

So we will have that. Hannah, do you want to start out and tell everybody how they can chat and raise their hand and do all that kind of thing? Yeah. So if you are on a computer, you should, now that we've started the chat, the chat should have just popped up to the right. You should have a button off to the right under your name that also says if you want to raise and lower your hand. But again, yeah, if you have questions, you can type them right in there and I'll keep track of everybody's.

If you're on a phone, those two items will be under the bottom right where there's three dots and it says More.

So that should-

Yeah, I've been on Zoom calls before, I'm like, "How do you raise your hand?" So you can check those things out and also ask questions.

So I'm just so excited to have people, like I said, from around the world.

We have people who have been trained in Able for more than 15 years, people who don't even know what Able is, and Able facilitators and some of our staff here from our reading center in Michigan, and all kinds of people, all sharing the same passion of high-level literacy for all, and let's get rid of that darn guessing monster.

We're all always wondering how we can better do that.

So I'm really, really excited that you are here, that you are interested, and that you're

wanting to also share. I put a post on our Facebook page, Able Reads is our Facebook page, where we can continue this conversation going

on and on, because when we all work together and
kind of pool all of our wonderful resources and knowledge and
experiences and all,
we're really going to help
speed up this reading revolution to moving reading
to getting kids what they really want and need, and getting teachers
what they want and need. And of course, parents too.

So it's always very exciting for me to do something like this.

So,

I also want to tell those of you who don't know me who I am.

I'm Nora Shabazi, and I am the founder of Able.

I created Able back in 2003.

Came to it because my own daughter, a
few years before that, was a struggling reader.

Very much

had the dyslexic look with the BB reversals and phonological reversals and
all those types of things. Very bright, very good at math.

And at that point, she was in second grade, 90th percentile in math, a year below
grade level in reading. And I had been a neonatal ICU nurse for
about a decade. And we had moved back to

Michigan from Guam, which is why I got to go to Australia when we lived in Guam.

And lots of cool places in Asia too, Bali too.

So anyway, I wasn't working back in nursing yet and found out that

Colleen could read anything that she'd memorized.

She loved to read books looking at the ceiling and reading them per se.

But she could not read anything that she was not familiar with.

She could spell all of her spelling words perfectly.

She could not spell in her writing.

She was a great memorizer, as most of us know how that goes.

Her principal told me that it's because she moved here from

Guam that she was a struggling reader, but Hannah, who is my daughter, that Hugh was talking a little bit ago, that is our operations director here at Able, she also went to school in Guam and was the highest reader in their whole elementary school. So I thought, "Can't really go both ways." And then he said, "Her dad's a doctor, she'll be fine." So I knew that that was a problem.

So researched reading, ended up teaching her how to read in three hours, which I thought, "That's a fluke." And then I brought kids into my house, taught them

how to read, even got kids out of special ed without really knowing what I was doing. And also by a fluke, divine intervention, whatever you want to call it, ended up opening a reading center when my then husband, who had a building rented for a wellness center, his wellness center fell through, and I had a whole reading center.

So at our reading center here in mid-Michigan, we train...

Well, we don't train teachers here.

We train teachers out at other training centers and such, but we see clients anywhere from preschool to senior citizens, from cognitively impaired to doctors and lawyers and multimillionaires, and help them reach their highest potential in reading in a really, really short amount of time.

Typically, an average of about 12 hours.

Some less, some more, because that's the difference with learners is some need

more instruction and more time. And so most of our focus what we do is we have created a system to teach teachers how to teach reading based on what the research says you need to do to teach anyone to read to their highest potential.

So that's where we spend the vast majority of our time and energy.

We don't really advertise our reading center, but people from all over the country, and really all over the world, find us and come here, because things haven't worked for them in other places and such.

So that's kind of a small piece of what we do.

The major thing we do is try to get teachers what they need and provide that bridge from the research and the theory of what you're supposed to do to teach anybody how to read, and how to do it in practice.

Our main focus is on synthetic phonics, which means matching just the sounds you say to the symbols that represent them.

We don't do anything really with rules or exceptions to rules, all that type of thing. And we also work with vocabulary,

comprehension of course.

A

lot with writing, a lot with spelling.

Everything that you need to be a highly literate person.

So

that is what we do, and we're really, really passionate about it.

So we're always excited to share what we know.

We do in-person trainings, three days long for teachers, K

through adult, people who teach adults. And we also have online training.

So we've been able to reach around the world a lot more with our online training

stuff for teachers. So,

to get into the guessing thing, what we see at our reading center, the older

the student, once you get up to adults and senior citizens, oh my gosh, the

guessing monster is so huge that trying to get rid of it

takes so much more work than it does to teach someone how to read.

Even for elementary kids, actually, it does.

So we see the guessing thing so prevalent, like

all of you do who are teaching reading.

And we are always looking for and trying

in our little learning lab here, ways to help make it easier

for those learners to get rid of that habit that's so natural to them, it's just

like breathing. So I'm going to go and share my

screen here in just a minute,

and show you the five steps, really
things that we do that have worked the best
for getting rid of guessing. We're finding more and more,
even the little kids coming in at five and six and seven years old, they
already are such good guessers. They just
automatically look at that first sound and fling.

So one thing that's not on my list before I move to share my screen
is something that occurred to me just last night, and I'm like, "Well, that would
make a whole lot of sense." Just to mention, it seems so obvious, but I just want
to say it out loud, is one of the best things that we can
do to avoid getting kids into the habit of guessing so that it gets
imprinted in their neural pathways and becomes so automatic, is to
not explicitly teach them to do that.

And I say that because we're in hundreds of schools all over the country.

Doing coaching with teachers that we've trained and all.

And probably, well, not even probably, the number one strategy
that we see that are on all over the walls, going up the
stairs in the hallways is look at the first sound and guess, or look at the picture
and guess, or put in what you think makes sense.

Those are the three main things that kids as young as beginning kindergartners,
four and five years old, are told to do because we want them to
get to that end result of reading fluently.

So they come in and they immediately start looking at the

first sound and guessing. And the problem, of course, with that is there's tens of thousands of words that start with each of the 26 letters.

And then we have these letters can all represent different sounds.

So you have a one in ten thousands of chances of getting the word right. Now, it can look good in the younger grades because they have, I see a dog, I see a duck, or whatever. The I see those pattern books that happen. And then those kids start right away and get into that whole guessing thing. So the number one thing that I would say for sure is please don't encourage children or suggest to children to guess.

And I think that probably most of us on this call have that same mindset of we wouldn't do that.

But we don't want to get them automatically into that habit of doing something that's really not going to be effective or efficient.

And sometimes guessers, and memorizers, too, memorizing is another thing.

They can get by and look pretty good until about third grade, and that's when everything starts to fall off. That's why in third grade, most of the kids are ending up in special ed or needing help and that type of thing when they were great readers before, just like my own daughter.

So all of those things we want to be mindful of, can these kids really read? And how you know if they can really read and they're guessers or not is give them something they haven't seen before.

If they've read a book over and over again at school, and they come home and read it over and over again, they've memorized it.

So they're just

basically doing a speech with turning pages.

So give them something new and different that they're not familiar with and see what they do with the reading. That's how you know if kids are guessing.

So,

we don't want to encourage them to, and we're going to talk about the ways that we go about encouraging them not to, or kind of even bribing them and

doing beg, borrowing, and pleading, to get them to stop doing the

guessing thing. So I'm going to share my screen,

and so that I can

show you my little PowerPoint here.

