've taught EBLI.

They're very familiar with it. They know the errors the kids are going to make, and we've cued them to make those errors so you can see the corrections.

All right, students, tell me the sounds in this word. What do you have? L.

L.

L is the letter name. If we said L here, this would be L-A-N-D.

What sound do you hear right here in land? What's the sound?

L.

L.

All right. Everybody, tell me the sounds in this word.

L.

L.

A.

A.

N.

N.

D.

D. Land.

Land. Good job. Good segmenting, too. Way to go, ladies.

Okay, Lou, what is land without the L?

A,

N, D,

and.

Way to go. Shannon, what is land without the D?

O,

A, N,

land.

Way to go. Woo-hoo, good job, phoneme manipulators.

Cricket, what is land without the N?

L, A, D,

land. Oh, you took my N. You can't have my N because it's

mine. All right? So tell me these two sounds. Let me hear you.

L, A. Put those together. La. All right, what

I want you to do now is you're going to say "Laa," and you're going to hold onto

that, and when I point over here, you're going to say this sound. Okay?

Are you ready? Let me hear you say- Ready ...

"Lad." Lad.

Lad. It's kind of an old-fashioned word for a little boy. Good job, ladies.

All right. Way to go. Okay. Now,

you guys are going to... Help me find my marker. Where is that?

Okay. All right, you guys are going to say the sounds as

I put dots down now for the sounds in swim.

What are the sounds in swim?

/s/

/w/

/ɪ/

/m/.

Swim. Ooh, look at me, dots are going upwards.

I'm not so good at this sideways thing. Okay, that's all right. That works.

Okay, let's see. Shannon, what is swim

without the /s/?

M.

Now, this would be M. This guy's like, "Please don't forget me." You might be thinking of these two sounds together. Tell me the sounds in swim.

/s/ /w/ /ɪ/

/m/.

Swim. What sound here? /w/. Okay, so don't forget him.

What is swim without the /s/?

/w/ /ɪ/ /m/.

Wim. Woo-hoo. If we were playing the point game, if I could fit it on here, you guys would be getting some points.

Cricket, what is swim-- Are you my person now? Yes.

Okay. Cricket, what is swim without the /m/?

Swi. Ooh, way to go. Good job. Lou,

what is swim without the /w/?

Swim.

Okay, I've got that /w/. Tell me those sounds.

/s/ /i/

/m/.

Sim.

Oh, good job. Way to go. All right. So now what we're going to do is I'm going to get rid of my little stand here, which is helpful.

All right. I want you all to tell me the sounds in-- As I touch my finger, so only say when I touch my finger, okay?

When I touch my finger, tell me the sounds in plug. What are the sounds in plug?

/p/

/l/

/ʌ/

/g/.

Plug.

Plug.

Way to go, ladies. Cricket, what is plug without the /p/?

Lug. Ooh, way to go. All right. Lou, what is plug without the /g/?

Slug.

Tell me the sounds in plug.

/p/

/l/ /ʌ/

/g/.

Plug.

What sound did you say right here?

/ʌ/.

All right. I want you to keep that as /ʌ/. What is plug without the /g/?

/p/ /l/ /ʌ/. Plug. Beautiful. Not a real

word, is it? That's important, because when you read multi-syllable words, they aren't real pieces either. Those pieces are not real words.

All right, Shannon, what is plug without the /l/?

/p/ /ʌ/

/g/.

Pug. Way to go. All right, ladies. Now, you're going to tell me the sounds. I'm not going to show you anything, okay?

Tell me the sounds in the word step. What are the sounds in step?

/s/

/t/ /ɛ/

/p/.

/s/ /t/ /ɛ/ /p/.

Word? Step.

Step.

Way to go. Lou, what is step without the

/s/? /t/

/ε/ /p/. Tep. Word? Tep. Okay. Shannon, what is

step without the /p/?

Ste.

Cricket, what is step without the /t/?

/s/ /t/ /ε/ /p/. Step. All

right, so you put that /t/ in there.

What is step if you take away the /t/? What are your sounds?

/s/ /ε/ /p/. Sep. Very

good. All right. Beautiful job. So that is the four

levels. Sometimes they will go even faster and smoother

and less

errors.

If you have struggling readers, it will not, and there will be more errors, and

sometimes we pair it and do different things like that.

But that's basically the errors that you will see, and that's the

process that we move to with that phoneme deletion

piece. And then once they can do it to the degree they just did orally,

we're cool, and we never do it again. We don't ever do it again.

Usually, we do,

I don't know,

Shannon and Cricket and Alyssa, you guys could help me out here, but and it varies. Sometimes the first day they're there, guess what?

You check it off, and they don't ever have to do phoneme deletion again.

Sometimes we do it for maybe half a dozen times, sometimes less, sometimes more. It depends on the students.

And if you're in a group of four kids and you've got one of them that's boom, boom, boom, they've got it, they're done.

You just get to keep paring it down so you have less and less kids that need to do this activity until they don't have to do it anymore, which is really fun, and you just do it in the context of your decoding work and in reading because we do it all the time with reading.

If somebody reads the word, a student reads the word, the word is great, and they say greet. They'll say greet and pull out that, and they say great because they're pulling out the E and pushing in the A.

We use this all the time with reading, and I'm going to talk a little bit more about that.

Okay, so again, keep putting those questions in the chat, and if you have just come on, go ahead and share where you're from, and be sure to share your questions.

I'm going to go through a few more slides, and then we will have questions because a lot of times, especially with that process, there are a lot of questions, which I love.

Okay.

So here is a very happy Christmas gift in April for you guys.

We have never shared pieces of our training.