Here we go.

All right, so here's our little guessing monster. Isn't that fun?

The Evely guy with a sword. Hannah made that.

Pretty impressive, Hannah. To get rid of the guessing.

If we could just obliterate that whole guessing thing, life would be a whole lot easier. And I assure you that you have the same experiences.

So these are the five things I'm going to talk about.

How we use bookmarks and our fingers a lot

in reading to cover up and deal with only

the parts that they can see or only the words that they can

see. Whether you're Evely trained or not Evely trained, we're going to talk about

both of those things and how you can really, starting today,

tomorrow for sure,

do some things to change the way that you're working with your kids to help get rid of that guessing stuff.

Telling them the word, our Evely sight words app, I'm going to talk about that briefly. The point game, number four, is probably for us, the number one top thing that we have used to really shift the guessing thing. So we're going to talk about that and how we utilize it in a way that works really, really effectively.

And also doing nonsense words instruction, teaching your kid nonsense words.

So, those are the five things I'm going to go over here.

So the first one is using your bookmark or your fingers.

And basically what that is, and for some reason, I don't see me, so I can't tell if my book is going to be-- Hopefully I'm holding it up in the right place.

I've got "The Book with No Pictures." Hopefully, you guys can see that, which I love that because there's no picture, number one, plus kids love-

Hey, Nora? I'm sorry, Nora.

Yeah.

Can you stop sharing your screen for a second so that they can see you on video real big?

Okay. All right. Can you guys see me?

All right, so here's our "Book with No Pictures." So in here, all right, we've got nonsense. We're going to talk about that.

But what we do when we're teaching kids as far as covering up the word, we literally cover up-- I usually use my fingers or a bookmark, and sometimes I'll use a white piece of paper and cover up underneath, too.

And then just move along to force them to go left to right and utilize all the sounds. Now, I'll do this with a student, and they'll say basketball, butterfly, blueberry, anything that starts with a buh, they can give you 10 of them in about four seconds.

So we'll talk about using the point game, and I'll say, "I want you to just go one piece at a time. Just go one piece at a time and go across." And we'll cover up every single piece of it and even take a piece of paper, and I've got one in here,

and we'll cover up whatever is underneath.

So that we'll say, "All right."

Just look at these spellings that we've got going on.

It's hard to hold this up and do all this fun stuff at the same time and go left to right all the way through. So that's what I mean when I say cover it up with either a bookmark or your finger. I use my finger a lot and I'm going to show some

pictures of that from some of our videos. So I'll go back to share that.

So here's what I mean by covering up.

So down here in this bottom picture, you'll see this is a newer reader with just some simple text and this child, this is a video of us reading a text.

Every single word would just fling, sing, and fling one sound, say whatever may come to mind.

So I covered up every single thing and just one sound at a time, and then I would move my finger across and help them blend and all that at that age.

Then you get up here in the upper left where you can see this with the goal thing, where I've got a, it's actually a sticky note, I believe, where I've got the word spinner. And they're going to either fling that, especially when there's multi-syllable words.

So I'm just pulling across to make sure it's forcing that tracking, forcing that looking at every spelling in order and not going on until they've finished what they want.

A lot of times I'll put my other finger even on the other side, so all they can see is just the part that

I'm showing them there. So moving that across and then continue to move it.

And then up here, this child,

we're doing veterinarian. So for multi-syllable words, that's

besides sight words, they love to guess sight words a lot and fling them because they've memorized them all and then their memory gets overloaded and they all look alike. But the multi-syllable words, especially once you get to three syllables, they add in syllables, they leave out syllables, they move syllables around. They do all kinds of crazy stuff.

So covering up and just showing them one piece at a time so that they're not getting really overwhelmed with looking at that great

big word and saying, "Oh my gosh, is that Venetian or Victorian or victory or what's going on?" Anything that starts with a V.

So with this little girl here that I was working with, she did really well with one syllable and two syllable words, but anytime we hit a three syllable word, it was a panic. And then the anxiety goes up too, and then the guessing monster just comes out even more and more. So using, whether it's a bookmark, a sticky note, your fingers, don't let them see beyond and

to try to guess, because you have to train them, especially the more they've been inundated in guessing, which means the older grades they get into, they've done it more and more. Our job is to help reverse that habit. So covering up and forcing them to go one sound or spelling at a time, really helps.

Keep saying no words.

This is interesting.

I don't know why it's not making...

Let's see.

Well, let's stop this share and see what happens.

Okay.

See what I can do here.

I love this where I can see everybody, but then it's a problem because what am I doing sometimes? Okay.

There we go. All right. So another thing that we do is,

when your student guesses a word and they say blueberry, and the word is basketball, just tell them say basketball.

If you're not EBLI trained, if you're EBLI trained, we'll do something a little bit different. We'll talk about that, but you probably already know that, but you just tell them the word. So after you tell them the word, this is really, really crucial. Be sure that they say it back, not looking at you, but looking at the word. And you can kind of uncover it as you go too, but just be sure that the correct word comes out of their mouth that matches the word they're looking at. Looking up is another big problem with guessing because they look at the first letter and guess and look up at you and then their brain's like, "We don't know what's going on down here." So get their eyes down there to look at it, but be sure you tell them the word and be absolutely certain that they say it back to you.

Now, if you're EBLI trained, just like when we do multi-syllable split word reading, you're just going to tell them the piece that they need.

If they say the words neighborhood and they start with an E, you're just going to show them that A spelling and tell them, "Say A." You're just going to give them that information. You're obviously not going to pull the word out and do the whole split word reading on the whiteboard, but you're going to do that same strategy, just giving them that information that they need and having them then apply it. So training them to not do the guessing.

You're undoing that bad habit at the same time as redoing a habit that's going to be a lot more effective. So,

really important. Now the sight word guessing.

Raise your hand, which would be all of us if we're sick and tired of the sight word

saying of for four and

sad and was for his and all those kinds of things that kids do all the

time with these high-frequency words.

And that starts really getting more and more also around that middle of second

grade into third grade, where they'll just read the word thought for through and

keep on going as if it made sense. And that's really going to impact, of

course, your comprehension too. With the sight words, what we

find when they misread a word that

we are pretty certain that they know, but they just go along, they're so used to

flinging, we'll just tap the pencil.

As you saw in those other pictures, we are always across from a student.

We're always following along with a pencil or

sometimes my finger, but almost always a pencil so I can even draw on the book.

Sometimes a marker and I put an overlay over it.

But, to tell them what to do and what to say, that kind of thing when I'm

doing error corrections. But for a sight word, almost never do

I give them error correction or feedback.

Or I would pretty much say never unless I tap first.

I tap, force them to come back to where they had misread that word and look at it,

and they said four for of, and then they look at it, and they say, "Oh, okay, of."

And they get that. But it's, again, when all these kids have learned so

much, the sight words on flashcards, it really bites them, especially by the time they hit second and third grade and older because there's more and more words in their memory bank of words, all right, that they're supposed to have. And if they only memorized, which of course they have for mostly for sight words, if that's how they've mainly gotten them, then that memory bank is maxed out. And so then they just start guessing more and more and more and more and the sight words more and more also. So just do a little tap above the sight words, and this just gives you an example of-- This one I have, it's just an article where I put a Transparency over, and I follow along with a marker to get them. But just tapping under that word or tapping under because when they do that flinging thing. So that's an easy thing to do for the sight words. I just, and this wasn't even planned, actually, but today at 2:00, one of our newsletters was sent out that was-- A great article. It was from the International Literacy Association, which used to be Reading Association, which they have a bunch of things that some things are like, "Ooh," and some things I'm like, "Ugh." But this article was grand from a professor actually from University of Michigan, who talks about the importance of teaching sight words by sound. So that's so exciting to me, because hardly ever, until recent, the last couple of years, have I heard about people who have said, "You should teach the sight words

by sound."

Irregular, regular, all of them. They still follow a code, follow the same system of logic. So this article talks about that, and it's really quite good, too. So if you've got-- look in your email.

That was sent out, and you should have that. So, that's another thing, and they explain very research-y, I guess, why it's important.

Nora, I'm sorry to interrupt you.

That's okay.

But-- Oh, thank you. Julie jumped in to help answer.

Okay.

Somebody just asked what's flinging.

Oh.

All right. Thank you, Julie. Yeah. I'm not very technical sometimes.

I'm very passionate about the actual application and delivery.

So I love research, and I love reading the research and all of that, but flinging just means they're saying whatever.

Look, it's mostly the first sound and guessing or saying whatever word.

But thank you, guys, for helping me out there.

Yeah, there's a lot of Ebly experts on here, too.

So if you will, in the chat, help me out. Thank you, Julie.

And we did, probably about three or four years ago, we created an Ebly Sight Words Made Easy app, which teaches well over 100 sight words by sound.

Maybe 100 groups. I'm not sure how exactly many are in there, but there's a lot of words. So what we did is we created words that look a lot alike. Let's say no and on and not and won.

Those four words together. Of, of, for, and from. What, want, when, and went.

And we purposefully put words that were a visual nightmare, meaning that they're very easy to misread when you're looking at them, and misread them for another word that's similar.

And we put those groups of four together.

And that's when Ebly trained people, when they are doing high-frequency words or sight words, and they're teaching them, they do an activity that teaches this way.

And our Sight Words Made Easy app, doing all sight words by sound. We also have homophones on there.

I'm going to show you about 15 seconds of a little video on that.

But this is a \$4.99 app. You can put countless numbers, however many, 100 students on it if you want.

And they can go through, and it teaches writing and all kinds of great stuff, too.

So if you're thinking, "I don't know how to teach the sight words by sound because that is very foreign to me," here we have it.

For less than \$5, you can do that. And if you're in a school and you get 20 or more apps or whatever of it, it's only

\$2.49 forever. You never have to pay any more.

So I'm going to show you just a little bit about that.

And let me stop this one because it's not

letting me get to my...

Let's see.

Where do I want to go?

Oh, no.

I can't get out of my thing. Well, this is-- Oh, here we go.

That's why. Here we

go. So I'm just going to show you a few seconds of this so you can get an idea of what this looks like.

Ebly.

Parents and teachers will find that Ebly's multisensory activities greatly accelerate the learner's acquisition of accurate reading, and writing, and spelling.

In the app, the two main activities have dozens of word sets throughout three levels of instruction.

Okay. So that's a video from our website, ebly.com. You can go check it out.

But you can see we're teaching all of the words by sounds, the sight words.

We're also doing homophones and doing writing with it.

It's just really quite a brilliant, to be-- That's not very modest, but it really is a brilliant app that has,

I don't know what I want to say, impacted kids positively so much more than we ever really even thought was possible. Right now, it's only available on iPads.

We are in the finishing touches of getting it on Android devices. So that will be coming out within the next few weeks, too.

So that's pretty exciting.

All right. So that is our

Sight Words Made Easy app. So that's what that is, and you can find out more about that on

our website, both for Google Play and for Android.

This is an app that's-- I was actually working on it.

I was in Florida this weekend and working with a three-year-old who I had to help with all the handwriting with. It's mostly second grade and older, mid first grade. If kids have done our first two apps, then they can move into this earlier. But

it's really been tremendously beneficial for so many kids of all ages, and even adults.

And the guy who was narrating that, he even said his handwriting, from going through and testing it out, got so much better that his mother thought he had a girlfriend. He left her a note at her house one day, and she called him up and said, "Who's your girlfriend?" And he said, "I don't have a girlfriend." The mom said, "Well, who wrote this note?

It's not your handwriting." And his handwriting had gotten so much better, too.

So that's an added bonus from that. All right.

Now I'm back to this not moving.

Well, let's see.

Okay, Nora.

All right. I'm going to try. I need to practice better on my going back and forth thing, apparently.

That's not working.

Kenneth, do you have any sugges-- Oh, look at there.

Just talk about it and it'll work. And it talked about all that.

It talked about that, too. So, our favorite thing To be honest, to get rid of guessing. That has worked the best, but it takes time and energy and focus on your part. And it is the point game, and you'll see I'm right here with this little Will guy.

And the W is for Will, and the N is for Norah.

This is just what a point game looks like, and it's just a little T-chart tally.

And we do not use this as a punishment, so I really want to be very clear on that. We also don't use it as a reward, per se.

The number one point of using this point game is

to help bring into

your learner's consciousness, okay, into their consciousness,

the habit that they're doing that they aren't even aware of because it's so deeply embedded, and to be conscious of it and be able to change it.

So for example, what we will do with the point game, I say to students, "If you read this whole sentence and you don't guess any words, I'm going to give you

three points or five points," or if they really like the point game, I might give them 10 points for every sentence that they don't guess.

Any time you guess a word, my team gets a point, and they don't really like you to get a point. Now, if they guess, you have to give your team a point.

However, if they're guessing, if they start to guess and they're like, "Wait a minute, wait a minute, let me say the sounds or figure it out," then I don't take a point. And I make a great, big, huge, amazing deal

of when they get through a whole sentence and they haven't guessed, like, "Oh my gosh, that's just so amazing." When they're with you, of course, for however long they're with you, if it is in a classroom and you've got a small group for 30 minutes or whatever,

you only have so much time. Even at our reading center when we're with kids one-on-one for an hour, we have that time.

A lot of times, they're going back to a school where they're saying, "Look at the picture and guess the word, and put in what you think makes sense," and that type of thing. So we have to get our kids to be mindful to

stop that habit themselves and see how it's so much easier to really read the word if they have the skills to do that and stuff, of course.

But using the point game to have them become aware.

And so many kids and even adults absolutely love the point game. In Detroit, an adult ed

umbrella, kind of over a bunch of adult ed places,

were doing a little research study on EBLI through Wayne

State. And one of the people who had been trained and was teaching an adult, a gentleman in his 50s called and said, "Hey, I have this adult, he just won't quit guessing. What can I do?" And we're like, "Have you tried the point game?" And they're like, "He's 50. I'm not going to play the point game." We said, "Well, try the point game and you'll see what happens." And the man loved the point game. He's like, "It's like I'm playing pool, and you put a dollar out there. It makes a whole big difference when there's skin in the game somehow." And they said he quit guessing over a few sessions, and they were really blown away. So don't think, "Oh, my kids are too old for this," or, "My kids are too cool for this."

The guessing habit, you're changing a habit, and it's really, really important to be consistent and be persistent with it. And cover up.