I am always a big one for-- EDLI is very

comprehensive, and it's not I just did a blog on island teaching.

We don't teach this spelling is one island, and vocabulary is another

island, and fluency is another island, and phonemic awareness is another island.

We're very much about explicit instruction that is systematic and

sequential, but that's also integrated, so it moves really

fast. So when people say: "Why don't you teach us the part how you do reading and

comprehension?" Or, "Why don't you teach us how you do these pieces?" But this

piece over-- phoneme deletion is really

the only one that is possible

I'm not connected. I hesitate to do it quite honestly, because I don't

want people thinking, "Okay, we're going to give them the phoneme and deletion, and

we'll still have them guess words or look at the picture, or do that kind of

thing," without kids being able to be accurate at the decoding and

encoding piece. You want to be sure that you're giving them instruction on the

decoding and encoding piece to move to all those other ones.

So this probably will never happen again either, but what we are going to give you

is our actual, from our extensive and comprehensive

training, we are going to give you the training videos.

We're going to give you the documents with the helpful hints, the documents with

the steps. Every step that you do, if they say this, this is the

error, this is the error correction that you do.

Because this is such a crucial component of reading instruction, and it's one that there's so much confusion about, and there's so much discussion about.

In my opinion, I think there's a lot more discussion, there is action as far as how do we get our kids to be able to be really adept at it, okay?

That's more important really than having more adult discussion in my humble opinion, which is just my opinion.

But I want you guys to be able to know what to do. We're also giving you words.

You'll notice there aren't a ton of words.

A lot of the books that you have with us, there will be hundreds, maybe even thousands of words, and we do a dozen or two words typically. If you're doing a small group, we might do more than that, so that they all have turns and that type of thing.

But we want you to be able to do this and give your kids this piece of the foundation.

So you'll have the video that goes through us doing this, going through the steps, but also showing the steps again of those things that we did, and also why we're doing it. So you get with EBLI the how, the why, and the what. So that's what we're going to be doing with this little piece of our training.

So we don't want you to think that, "Oh, I'm EBLI trained because I do phoneme manipulation," which is something that we do, we make sure all of our kids can do,

but it's a very small piece, quite frankly, of our explicit instruction type of thing. All right? So we want you to do it.

We want you to be sure your kids can do it.

And it's really kind of fun, to be honest.

So watch for that tomorrow when you get the recording.

All of these resources will be coming for you.

Now, again, remember, you do not need to do this with all of your kids if you teach second grade and above.

Every classroom I've ever been in, and I've coached in thousands of them, there are a percentage of kids who struggle.

I would check all of them. Can you do this with each of those four phases?

Once they can, check them off the list and see these other ones, continue to work with them in small group until they're all checked off the list. Okay?

So I just

wanted to share that piece with you guys.

Okay. Now then, phoneme substitution is the one where you're pulling out a sound and pushing in another sound, okay?

So what we've been doing is phoneme deletion, pulling out a sound, which is a real key thing, and what we find with our coaching in EBLI, too, because we tell them what sound to say, they push that sound in.

But doing word chains, it's a fun thing, and a lot of people do it.

You can do this with letters, you can do it without letters.

What we do is we do a phoneme substitution after we've gone through the deletion,

so really there's no need for the kids to do it with letters, because they can do that deletion piece pretty easily. So all this means is that you change one sound in a word. So how we deal with this with our kids, if you look at the EBLI, if you go to EBLI, it's under our EBLI for You, there's going to be some lessons that are free until June.

In our third-grade lessons, you'll see a lot of this activity that I did, second and third-grade lessons, I guess, that I did with 125 kids during COVID time last spring when I taught them. We did a lot of the word chains, and they loved this, too.

So what I would say is I choose a student, say slat.

They'd say slat. Now change the /t/ to a /p/.

What would the word be? Now if need be, I would bring my fingers back up and say,

"Tell me the sounds in slat." Now you're going to change that /t/ to a /p/.

That's how I would scaffold that and give them some more hand-holding before removing away. But they love doing this.

We don't do a ton of this either, again, because they don't need to, and we integrate so much of this instruction in all of our EBLI activities, too. So then the next child would say slap, and they say,

"Change the a to an i." And then they would say slip.

And then you do the error correction stuff, too.

So that's what phoneme substitution is, and that's how you can go about doing that with the word chains. And you can do it with letters.

Usually with little kids, we may do that to start out with with our kindergartners or preschoolers to do the switching piece.

So phoneme manipulation, so this deleting and substitution.

So if you're reading the word owasso, if we were teaching the word owasso, and a student said owoso, right? So they said O for all those Os.

There's a lot of Os in that little word, isn't there?

So what we would say to them, all right, at this first one, we'd say,

"Say a." What they have to do there then is pull out the O and push in the a. A-W-O. We'd say, "Say a."

They pull out the a, they push in the

a. All right, and then they got the O here.

So this, not just with vowels. Some people call it

flexing of vowels. There's something that's set for variability.

There's research that's coming out, and I'm just learning about this.

Isn't it amazing how there's so much more to learn all the time?

Set for variability is talking just about this, that we've been doing for 20 years, where pulling out a sound and pushing in.

If you read the word,

I don't know,

chef as chef, right? You have to pull out the ch and push in the sh, or

school as chool. You'd have to pull out the ch and push in the k. So you're doing this with consonants, with vowels, every multi-syllable word there is, you have to pull out a sound and push in another one.

And a lot of the one-syllable words, too.

If you say,

Let's say has as haze. All right? You have to pull out the A and push in the A. You have to pull out the s and push in the z.

So we're doing this all the time, and if we teach our kids in these explicit activities, and then we apply it in text when we're reading and spelling and writing, then it's so much easier for them to manage, which is why this skill shows to be so important for reading acquisition.

So you use it all over the place, all the time when we're reading and writing and spelling.

Pig Latin is another one. Alyssa's going to share a link with you guys in the

chat about Pig Latin. I love Pig Latin.

I also did Pig Latin with a second grade and the second grade and older lessons. They loved it. They loved it so much that one lesson, I made a big mistake, and we did like 10 sentences of Pig Latin, and it was way too much.

So, we all do that and like, oh, readjust. Mayday, mayday.

But what you do with Pig Latin is, let's say your word is cat.

All right? You take off the first sound, so you take off the c, and then

we have at. And you put the c at the end.

So it'd be at, c, and then you add A. So cat would be

at, ca. Now, the interesting thing is we

find about 50% of students are

good at phoneme manipulation, pulling sounds out and pushing them in, and

segmenting and blending. Interestingly enough, in teacher training, we find that

about 50% of adults are, too. Because if you never learned it,

you're not going to pick it up one day when you turn 18, right?

So, many adults, so you may be a little uncomfortable with this, like, "What is

going on?" Phoneme manipulation and

phonemic awareness stuff, they're all acquired

skills. They're not normal or natural that we're born with, typically.

Easier for some than others, like everything in life.

So you may feel a little bit awkward about it.

So before you teach your kids, you may want to do it yourself, too.

So carrying on in conversations, I used to do this as a child, so I'll tell you

this sentence in Pig Latin. So my mom said you can sleep over this weekend.

This is how it would sound in Pig Latin.

I may, am,

am may, ed say, ooh yay, an kay, eep slay.

So in this, when there's adjacent consonants, we do take off the whole blend,

okay? Put it at the end. Eep slay, and then when it starts with a vowel, you put

yay at the end. Over yay, isthay, eekend way.

Now or, yeah, eekend way. I usually do the whole word.

They say you can say eek way end yay, but I'm like, "That doesn't make sense to me." So that's how I do it. I think the instructions may say the other way. So teach your kids how to do this, and you kind of have kind of the secret code, and they think it is so cool. Kids just love it.

So whether it's your students or your own children, they will think this is really a lot of fun, and it's a great way to teach phoneme manipulation stuff.

So just a few other things before we hit questions, and remember, put the questions in the chat if they're coming into your mind and you're being like, "What is she talking about?" Or, "Why is she saying that?" Or, "That's crazy." Or whatever.

And also be sure and let us know where you're from, because I like that part.

I always go back after we're done. Also answer your questions, of course, but I love to see where everybody's from and anything that you share about yourself.

So thank you in advance for doing that.

Blending, segmenting, and phoneme manipulation are in all of our EBLs.

EBL Island is actually, we don't have phoneme manipulation in that one because that's the very beginning, three years old to kindergarten, teaching the one-letter spellings and blending and segmenting and handwriting.

So these, but Ebly Space and Sight Words Made Easy also has phoneme deletion and substitution activities in them.

So those you can find on,

and they're for iPads or Android phones or apps

or tablets, I mean, as well as Amazon Kindles.

These are, like, \$4.99, and you could put a whole bunch of kids on them.

A lot of schools, Ebly trained or not, will get these apps and have their kids use them, especially when you're doing small group instruction and kids are doing their independent stuff. So it's a great idea for that.

Phonemic awareness instruction is embedded into all of our, we call it SL, our teacher training and student lessons.

Not just explicit instruction like I'm showing you here, but putting it into all of the instruction that we do and the activities that we do, as well as embedded into supported reading instruction and supported writing, too. So we have online training, SL training for kindergarten, first, second, and third-grade teachers, also for remediation, preschool or kindergarten through adults.

And then we have an eight-week training that is for our fourth through 12th-grade classroom teachers, too. Okay? So all of these things, we have whatever you need, we have it. So that is good.

As far as our goal is to make teachers' lives easier and to help you be really streamline your instruction, to free up not just your instructional time, but also planning time.

So teachers are so overwhelmed, especially in the last two years, of course, but so overwhelmed with so much to do, and oftentimes there's just so many things, and we really want to just boil it down and streamline it with Ebly to make your

life easier. So we do teacher training,
and all kinds of support, and this just shows you some of that, where we have our
teacher training videos, where we show you each activity.
We talk about why you're doing everything, what you're doing, why you're doing it,
okay, how you're doing it, of course, and then instruction for all grade
levels, whole class, small group, and one-on-one,
that you can actually see these things in action with all of the warts and
things that tend to happen in whole class instruction.
And then the documents to support you, too, as well as, of course, the student
instruction. We integrate the teacher training and student instruction, too, so
that it's not too overwhelming for the teachers, and
we do a lot of the teaching for you. You will see right here, this video.
With Eby training, I actually teach your class, whether you're a classroom
teacher or a remediation teacher, teaching small group or one-on-one.
You can turn on a video of me to teach the activities at first,
and we gradually release the teachers just like we do with the students.
And then we have support materials and all.
So it's, of course, again, a comprehensive system where our phonemic
awareness is just a little part of it.
So, oopsie. Went the wrong way. So Teaching the World to Read, that is
our byline, and we're really pretty serious about it.
And we always ask everybody to help.
Really exciting thing to throw in here, I leave on Sunday because I

am consulting on a national literacy documentary that is happening, and filming starts in DC, and New York City, and Boston next week, and I get to go to all of those filming sites. We have people like Nadine Gaab, who is doing so much great work. She's a MD, actually, with doing a lot of neuroimaging and work with little kids and reading instruction.

And Emily Hanford, which most of you probably on here know.

Natalie Wexler is going to be interviewed next week.

Faith Barowski, if any of you know her.