Now, kids will say from, and the word is off or something like that, and I'll say, this is one of my favorite little sentences, I'll say, "Show me at the beginning, and I'll give you a million dollars." Or if they say the word, I don't know, they add in a sound or something like that or totally just butcher it and nothing's there, I'm like, "Go ahead and show me that.

I'll give you a million dollars." And they're like, "Well, it's not there." And I'm like, "Well, then don't say it." So it's just such an automatic habit for the kids that playing that point game, and if kids are really into it, I'll say, "I'll give you 100 points." I don't usually do 100 tally marks, but I'll put 100 on there.

Hannah had just had a client that walked out right before we started here today, and she had a sticky note on her shirt. And she had probably close to 100 points.

It was a lot of tally marks there, and Hannah didn't have any.

She was a little five-year-old, actually. And she was just so proud.

These kids are so into their point game and getting the points.

But you have to be sure that when they are not doing what they should be doing, in this

instance guessing, because we use the point game for all kinds of things, be sure that you give your team a point.

And I'll say too, you notice I have one on Will's. I might have a couple.

I'll say, "Oh my gosh, I'm going to have to get a point there, but I bet I won't get very many more. You're not going to let me get more."

So then it brings it even more into their consciousness like, "Oh, I better not do that again." So they know that you're going to follow through, but also it's, again, in their awareness. So try the point game.

Be very positive. If you use it for punishment, it does not go well.

I remember going into a fourth-grade classroom in Detroit and I said, "Oh, we're going to play the point game." And they're like, "Oh, we hate the point game." I'm like, "You hate the point game? I've never known anybody to hate the point game." And they're like, "Well, we've never won." And the teacher had been trained for three months, and the teacher's always like, "I get more points." So it was kind of a torture thing, so don't use it as a torture thing.

But use the point game. And
then help them. Tell your
students, I tell them all the time, "If there's something you don't know, I'm going
to tell it to you." Whether it's the whole word, if you don't know EBLI, or the
sound that they need, or whatever, but let them know that you're going to give them
and not say, "Well, what else do you think it could be?" Or, "Guess again." Or that
type of thing. Give them information to help them be successful so that
they don't have to keep guessing. Because they keep guessing because that's all
they know. They don't know any better.

The other thing that
works very well for guessing
is nonsense word instruction. So basically doing nonsense
words by sounds, however it is that you go about.

With EBLI, we do that with sound lines, we do it with dot and dash.

We do it so that they have to go through and read sound by sound a word that
they're not familiar with. So many of your kids are good
memorizers, and they can memorize so many words, but they have
no idea as far as the sound piece. And they get a little panicked with nonsense
words, words they're not familiar with, but it also really can move them far and
fast to get them to the point of being able to
read these words. Because reading nonsense words are going to tell you
better about your kids, really,
their ability at a phonics level, okay, at a word level, how well they read

words. Because they're going to be words they haven't seen before.

A lot of times, word identification or reading real words is kids can

use their memory, so they can fake you out a bit with those.

So even reading lists of nonsense words as an assessment is a good idea.

But teaching them nonsense words in a variety of ways is

also very beneficial for guessers.

They don't like it, especially at first, just to let you know.

Now, there's lots of different places that you can get nonsense word lists.

We have some down here. We like to use them where they're two-letter spellings.

A lot of nonsense word lists are just CVC words like in the DIBELS

assessment, that type of thing, which are fine, but we want to move them

higher. You can see on the right, these words are actually real words.

They look kind of nonsense, but we use multi-syllable nonsense words too.

You can use shorter nonsense words, having the student just go through and read

left to right to really apply the code.

Application is the key. If you Google nonsense word lists, there's quite a

few out there. We have some that we have

made up

for kids who have specific

spelling issues with certain spellings and that type of thing.

But there's a lot of them that are out there, where they can either read

or spell as far as with the nonsense words.

And this was fun, like this one over here. What was my-- Clatfart.

How's that for-- All of these words mean nonsense, by the way.

There's a whole list of them, and when I send the recording, I'm going to send you the link. So there's a lot more than what's on here, but it's like, wow, they are some very nonsensey words that all mean basically nonsense.

So, it's kind of a fun thing. And kids like that type of thing too.

Majority of our instruction, especially past first grade in EBLI, is in multi-syllable.

We do a whole lot of multi-syllable work, teaching code within multi-syllable work as well as explicitly teaching the code, but also using multi-syllable work when we're doing our one-syllable stuff too.

Because that's where the majority of the time where your students have to have experience with and be accurate with when they're going to be reading and reading independently. So if we're going to move them, we've got to really move them into multi-syllable

to get them going. So doing nonsense words instruction by sound is a great way to switch your kids from being memorizers and even that guesser thing to really decoding the words because they can't just pull them from their memory either. Okay?

A lot of books have nonsense words in them, which is pretty cool. Dr. Seuss, a lot of theirs. The Lorax has a bunch in there.

The Book With No Pictures, which kids just seem to absolutely love.

There's pages of words that have nonsense in them.

I love Shel Silverstein. He has a lot of challenging text with not a lot of

words on the page. So your kids who are really becoming good decoders and in that application, and we want to give them higher-level kind of text, but not freak them out by pages and pages of text at first because that can shut them down real quickly. Shel Silverstein poems are great, and also he does use a lot of nonsense stuff. Another thing that he does a lot is he does rhyming words that are not visually the same, which I think is awesome because kids tend to think, often because they're taught, that words have to look the same like cat, fat, sat, rat to be able to rhyme.

But then you look at words like tomb and bomb and comb that all look the same at the end, but they don't rhyme. Or suite and cheat and, I don't know, greet, which are not spelled the same, like especially suite, like a suite of rooms.

They don't look the same at the end, but they sound the same.

So Shel Silverstein does a lot of that.

So there's all kinds of things in books and stuff, and these are just some examples where you can get that nonsense words in the application.

We love to get our kids a good foundation in being accurate in the reading stuff, but at the same time, moving that into reading and text, even if it's just a sentence. So Shel Silverstein is good for that too.

All right.

I

really don't know if this is-- Oh, there we go. Me or-- Why it doesn't do that?

Also, all of you who are on that are trained in EBLI, I want you to watch for an email. I'm going to be doing a coaching call

with a main focus on writing, infusing EBLI with all of your writing stuff, and that's going to be Thursday, January 17th at 4:00.

So watch for that, and that will be coming up, and I just wanted to put that out there for you.

Okay, now here I go again. Oh, there we go. All right.

So another thing that I wanted to talk about is having a community, having a tribe.

I'm so excited with all of you on here from all over the world knowing that all of us have that same goal.

How do we get this high-level literacy to all the kids that we teach?

How do we get it to all the kids everywhere?

How do we help teachers who don't even know what they might be able to do differently to help their kids to move to higher levels of literacy? How do we do that?

So there's a lot of things that are out there, some things that are quite new even, that I just want to talk about here, and then I'm going to go back where I can see you and you can see me. But one on our Facebook page,

EBLI Reads, I just put a Facebook post up there about asking questions, sharing ideas, what works for

you, all that kind of stuff that we can get a conversation going and kind of keep it going about things that you have done, especially around guessing and helping your students to help them become more proficient, less anxiety-ridden readers and such.

So

everybody has so much to share and so much good stuff that they know and so many great experiences, that the more that we all come together and share what we know and share what we have and share what works really well to make kids' lives easier and teachers' lives easier and parents too, of course, the better we're all going to be. Another thing, Twitter. Is it Elizabeth? Yes.