Just a lot of wonderful people. We have almost 50 that we're going to be interviewing before the end of the year.

We, I mean, not me, but the documentary team.

And so what can we do to truly teach the world to read?

Together we can do this, for sure. But it does take all of us.

And so what we say to you, share this webinar so other people are teaching their kids phonemic awareness in a way that is straightforward, and effective, and efficient, and helping to move their kids far and fast. Really important.

If

we could have the conversations around how do we move these kids far and fast, that would be so much more powerful than there's often so much debate and kind of hair-splitting stuff that really doesn't

help us move our kids. So that's what we're really focused on is how do we help you move your kids fast? How do we together help each other move all kids far and fast with all of their literacy?

So if you have suggestions on how to do that, we always want to hear them.

Our phonemic awareness blog just went out, and you would have got that if you signed up for this, so commenting on that. And sharing this webinar link.

We will have it on our Facebook page in different places, and also it will be tomorrow,

Hannah will share it with you in the email so that you can share it with your social media following and groups, too.

And you can sign up for next month's webinar, which is going to be about supported reading and text,

and really working on vocabulary and comprehension.

So, that is our thing. That's what that one is coming up.

And that one's going to be Thursday, May 20th at 7:00 PM, and Alyssa will share that link in the chat if you want to sign up for that. We'd love to have you.

Always love to have you. And now it's the time I love, the question and answer part. I'm only five minutes over from what I intended to be, which I'm always proud of myself on that one.

All right, Alyssa, what have we got as far as...

And if you have questions still burning in your mind, please don't be shy. If I don't know the answer, I'll tell you I don't know the answer. But I love to share what I do know so that you guys can

learn from all the mistakes I've made in the past 20-some years with doing this.

So,

fire away, Alyssa.

Okay. This first one is from Sue McMillan,

and it says, "Describing reading as a visual process can confuse

understanding. Sure, the input is visual, but

thereafter is it not a phonological

process?" I'm just wondering if you could clarify on that a little

bit.

Yeah, reading is actually an auditory process first. Okay?

Obviously, it's visual because we're looking at this

stuff,

these letters and all. So you have to have something to look at, but a huge

misunderstanding is that reading is auditory first, then visual.

How it happened was that

whoever it was, we say Samuel Johnson, he's the first one that we knew that made

this the English dictionary, anyway, and it took seven years with

hundreds of scholars to be able to figure it out.

And they figured out what sound are we saying, what

symbol are we going to put for it? But they borrowed from a whole bunch of other

countries, too, which

is what makes English more complicated.

But reading is taught almost exclusively visual first.

We have all kinds of visual things, and especially in kindergarteners, there's all kinds of visual stuff, the word families, or the

word walls, or all that stuff. So we're having kids go visual, visual.

Let's do this rhyming where we're doing visual with cat, fat, and sat.

But then kids will see tomb, and comb, and bomb.

Those all look the same, too. Oh, the ending part's the same, they must rhyme.

But they don't. Right? Because it's an auditory process first and

not visual. So I don't know if I said something, or

you perceived that I said something where

reading is visual first. We go visual first on the phoneme

deletion piece. Interestingly, with all other Evli instruction, we go

auditory first. Placeholders for sounds first for everything that we do, pretty

much.

But on this one, because we're moving to an auditory skill,

we go visual to make it easier and to step...

We think of the steps as we're giving you steps down the cliff instead of pushing

you off the cliff and saying, "What is step without the T?" And you're like, "What

are you even talking about? I don't even know words are made up of sounds." Right?

So, with the phoneme deletion, it's backwards

really than what we do all of the time.

But we teach speech to print auditory first, and then visual

to match it. Because you do have words like team, and then you have words

like great, and words like head, and words like heart, where that

E-A, oh, it's E. Oh, wait, now it's A. Oh, now it's A.

Now it's a. What the heck is going on?

But we teach that E-A-R is ear. Well, yeah it is, unless it's in the word bear, right?

Or heart, then it's not ear. So we try to fit

things into this step to match the visual, but it's not visual, so

everything gets convoluted and confusing, not just for kids, but for teachers, too.

We're like, "What does that even mean?" I know that when I was trying to teach my daughter, I'm like, "What's going on here?"

How can I teach her this when it doesn't make sense to me?" So that's a good question.

So the phoneme deletion, we do visual first with letters

to auditory because the auditory is where they need to get.

With reading, we do auditory first, then to the visual, because the visual's where they need to get. If that makes sense. Hopefully.

Okay. The next one is from C. Clark.

It says, "I also thought that phonemic awareness was taught without the letters.

Why do you use the letters with the first steps of phonemic awareness?

Is this blending phonics with phonemic awareness?"

It totally, yes, it is.

Research has shown, and this is the National Reading Panel report way back when I was studying this stuff.

Actually, that wasn't even out there yet, but it was kind of in the midst.

It came out in the fall of, I think, December of 2021 or 2020 in there. But it showed unequivocally that teaching phonemic awareness skills with letters, combined with letters, is going to have much more greater growth than just doing it all orally. So phonemic awareness skills can be done in the dark, people will say. So if I close my eyes, I can say, "What is swim without the...?" Hmm, it's swip.

I can say that without looking at anything. All right? So that is true.

However, we need to use it. If I'm going to read aweso, you've got to have something there, too. So when you connect the letters to the sounds that we're saying, it helps the learner be able to make that connection.

Like, "Oh, the sounds I'm saying are represented by those letters there, and I need to pull these sounds apart, and sometimes I have to pull one out and push another one in." So they really get what they're needing to do, and it's the kind of doing it with letters and without letters, which is how we do it.

It's going to help them move further and faster, and the research does show that very, very strongly. For sure.