Elizabeth

Brown. I think it's Elizabeth Brown, who I believe is a mom also that got into passion about reading. She's on this call, I think.

I don't know if I saw her specifically, but she was signed up.

But she is very passionate about reading and does tutoring and yeah,

Elizabeth, you can put it in the comments if you're here.

But she came up with a hashtag, and I'm not very good at Twitter.

We've been ignoring Twitter and doing a lot on how can we help teachers teach their kids easier as far as reading stuff, and we've kind of been off of that since our social media person left.

But she made up this hashtag-

2019 Reading Revolution, to put out their data, to put out resources for people to share, and she has different things for each day. I kind of fell off the bandwagon there when I've been at a wedding in Florida. But so check it out. If you're on Twitter, go on there and #2019ReadingRevolution, check out what's there and share. That's a great way that we can all get out to the world what we know and share the things back.

The Reading League is a great organization that's only been around for two years.

And they also are gathering people from around the world.

You can join for free, and their whole mission is to get information out to educators, especially about the scientific research on reading and resources and all that type of thing too.

So if you are not part of the Reading League, do join there.

Another thing is, and I'm going to put a link to all these things in the email I'm going to send you tomorrow.

But my favorite book, and it's a book I read way back in 1997 when my daughter was a struggling reader, and I had read for six months, so many research articles, so many books, so much stuff about reading.

I'm like, "I just need something practical that's going to really tell me..."

Because most of it was about whole language, and she'd already been taught, that didn't work. And also phonics, she'd been taught open court, and that didn't work

for her. So I knew that there had to be something that was going to be,

phonics as far as with rules and all that type of stuff, that was going to help her. And so this book was the answer.

And I've read so many books since, and there's great books, but what I like about this one is it's very easy to digest.

It's not got so much of the technical research brain, and I like the brain stuff because I was a nurse.

But it's just a lot easier to read and to digest and all that type of thing. If you want to really have a widespread idea, Diana's a little

love her to death.

Some people find her abrasive because she is not going to pull any punches.

She's going to tell it like it is, and if she thinks something, she's going to let you know it. But it's really grand.

Also, some people have said the part about the history is a little much, and if you're not interested in the whole history of how the language came about, you can skip that part. But this is a really grand book, and I'll send you a link to that too

because it's very good.

All right. So this is just some of our information.

I'm going to go back and we're going to do questions.

Hannah's going to help me out with some questions.

If you have any questions for us, you can email info@ebli, or my email is nora@ebli. Feel free to do that. And then our website has a lot of great stuff on it.

You can go there too. So I will send you also this PowerPoint when I send

your email tomorrow with a link. So now, Hannah,

I'm ready for questions if you have anything there that you've got that people have been asking or want to talk about.

I think we've answered all the questions, unless people have new questions, which you're welcome to type in or raise your hand.

Well talk, yeah, raise your hand.

Ask now, yeah.

Yeah.

Okay, here's a good one, a new one. "When you use your finger or a bookmark in point one, do you reveal letter by letter or spellings of sounds?"

Spellings. So if we were doing the word neighbor, they would do the N and then that four-letter A, I would uncover that. Yes.

So you don't want to do just one at a time, because then we'll have them do what they already do, which is n-a-g-uh, that whole kind of problem.

And if they don't know, if I'm working with a kindergartner or even an adult that is at a kindergarten level, a very low

level,

but they want to read something, I'm going to do it, and

I'm going to tell them, "Say A here," before they even have a chance to try to

guess. I had that happen out in Pittsburgh with a little middle school kid

who was reading at a kindergarten level. Very little sound to symbol.

Well, she's actually coming to Ebli training next week, as a matter of fact.

But she told this child, "I'm going to learn, I know.

We have teachers here that are trained that know how to teach you how to read, and

I'm going to do that. I'm going to teach you how to read." He carried around Diary

of a Wimpy Kid. I think that's the one.

Some book. It was one like that. That he had been carrying around.

He's in sixth grade, I think, or seventh.

And he had been carrying that around just with the hope that somebody was going to

teach him how to read. And so he came to me, I don't know if it was that one, but

it was a chapter book. And so he

came to me and he's like, "I want to read this book." Well, he didn't know most of

his sound to symbol. So even simple words, I was telling him and helping him blend,

because I said, "We're going to read out of this book." And the people that were

watching me were like, "Really, Nora?" And he ended up going to the restroom.

They're like, "He's not going to read out of that book." And I said, "Well, we are.

We're going to read a sentence out of this book." He's motivated by this book, so

I'm going to feed him the information that he needs for the vast majority

of it. You would've thought that he just won \$50 million and flew to the moon.

He was so excited about that. So

you don't want to do that, an hour of that or that type of thing.

But if they don't know something and they're at a really low level, but they're really motivated to do that,

you just tell them, "Say A here, and this is buh, not duh," or whatever.

If they make a mistake, they're telling you, "I don't know that." So you give them that feedback, you give them the answer

of what it is, and then again, have them say it. So raise your hand.

I'm glad somebody raised their hand so I can see if I can help you

.

We do have another question.

Okay.

And then a couple things that were going on in the conversation that I wanted to share.

Okay.

So I'll share those first and then the question.

So a few people had asked about the link to the article that you mentioned. I know you're going to email it out tomorrow, but it's also in the chat.

So if you scroll up and you want to see it now, there's a link directly to that-

Okay

... the site Words by Sound. And then

somebody was sharing, in addition to Liz's hashtag, there was another hashtag on there, which looks pretty cool, where they share a lot of research-based

things in that group.

What is it?

It is, let's see

Don't leave reading to chance.

Oh,

I got to say this because that gave me chills.

So I don't even know where, but probably from these wonderful people from Australia

that I stumbled upon because of Emily Hanford, I think, which is another

wonderful... I forgot to put her on there.

Emily Hanford, write that down if you don't know who she is.

She's a journalist, an educational journalist, who has been

doing phenomenal

reporting and journalistic stuff on the science of reading.

She had a New York Times op-ed, and then she's just-- It's called "Hard

Words." H-A-R-D, "Hard Words." So,

she had, I think it was with her in Australia,

don't leave reading to chance. There was a debate on phonics

proponents and whole language proponents. It was rather interesting.

I watched it a couple of times. But one of the gentlemen, a principal, had

said, "Don't leave reading to chance." He kept saying that several times.

So I love that hashtag, and I need to check that out, too.

Like I say, technology. I don't know if you can tell, but technology is not my main

forte, but I-

I just linked to that article as well, the-

Oh, okay

... Hard Words article-

Oh, good. Mm-hmm

... in there. And then somebody mentioned there's also a
podcast for that, so that's great.

So you can listen to it because it's quite long.

Oh, yes.

And then-

The Hard Words one, right?

Yeah. And then there were a few more things.

Liz had mentioned that she has a free, it looks like nonsense
word game that also does the point, like has a point
component, so that's kind of cool.

Oh.

It's called thephonicspage.org. Check out that website.

And then

what was the other one? Oh, and then Don Potter has-

Oh, is Don Potter in here?

... word re- No, but-

Oh, good.

Liz just mentioned that he has-

Oh, good

... words of similar configuration next to each other that help him slow down in his free blend phonics reader. So I wanted to share those.