Good question. Thank you for that.

Okay, number three from Stephanie.

"So the letters, dots, and fingers are scaffolds to get to oral manipulation with no visuals, which is the goal, correct?"

Yes and no. How's that for fun?

Yes. It's to get them to oral only

for pulling out the sounds and pushing them in so that they have that skill

automatically, basically. So that when they are looking at the word great, and

they're reading it, "I had a great time on vacation," and they're reading along, "I

had a great..." Great. You will be amazed.

They'll say, "He went to the,

hade," or whatever. I'm thinking of the word had.

"He had a big hade, hade, hay, heat, had." They will pull those out and

push them in that quickly when they have that skill.

Once they've got that skill, we don't care.

It's like once you know how to ride a bike, I'm not going to teach you how to ride

a bike anymore. You already know how to ride a bike. Why would I do that?

Let's go on longer rides. Let's make it more complex.

Let's use the skills you have to

ride on some, I don't know, grass or off-road or something like that to

make it more challenging. So we got that skill. This is cool.

We don't need to keep learning it more.

We need to now use it with what we need to use it for, but we also have to know

that code. We have to know what that code is, how to manage that code.

How, "Oh, wow, the letter A, there's nine sounds that go with that?

Who knew?" The letter S, who knew that there's three sounds that go with the letter

S, that are represented for that. So, yes,

we go from the letters to the all oral, and then we actually apply it in reading, and spelling, quite honestly.

Yeah, so hopefully.

Okay. Next is from Annie. It says, "Why don't you do this again after the student's got it? Doesn't it build the skill?"

Again, it's like the riding the bike.

If you can ride a bike, I'm not going to keep-- First of all, I'd probably faint if I had to keep running behind you. I remember when I had to run behind my kids. I'm like, "Please pedal and balance, because I'm going to faint." So if they can already pedal and ride the bike on their own, there's no need for us to hold the back of the bike and keep running after it. Right?

It's the same with this. It's like anything, if they can do it...

We don't teach to mastery, either, typically, with hardly anything.

We do teach to mastery, but we don't teach to mastery before we move on to something else. So even with the phoneme deletion stuff, they've got it fairly well, even if they self-correct, and they got it, we know that they're moving to that skill. And we're not just going to say, "We're never doing this again." Because we're doing it with what we're doing and applying it.

The whole goal of everything you ever teach should be so that we can apply it for something, not just to check a box or jump through a hoop. Right?

So more practice is going to be happening when you're actually using it, but you've got that skill, and now you know how to use it. So you use it, which is fun.

Right? You say, "Says," and then you pull that A out and say /æ/ because

either somebody told you to, or you're figuring out ways for
was. Hmm. Pull that A and push in the /ʌ/.

Pull out the s-- Push in the /z/. So when you can do this, it opens
up the whole world of reading, for sure.

So no, we don't ever. And I can say we've taught people
who have had remediation for really, literally 40 years,
and a lot who have had two to four times a week for four years, six years,
seven years, and they still are not proficient readers.

And they become proficient readers with learning this way because we don't
keep reiterating stuff when they already have it, or they're well
on their way to having it. It's just like we don't teach all of the words, because
if you've taught a bunch of words where EA is E or A and /æ/ and all of that,
then you can read great, you can also read steak, right?

You know that that can be that spelling for that.

So you don't have to explicitly teach all these words and go to mastery before you
can move on. But we do not. Once they can do that fairly well, we never,
ever touch on this activity again, to be
honest. And we just have found no need to.

Hope that helps.

Okay. Next from Cheryl. "Can students say the
word without saying each sound first?"

For sure. And you notice we gave you that...

Oh, well,

no. Actually, the answer is no to that.

I'm thinking if you mean, like, what's swim without the s-- And they say wim.

They can say that piece. But I do want them to segment the

word, because first of all, when I put the word, what was the first word?

Land. And I just wanted to show you a CVCC word.

But the word is out there. I want to see if they can segment the

sounds. I want to see if they're going to do letter name interference with 90% of

kids, when they first come to us, anyway, they could never have this kind of

instruction. They will say L, just like we showed you guys.

So I want to know. I'm going to be diagnostic and

prescriptive by Having them say the sounds.

Can they segment? Are they saying the letter names?

Are they putting two sounds together? Can they blend the word together?

I'm finding so much out with them reading that first word by segmenting the sounds.

So instructional seconds, to me, milliseconds.

If I can break it down and have less time used, and free

up more instructional time and more time to get on with it, we're going to

teach that to our

teachers that we train to be able to be as effective and efficient as possible.

There's a whole lot of other stuff you could do, but that is going to give you so much information about those kids.

And if they're all saying it at the same time, you're also controlling impulse,

you're doing timing and rhythm, impulse control.

There's so many good things that you're doing. So yes.

And then when we go to the next words, they have to segment the sounds because--

Like when we put the dots down, segmenting the sounds, and then when I'm putting my fingers up, segmenting the sounds, yes.

So, the answer is yes at the beginning, but if we say, "What is flip without the P?" And they say, "Fli," they don't have to say, "F-L-I."

So that's where, if they can put it all together, hallelujah, that's what we love. But if they can't, it doesn't mean they can't. Tell me the sounds.

And you'll know with your kids. You've got a group of four out there.

Some of them, they need to segment, some of them will just say it, and pretty soon they're going to be out of your group because they got it. Yeah.

So at the beginning when you're saying the word, they're going to say the sounds.

When you have the letters on the board, you let them tell you the sounds, so you can see if they can segment and blend, and if they know the sound to symbol for what's going on there.

And next from Cindy Stockwell, it says, "I'm assuming students need to know the sounds of the letters."

Once we get... Yes. I showed you the stuff, like I said, end of first grade and on, so we are assuming they mostly know.

Now it's not like, oh my gosh, there's a few of those letters they don't know, I'm going to teach it to them. Like if they said, I don't know,

Bs and Ds, that's a good one. Okay, so let's say the word is land, which Cricket

wanted to do this one, and we're not making that mistake.

And they said, "L-A-N-B," which they will do all the time.

Say, "Duh." I'll tell them, "Say duh." They say, "Duh." So I give them that feedback type of thing. Now, the beginning ones, you'll notice we do that whole class in kindergarten, and they're holding those cards, and we're teaching them the sound to symbol, how to blend, how to segment.

And, we don't do that moving the sounds around until we've done other activities where they're blending and segmenting and building words and saying as they write the words and all that kind of stuff first.

But yes, we are assuming that they know many of their one-letter spellings.

We only do this, especially if we're showing letters, with the one-letter spellings. We wouldn't do a word like, I don't know, sleep or whatever, when we're showing the letters.

Okay, next. This has a couple pieces, so just let me know if you need me to repeat it. But Jodie Jarding, "When teaching a more beginning skill like syllables, do you suggest teaching just blending and segmenting only, or do you recommend adding in the addition, deletion, and substitution? Once they master that, then move on to a more complex skill like phoneme segmentation with the sample three manipulation skills."

In all of the years, and probably, to be honest, tens of thousands of kids that I've taught of every age and ability level, up to 82,

I have never, ever,
in any instruction, used syllables. Before, I did sounds.
I've always started with sounds first.
Never once, nor do they do it with anybody who's trained at the Ebley.
I didn't even know it was a thing, to be honest.
We do syllables--
Kids can sing twinkle, twinkle, so they know the syllable thing.
We don't delete syllables. We don't add syllables.
We don't do anything with syllables.
Even in our three-year-old instruction, we start at the sound level,
segmenting to the sound. So, I can't answer
any questions about syllables because I've never taught that.
And this was a big debate type of thing, but the
research says you don't need to. That starting at sound is ideal.
Where you want to start is at the phoneme level.
And you'll see on our blending webinar, how we can get
three-year-olds to segment sounds and to blend those sounds
together. So again, instructional time.
You could use a ton of instructional time, doing bathroom without the
room or that kind of thing,
but we never have, so I can't speak to that.
Okay, Joy Howard asks, "Why don't you manipulate the
vowels?"

The vowels are your volume, and you really can't.

So if you did land without the A, it would be nd.

I don't know how that would work, but yes,

now you can manipulate the vowels.

Remember, you did slap, change the A to I.

If you're going to substitute them, you can.

But if you're just deleting them, we can't do that because the vowels give us the volume. That's what they are.

Okay. Melody Fernandez,

"Do you do the phoneme deletion all the way up to
CCVC?"

No, we stop at CCVC. We do CCVC and
then move on from there.

Okay.

And again, it's not going to hurt anybody if you did the other ones.

It's just not necessary.

There's some other questions. Those were the top ones we had highlighted.

Do you want a couple more, Nora?

Sure. We'll do a couple, sure.

Okay.

From Aaron Way, says, "My burning question, what is the right dose?"

How do you know when to move on to the other skills?

Given the finite time we have to cover foundational skills, I want to

avoid overkill, so to speak."

If I were doing a small group instruction,

if

there's four kids,

and all of them have a little asterisk with all of this.

If you need a whole lot of error correction

with one child, and you're going to have to constantly say, you say, "What's swim without the W?" And they say, "Swim," they keep doing it, or whatever.

That child's going to need a little bit of one-on-one instruction, so you can move them back in, so you can move through it, okay?

So otherwise, everybody else is like la, la, la.

They just need a little more. And there are going to be those kids that need a lot more support on this. And one-on-one is going to give it to you

a lot better. Basically, about five minutes of time with this,

until they are

not automatic, like, boom, we can do it just in our sleep type of thing, but that they can do it, and even if they made an error, they can kind of self-correct.

So you've got this, we're going to move on and

use it then type of thing. So if there's four kids, I would probably do four words,

and I would start with a different-- Well, with four kids, because there's three

things. What's slip without the su? That's student number one, slip without the pu.

The next time student number one does what's grab without

the bu. They do the sound from a different spot because this

one's easy. This one's not quite as easy, and this one's a whole lot harder.

So if one student's only doing this one, you can be like, "They got it." No, they don't. Be sure that they can do all three spots.

And then you move on, and if you have to go back, and again, support them, you can.

But you will find if you do this process with your kids

in a classroom setting, we get kids that are really struggling that come to our center. In classrooms, it's a whole different ballgame.

Usually, it's like, boom, boom, boom, off we go.

We can get through this quickly, especially if you're teaching this way

in your classroom, too, and you're doing things like, what are the different sounds

that go with that E-A, or what are the different sounds that go with O-U or C-H or

whatever. And they're practicing this in other ways.

You are not going to need to do this.

I've been in many of our schools where we train teachers,

and they will be doing stuff where they're doing 10 or 15 minutes of this a day for the whole year. I'm like,

"That is so much time, like 40 hours of

instructional time." And the interesting thing, it's also being done whole class.

And I want you to think about this. When you're doing it whole class,

everybody's quarterly doing it, right? Who's really doing it?

The kids who can do it, right? Who's not getting much from it?

The kids who really need it because they can't do it so well.

And how could you possibly know that with 20, 25 kids in a whole group?