He does. Don Potter's awesome. He's so good. I'm surprised he's not on here.

He's usually following along with most of what we've got going on.

There's a lot of people who are doing so many great things and have really, really wonderful resources

also.

So-

And then the other question was, let's see.

Ah, so don't leave reading to chance came from the phonics debate held in Sydney.

Didn't know that was-- Didn't know about that.

Mm-hmm.

And then this other question was, "I love that my students love to help each other, but there are students who just wait for other students to tell them the answer. Any suggestions?"

Well, what I do in that case is the point game.

I'm telling you, the point game, because we go into hundreds if not thousands of classrooms where we've never been in before, from high school to kindergarten and everywhere in between. And so we've never seen these kids before, and we're going to show the teachers and teach the classrooms and stuff.

So the point game is my savior. And I tell kids, "Here's the deal. This person is reading, it's only their turn.

I don't want to hear anybody else, and if anybody else shouts out the answer or I

hear anything," and I'll take a little tiny whiteboard around with me and I'll play the point game right on it, "I'm going to get a point." So if somebody shouts out, I'll say, "Ugh, I bet you won't do that again, but my team gets a point.

I only want to hear the reader." So, being really clear

on what-- It also helps impulse control, which is another big problem, especially with our guessers. So you want to be really clear on what your expectations are, and then using that point game, I really very

rarely

have issues with that kind of thing

because they'll know that. But if you're starting out, before you even start to read, I'll tell the kids, "Here's what's going to go on.

This person's going to read, we're going to do our read, read back, read again,"

the process that we do, "and the only people I'm going to be hearing is the

reader and me." If I'm a small group or if I'm in a whole class, I've done it with

a class of 57, actually, where we've done the read, read back, read again thing.

But I only want to hear the student who's reading.

And of course, I don't know, when I'm in those classrooms, if they're a great

reader, they can't read at all, somewhere in between, which all classrooms tend to

have all of those things. So if I find out within the first word or so that this is

a really struggling reader, they may read a sentence. Okay?

And then the next reader who's really smooth, they might read a paragraph or more,

that type of thing too. But they know very much that they have to

be respectful, and they also have to be quiet unless it's their turn.

So

that's what I do in that situation because they do love to...

And it's just like the youngest child.

The older kids will talk for them and do everything, and there's never-- We see that a lot in our reading center, actually.

The mom wants to

give us all the answers of the child's name, and they're 12 or something like that. But no, they can tell us. So getting them to be the...

Because it's got to come out of their mouth.

That's really a really important thing, that this information has to be theirs too. That's why we don't tell kids the word first typically. Well, we don't at all, actually.

We don't tell them first, or we don't give them the stuff.

We let them try unless for sure we know that there's some information they don't know, then we'll give them that. But we want it to go into their neural pathways. And for that to happen, it's got to be coming out of their mouth.

Because when it comes out of our mouth, it comes out into our neural pathways much more, not theirs.

Nora, I have another question for you.

Okay.

So Liz was wondering, do we use any lists of words or just sentences and stories? And then she mentioned she finds that word lists also help stop guessing, but stories they want to read can be motivational.

Yeah. We do word lists more
for assessment.

We don't do a lot, like the nonsense word list we might, or if
they really have a problem, like with C, D-

Sight spelling

... with, you know. There's a certain tendency or something, we may do a lot of
that with a word list, kind of. But mostly we
do it in the context of a book because that's what they
are really motivated to do, especially when you hit second, third grade, or fifth
grade, sixth grade. They want to be in a book. That's what they're motivated by.

So we'll teach some code. We always go into a book.

But we may do only a paragraph, and we also may, if
they're going-- Because they think fast is better.

They think that I can just go fast, I ignore all the punctuation, and I just say
whatever. And it's not even close to what's written on that
page.

A lot of these kids have that mindset that fast is better.

And I tell them- Reading is talk written down. You want to read like you talk.

So we don't talk like . I talk pretty fast, but,
nor do we talk like a robot, which having them tap each word
will result in that, so we don't want to do that either.

So we want them to read like they talk.

So we go through the first time and make sure that they're reading accurately.

That's our number one thing, and then we read it back, and then they read it again, so that they can feel that fluency, because we want to get them to that fluency, but that's like saying we want to race a car, but it doesn't have the engine in it yet. That's not going to work so well. But they want to be in that car.

So,

it's kind of a balance thing, but we do a lot of authentic move this into text. Obviously, we're not going to be reading "War and Peace" when it's a beginning reader or a big struggling reader who misreads 50% or more of the words. We try to use trade books a lot. We're not really big on using leveled books, you have to be in this level or that level at all.

But more stuff that's a little bit more challenging than what we've been teaching them with the code and that type of thing, if that makes sense.

So two things. One is a question and one is, I just didn't realize it's not on the PowerPoint.

Georgina's wondering if you use decodable books, and I also wanted you to touch on, before a bunch of people are leaving here, the training discount.

Oh, okay. Yes. Decodable books for new readers, for sure.

And I say a new reader, whether you're a 50-year-old new reader or a five-year-old new reader. So decodable books you have to use at first because you're only teaching them four or five sounds. Okay?

They only have four or five sounds, or six or eight or whatever.

Then you want them to be able to apply that and understand the reason I'm learning this stuff, even if it's whatever, is so that I can apply it.

We use them transitionally. Even our kindergartners, by Christmas time, they're moving into things like Dr. Seuss, and

some of them even will be into "Frog and Toad" and that type of thing.

But definitely decodable, but struggling readers will be using those a little bit longer. So always for our beginning readers, that's what we do.

And our apps, our first apps, Ebli Sight Words-- No, Ebli Island, which is the very first one for three years old and older, and Ebli Space, they basically have kind of decodable stories in them that up the difficulty as they're going through them.

Adds more and more sounds and spellings.

But it's sequential and scaffolded so that it's not just like,

"Oh, read this. I see an astronaut," or I see a whatever else the picture is type of thing, because they can't do that. They're not capable of that.

So decodables are necessary for the lowest of readers to do transitionally. Once

they hit like a second-grade level or higher, we're not usually using

decodables

when they're doing their reading.

We have other things that we use, if that makes sense.

And that, yes, what Hannah's talking about as far as our-- We do in-person

training, which is all we did for 18 years,

or maybe 16, I don't know. The last three or four years, we've had online training

that's facilitated with some wonderful facilitators that I think are on here,

where it's a seven weeks course, and you go through that.

But anyway, our in-person trainings we have until January

15th. And they're very limited, quite

honestly, because we're moving people into more online stuff.

But you can have them for the 2018 prices until January

15th. And if that's anything that's of interest to you, you can look on

ebli.com and there's two different, the

in-person training and online training, and that type of thing.

Is that, Hannah, what you want me to say?

Yeah. Yep, and then I'm putting links to both of them in here as well if people

are interested in that. And then, there's another

question.

Okay.

Of what is your preferred system to choose leveled books, Accelerated Reader or

Lexile scores?

Ooh. Hmm.

Well,

I don't use any level. We don't, I shouldn't

say I, but we know that almost all schools have leveled readers.

They didn't always have that, but it's a happening thing for sure.

So,

there's 16 ways to level books, because anytime I don't know something about what's going on here and why is all this leveling happening, somebody's getting very rich on the leveling,

I research it. So I actually did a presentation on leveled books, and there's 16 different ways. Sometimes it's how many syllables, how many words on a page, how many words in a sentence, that kind of thing, how they're leveled.

As you'll notice, when you look at leveled books, they seem fairly random of how that is. So for us,

the number one thing that we look at, especially in our reading center, is the kid's interest. So the student's interest.

What they're interested in, we're going to find for-- We like to use ReadWorks because they have manageable, and they're free, they have manageable articles, so it's not too much stuff, and there's everything under the sun.

So, and it's also got common core stuff and all that type of thing, but if we've got a student and they're interested in skateboarding, or they're interested in sharks, or they're interested in who knows what, there's going to be

something on it. So

then they're going to be really motivated, especially if you're talking about a struggling reader. Now, a good reader that we're moving them ahead, they should be able to read what they want to read. Personally, in my opinion.

So many of our kids at our reading center are like, "We're not allowed to." We had one little boy not long ago who had worked so hard.

We had him for maybe 60 hours, I don't know, Cricket could say, maybe even more than that, which is a lot for us.

But he desperately wanted to read this chapter book that his class was reading, and he went to check it out, and the teacher said, "You can't have that.

It's not anywhere near your level." So he ended up having a friend check it out for him so he could do it, and he read it when he was here, but he actually got in trouble for using that book because it was

not what he was supposed to. But he was so motivated to read that book.

And was he reading pages? No. She went through and read some with him, and then read some to him, and then read a paragraph or two, so he's doing the reading thing. So I know that's probably not an answer that you want or anybody would really like, but

I think about me as a reader that has always loved reading, and I liked Nancy Drew and the Nancy Beldon and those kinds of things.

That's what I wanted to read. I really liked stuff about the Holocaust.

I kind of still do, which is weird. But even in high school, reading that

historical fiction, it was always kind of my thing.

So as far as leveled stuff,

if they're interested in it and it's leveled, then it has to be in that.

But keeping kids in a level, I don't think that anybody ever intended, Fountas and Pinnell, any of them, that this is your level and that's the only place that you can be. It's kind of a guide.

An accelerated reader, too. Kids who read well, like it fairly all right, and kids who don't, really don't like it at all.

So there's good and bad in everything.

I had one more question.

Is

there a place I can find the leveled presentation to send to them, or can we send it in an email tomorrow?

Which presentation?

Something about the level, like a presentation about all the different ways you can level the books.

Oh.

You had mentioned that. I don't know if you have a presentation from that.

I did that. Yeah, I could look for it and see.

I know. It was a while ago.

Yeah, been a while ago.

Let's see if there's anything.

Write that down.

Yeah.

Just somebody said it doesn't surprise them.

But I think, too, if they're reading, they're reading.

But don't keep it for-- That's another thing.

We do the articles, and then people are like, "Oh, you're only going to read

ReadWorks articles." Well, that's boring, too.

We don't want to just stick with this one thing.

As they get to be better and better readers, get them excited.

I love another thing. This is what I love. And we do have this.

Hannah, remind me to do this. We have

series. Series of books from anything from little kid books to higher

and more so. Kids love series, and once they get hooked on a series, it's just like

you or me. "When's that next book coming?

Where's that next book?" So we love to do series because then they want the next

book. And so you've hooked them on the reading.

My youngest daughter, who I taught to read before she went to school, this is my

third one, she loved "Magic Tree House." Started reading "Magic Tree House"

in first grade. She read every single one. She still has them all. She's 25.

But she loved those books, the Jack and Annie thing.

So finding something that's a series and then getting

them hooked on that. Because getting them reading stuff that

they

want to read is going to be a lot better

than pushing stuff at them that you want them to read, or we want them to read, or the school wants them to read, or whoever wants them to read.

Because they're not going to be interested.

If you had me read something about engineering, technology, that kind of thing, I'd be like, "Ugh, I don't care." I would lose interest.

I'd be distracted, that type of thing.

But if you have historical fiction or stuff about reading, teaching reading, that kind of thing, then I'm all for that.

So it's just like think about what you would want or how you would want it

with what you're doing. I don't have a background in education, so I don't know how that goes when you come up through the education system, but I think about real life. What do we do in real life, and how do we do it, and why do we do it? And what motivates me, and what motivates the people around me, and what motivates the kids that were mine, my own children, and that type of thing. And so that's really what I look at.

They don't like worksheets. They don't like drill.

They don't like

being wrong. They don't like reading books that they can't read.

They don't like writing when they don't know how to write or spell.

So you don't get anything there either.

So much of what we do with Ebli, too,

is what the research says anybody needs, everybody needs, to be their

highest potential in reading, writing, and spelling, but also, what makes it fun?

We love making writing fun. I just was in,

the week before Christmas, literally the week before Christmas, I was in a classroom of first graders, and we were doing some writing, and they were sharing their writing, and we were fixing it on their boards and stuff.

They didn't want to go to recess. They're like, "No, we want to do this instead of recess." Who does that in first grade?

The teacher's like, "What is going on?" But when it's fun and it's interesting, and also hook them in writing by being about them and sharing and being authors, then they're going to be so much more motivated to continue to learn. Or when they have to write about something they're not so interested in, like whatever in school, then you trick them, getting them to read, not trick per se, and write with stuff that's of interest to them.

And then they get better at it, and then you do more of it with the stuff that's required. Sometimes they have to read about technology or whatever, stuff I'm not terribly thrilled about.

But, then if you're good at it, then that's not that big of a deal.

If that makes sense.

Nobody raised their hand, you guys.

I was all excited to call on somebody raising their hand, and I'd see you talk, but that's all right.

I physically did, but I don't think you saw.

I did see some people raising their hand.

I'm still on The Brady Bunch view, so that's all right.

Next time, somebody will raise their hand.

I had two quick things before you wrap up.

Not questions, but Marge had mentioned that a lot

of the third graders love the "I Survive" series, which are characters around

11 years old with a younger sibling, so that's really relatable to those kids.

And then, I think it was Tim, said that you did answer his question about leveling.

Oh.

And somebody said that they have a ton of leveled books in Australia, too, so for what that's worth.

Leveling,

somebody is really, really rich, thanks to leveled books.

Somebody has made so much money on that whole...

And there's so many boxes and boxes of books in all the schools we go into that have never been opened. Never even been opened. Or rooms.

Everybody has rooms full of level.

I'm like, "Who uses these?" "Well, they're resources.

We could use them." It's like, wow, how about a library?

Do we do that still? I don't know. But the leveled book thing, people are paying millions of dollars for all of these books so everybody

can have a box with a gazillion books in it that looks like they have a box with a gazillion books in it, I guess. I don't know. So, we want to always think about why are we doing what we're doing? And if your answer is not because it's the best and highest of the kids that we're teaching, then we shouldn't be doing it. And that's just the bottom line truth of the matter.

A lot of times we're doing stuff because, I don't know, somebody somewhere that hasn't seen a kid in decades, or if ever, has decided, "Oh, here's a good idea," or, "Oh, look at that theory.

This is how I'm going to pretend that there's a bridge for the teachers to teach it," when they don't know that situation. And that, to me, is really the tragedy is no teacher gets up in the morning and says, "How can I do a bad job today?" Nobody, anywhere, ever, I don't think.

But what they have, the tools they have or they don't have, they're struggling. We think the kids are struggling.

For sure, the kids are struggling.