So that is the problem with that. And then you test them, and it's like, "Oh, guess what? These 15 still can't do this, but these 10 are great." Those 10 don't need this anymore. And these 15 need to be with you, so you can do the error correction. Obviously, what I was doing with Cricket and Shannon, and Lucindra, I'm doing individual error correction, even though they're in a small group. Whether they're on the computer or whether they're in front of me in a classroom, it doesn't matter, but I'm fixing their specific error. And that's how you move them far fast, because when the kids are in there and they're doing all their gyrations and their motions and their fun stuff that it sounds fun, but it's fun for those kids that get it, and the other ones are like, "Oh, but oh, real." They can fake it.

They can make their mouth move. They can pretend they're kind of doing it.

They can still have no clue what's even going on at this point in the year.

And you see that when you do the assessments. So yeah.

Okay. What else, Alyssa?

Okay, Aaron Way, do you have a scope and sequence for letter sound-name learning?

For hmm?

For letter sound-name learning, yeah.

Yes, our letter sounds. In our kindergarten lessons, we do one-letter spellings for a week that we add, and then at about week 10 in kindergarten, they get to two-letter spellings, and where

like ch can be C-H or T-C-H or that type of thing.

But yes, we definitely have a scope and sequence that we follow

with the sounds and applying it also to reading and to spelling.

We do.

Okay.

There is, let's see here. For adults, this is from Annie.

Do you start with writing the words down and then dots, or should you just

try starting off with oral and see how they do?

If you start with oral and you're teaching an adult, they're

struggling, and what's going to happen is their blood pressure is going to go so

high, they won't be able to think. Okay, doing oral phony

manipulation with an adult who struggles, for sure, or an older student even,

they're just like, "Argh."

And they can't even think. So especially for them, with everybody, we start with

letters. If we start with the letters and some of the sounds in grip, g-r,

what's grip without the g? What's grip without the p? What's grip without the r?

Then we move to dots.

Sometimes it's two minutes, and they've moved through all of them, they're done if

they can do it. Doesn't usually work that way.

Sometimes they may go that quickly through the letters, but when you're doing the

letters, you're giving them

kind of a model in decreasing the anxiety.

If you're teaching remediation at all, which everybody is, if you're middle of

first grade and older and kids are not reading that great, there's a ton of anxiety, and a lot of it is buried underneath the water like the duck's feet going. So you may not know this, but they will shut down like you would not believe.

So following the process, it might take two minutes or three to find out, but you want to give them that handholding.

I have made this mistake way too many times.

I taught a PhD psychologist who had worked at the Pentagon, brilliant man, and I moved with him a lot faster than I normally would move, and he said, "I feel like I might have a heart attack." He was 64 maybe.

"I think I might have a heart attack and die on this table if you keep doing...

I feel like I'm in first grade, and I cannot even function." And I knew him pretty well, too, and he can-- So he was real honest, but I've had a lot of...

I've taught a cardiovascular surgeon who was just like, "You've got to understand

what's going on inside of me. I'm stupid. I'm dumb.

It doesn't matter how successful, how rich I am, how any of this, I feel like a total failure, and you're

stressing me out." So learn from my mistakes because I

have done it to way too many adults with my preconceived thinking

like, "Yeah, you can do this." But you'll find even some of you on here, many of us, this is not an easy thing at first.

So giving the scaffolds are not going to hurt, and very much,

especially if you're teaching somebody who's struggling, it's going to help. Okay?

And it's going to ease them into that process.

So that's a great question, and it's really a common perception.

And again, like I said, I've made that same mistake, too, that like, "Oh, well, you're older. You've got six degrees.

You got this." We don't want to make that assumption, for sure.

What else, Alyssa?

Okay. There are a couple sort of addressing similar things.

Morgan Berg, "I'm hearing some schwa insertion on the stop consonants, including the voiceless consonants," and also,

"Why did you and your team add a to the end of the letter sounds?" From Julia.

Yeah, because I'm a human, and I'm- ...

talking fast, and to get the volume, you do that.

Yes. So I pay more attention to it for sure when I'm teaching kids, and especially if you're teaching struggling kids.

So it's easy to add a "uh" to a "hu,"

saying that "ha" or "hm." So I probably did that, and again, because I'm

human, and I'm sure that everybody else did it because they were too, I would imagine. Kind of on-the-spot thing, too.

But it's something, doing that,

it's a big adult issue. It's a huge issue that adults like to talk about a lot.

Not an issue hardly ever with kids that we've taught.

With actually teaching it to kids,

when you're teaching a group of 25, let me tell you what.

To say "ha" and "hm" and all of that without getting some volume into it,

you have to be really conscious about it.

There's a lot of other things to be conscious about with a group of 25.

So it's going to happen sometimes, so yeah.

Our bad, I guess, the answer to that.

Perfect. From Susan, "Do you use letters, dots, fingers,

oral, all in one lesson, one sitting?"

Depends on the kids. And this is the interesting thing about teaching kids, that if

you guys teach kids, you all know that. Anybody who teaches kids knows that.

They're all different. Right? So we will do it in one sitting.

When somebody comes to our center, boom, like that.

We might do five words with just letters,

or even two sessions of five minutes with just letters because somebody just cannot

get it before we move on to the dots.

So the answer to that is it depends on your learner

and learners.

Okay.

What do you think, two more?

Yeah, two more.

Okay. From Emma, "With adults who really struggle with the very basic

phonemic skills, do you hold back on the other literacy instruction skills until

they get the phonemic piece?"

We

are not going to jump to this at the beginning if there's a real struggling adult.

We're going to do some other activities that we do to teach them

the concepts about the English language, that up to four letters can spell a sound,

and some things that they think that they're broken because they didn't know these.

Things that we know they didn't know, that we want to show them so that

they understand that what we're going to teach them is going to be very different

than any other way they've ever learned.

So then we will move to this, where it's going to be more...

And maybe we'll just do

the letters or whatever. Adults are really tricky because their

anxiety and their PTSD is

tremendous. It's absolutely tremendous.

So you have to also be aware with adults of that

emotional trauma and be really, really mindful of it and really

addressing it. And we talk to adults all the time.

When I work with an adult, I'll say to them,

"You're going to learn. I know you think you can't learn to read, but you are going

to learn to read with me." And they think I'm full of baloney, of course, because

they never have yet. Why would they think they're going to now?

I said, "You are going to learn to read.

And it's going to be faster than you think."

With adults, then they do learn, and that's a whole other emotional thing. If anybody is doing adult literacy and adult education and not having something that's explicitly dealing with the emotional trauma that these people experience, even though you don't know it, it's not going to be successful.

What happens with us is they disappear. They won't come back.

You can't track them down. And it's happened over and over and over and over. Because they're like, "Wait a minute.

Now, I didn't think I could learn, and now I can learn to read, and do I have to get a different job? What's my spouse going to think?

I was used to this way where I couldn't read, and now I can read, and what does that mean for my life?" So there's a lot of things in that, but yeah, we are very mindful with the adults and

especially with that emotional piece, but showing them what it is that they need to learn and how they can learn it quickly and how they

are not broken. They are not dumb. Their brain is not missing a few pieces.

All of those things that they have been told, they just need to be taught in a way that they can learn it. And

even that, then it's like, "Wait a minute.

If I can learn now when I'm 40, 60, 80, why didn't I learn when I was eight?"

And there's all that, too. Read the book "The Teacher Who Couldn't Read," John Corcoran's book. Read that book, and you'll understand to a degree about that. But yeah, adults are a whole different animal.

And whoever that is, if you email me at nora@abley.com, I would be happy to interact with you further about that.

One more, Alyssa.

Okay.

From Marjorie Harrelson, "What is the best way to make the sound for the letters like R and L?"

Tricky ones, too. You think the schwa thing is a tricky thing.

Yeah, that L.

Most people do it "lah" or "ul" because it's really hard to say "l" on its own. However, if you stick your tongue behind your teeth and just say "l," you can easily do that. Okay? Like "f," "l." Full is just two sounds. Isn't that interesting? But the R, speech therapist, if you're on here, I apologize, because you could have a debate about that R for the rest of your life if you wanted to, which I don't really want to. But I will tell you from my perspective.

When it is a word like run or road or wrap, we tell kids that it's pretend you're a growly bear, "rr," or driving a car along the carpet, "rr." Okay, that one's a "rr." If it is a vowel spelling for R, like in hurt or girl or shirt or

valor, it's a "er." So R as the vowel

sound spelling and R as the consonant, because we don't say we're going to R run

down the R road, right? So that's a R.

And again, unless it's coming up where they're spelling road, U-R

or E-R-O-A-D or something like that,

with that articulation stuff, sometimes your kids who struggle a bunch, and if

you're doing a small group or if you're doing one-on-one, it's a lot easier to say

those sounds without opening your mouth.

M, A, S, T, R, L,

A,

R, J. You can say them much more

succinctly if you can be quiet and keep your mouth shut as much as

possible, and so they can actually hear you too. But yeah, those ones are tricky.

But most speech therapists, just a shout-out to you guys, will

say that both the R in road and the vowel

spelling R in her are R.

So

there's debate. There's debate on everything in Letter CI, it seems.

All right, last one, Alyssa.

That was it. I mean, there are some more.

I do want to just mention, too, Nora, there are a lot of really wonderful comments

about people having light bulbs going off and how-

Oh, good

... informative this has been. It's just really nice to read and see everybody's feedback on that.

Oh, I love that. I love reading the chat, so thank you everyone for sharing.

I can pull something else here. This is somebody who was wondering about graduate credit for courses.

We have sketches for people, our teachers that we train in Michigan.

We do not have graduate credit. I mean, is that what that means?

No, those are sketches. Those are extra things.

But no, as far as a graduate credit, we do not have that at this point in time.

Okay.

Good question, though.

There's one more question I'll throw that was just at the bottom.

"Is the Reading Adventure app same as Evelie Island?"

Can only see Reading Adventure in the App Store."

If you're on a phone,

if you're on an iPhone, you're only going to get the Sight Words Made Easy, because that's the only one of those that are on the iPhone.

Evelie Island and Evelie Space, which is if you're teaching little ones up to maybe first grade, Evelie Island.

Evelie Space after that, and the Sight Words By Sound is just high frequency words by sound, which we teach all words by.

We don't say this is a anything, was is w-uz, and

we teach it, and we read it, and spell it, that type of thing.

So that you will have on your iPhone.

The other ones are not going to show up if you're looking on your iPhone.

You'd have to look on an iPad or an Android phone or device,

because the illustrations on that one could not be

created for an iPhone back when we made them.

So that's probably why you're not seeing that.

Okay. Are we good? Thank you guys for staying over, too.

And thank you so much for joining us.

I hope you can join next month where we talk about reading stuff

and how you support your children or your students

so that they can

move to

accurate and automatic reading is what we want to have happening with them.

So we're going to be talking about that

with fluency and

our comprehension stuff, because that's the only reason we read, right?

So we understand what we read. So we're going to be talking about that.

And I thank you all for joining me, and I will look at the questions, and if

there's any that Alyssa wasn't able to give to me, I will send answers to

those tomorrow in the recording. And remember,

you will get all of the training materials, too.

And

so look for that

coming to you tomorrow. And thank you very much for being here.

I hope you all have a great night.

Thank you.

See you. Yeah. Thank you.