We see so much suffering coming into our reading center and in the schools and everything, but the teachers are suffering, too. And they don't even know.

They're like, "I am working so hard, doing everything I've been taught how to do," not knowing that what they've been taught how to do oftentimes causes harm rather than good. Like who are we to do that?

Yeah. I'm so sorry to cut in there.

Sorry. Get a little on my bandwagon. Go ahead.

It's good, but there's one more question-

Okay

... that I think is important. Is there a balance between a child taking a book they can't read independently and will keep practicing the error of guessing and getting them something they are super interested in?

That is a great question. So no child who is a big guesser should be reading independently unless it's something that's even

remotely more challenging for them.

So when I'm talking about that reading stuff, it's you reading with them. Okay?

When we're going to read in

our small group, or we're going to read whatever in one-on-one, however you're going to do that reading.

No, because we don't even ask students to go and read independently until they can read independently.

That's part of the biggest problem is we're putting books in the hands of kids in kindergarten and every other grade and asking them to go and read them when it's like asking you to fly a plane when you have no idea.

I've flown in a plane lots of times, but I have no idea how to fly a plane.

So putting me in a plane and saying, "You've ridden in a plane a lot, just fly it.

You're going to learn by flying it," would not go well. Or any of us, probably.

So it's the same thing. We

got to teach them how to fly the plane before we put them to do independently. Have them fly the plane while we're with them, and we have some control over it. So with really, and I'm talking about really struggling readers,

that they don't have the capacity, they don't have the skills.

They haven't been taught the information and skills and concepts that they need to know about the code to be able to do that independently. So, in my opinion and experience, having anybody read something that they're not capable of reading is a horrific idea, and it causes all these problems that we were just talking about undoing. So if they're going to do stuff independently, something much simpler that we know that they can get through.

And then, as far as that,

it's like anything is of interest when you're really learning to read, and you know you can really do it, and you look at someone, like a struggling reader, which we see so many in our center, that they get so excited when it's like, "I am really reading this. I'm not pretend reading this.

I'm not memorizing this, and looking at the picture and making up whatever.

I am actually really reading this, and this is a code, and it makes sense to me."

And that is so exciting. Kindergarten and first-grade teachers forget the joy that these little kids get from reading cat and fat and run and sit

in a sentence, "Matt sat on Sam." Okay? The first Bob Book.

"Who wants to read Matt Sat on Sam?" says an adult who can read.

It's like a pilot saying, "Who wants to taxi down the runway?"

That's boring." No, that's exciting if you're new and you're learning

it. So we really need to be mindful of that

and then having the kids practice what we know they can be

successful at, and they have the skills and the concepts and the information to be

able to read it. So don't ask them to go off and read independently if they can't

read independently.

So no, don't go for something that just because they're interested in it and it's

too hard, the answer to that, for sure.

In my opinion.

Was there anything else, Hannah?

Looks like that's it. There's some really good feedback and things that

people are sharing, but I don't think

any more-

I can't wait to read them.

Oh, sorry. There's one more. This came in from Georgina.

For those struggling readers who guess a lot and you're in the beginning phases of

teaching them, do you suggest the use of a C pen when they're in the

classroom and have to read worksheets?

I don't know what a C pen is.

I don't either.

Georgina, raise your hand so I can call on you, and you can tell me what it is.

How about that?

Or you can just unmute yourself, Georgina, and you can-

Oh, yeah.

Okay. I've unmuted.

Yay.

The C pen is the reading pen.

A reading pen.

I don't-

Yeah. It's-

I'm not sure what that-

Is it on?

It's about, I haven't got it with me because I'm not at work, but it's

about the size of a pen, but it's much thicker, and it is a

reading pen. So the kids can put earphones in.

Oh.

And they run

this thing along the line.

I'm writing that down.

Oh.

Yeah. It will read it to them.

It'll read it to them?

Yeah.

Now, see-

That's cool

... I'm glad you said that, Georgina, because one of the best things is doing unabridged text or that kind of thing. I love that.

Because if the kids are looking at the words and hearing the correct word, absolutely for sure. We used to actually even record whole novels.

Great.

And then have kids, but they've got to be following with their eyes, getting the words under their eyes because then they're going to get exposure to that writing and all of that. So I've never heard of a C pen, but I'm going to be checking it out. So just the letter C, or?

Yep.

Yeah. It's how I've written it in the...

You can punch it up anywhere. But it's not perfect. It will only read line by line, so you don't get a complete sentence going in. But

for me, I work with the kids an hour a week, and then they're back in those classrooms 30 hours a week, usually in a school with balanced literacy. You've got all those signs up around the three cueing system.

And they're still having to read, so they come back to me, and even with support from parents, they're getting much more exposure in continuing-

Yes

... with the guessing. So that's how to combat that.

So at the moment, all I'm thinking is the C-Pen.

With my older kids, I'm starting to have a look at using learning tools on

OneNote, where it can

read PDFs back to them if they need to, because otherwise they

can't participate in the class.

Yeah. There's

so many of those technology things that can help.

And we want that to be, of course, a transition thing, obviously, like you want to,

too. The littler kids, even-- I don't know if they have this

anymore, but when my kids were little, they had books on tape.

I'm sure there's books on

iPads or something like that, but I like it when there's an actual, real book.

But reading it on an iPad is fine, too.

I know there's different parts of the brain and all of that.

But having it read, it's that Matthew Effect of those who have, get.

The more you read, the more vocabulary you get, the better you get at reading, the

more you know about how words are spelled.

I had a gentleman, I went to Texas, actually, and taught him.

He's 36, and he was a very low reader, but in not very many hours at

all, six or seven, he was reading this whole novel.

It was an interesting novel, and he's reading it to me, and this woman that brought

me down there is like, "I watched you work with him for 12 hours." So basically, he read this novel to me for six hours, and I bought it on the way home, so I could read the rest of it. But he got to the word scissors, and he stopped, and he's like, "Scissors." And I'm like, "What's going on?"

Is everything all right?" And he's like, "Who would've thought scissors would look like that?" And you look at scissors, that's got some crazy spellings in scissors, but he was just like, "Huh." But the more words you get under your eyes-- So, this is another thing that we recommend.

Have your students, if you want to get them into a novel, because we don't want to just stick in

articles and that type of thing. We want to get into some sustained reading.

But getting them into a short novel, especially if you're getting into fourth and fifth and sixth grade, have them read a paragraph, and then you read even a page or two as they're following along.

But that's, again, Georgina, we have the same thing here.

We work with our kids for an hour. They go for 30 hours of guessing and memorizing, looking at the pictures. We were just saying in the last few days before they went back to school,

the kids that have come, like at the end of last week, are doing so much less guessing. They haven't been in school for two weeks.

So there's so much less of us to undo.

We do tell parents,

don't put them in remediation programs while they're here.

They're going to undo everything that we're doing and then make it harder for us to move them. It takes longer to undo those bad habits. So, that is an issue. So whatever you can do where they're getting the words under their eyes and hearing the words accurately.

And a C-Pen, I'm going to check it out, because that sounds like a cool thing transitionally. But it's a problem, because the guessing is so deeply embedded that it's really, really hard to undo.

And the older they are, the more it is.

But if they're motivated, then that works a little bit better.

Thank you, Georgina, for talking to me for real.

Unmuting yourself. I like that.

Wow, that's really interesting. Liz just shared her fastest students to date were formerly homeless, so no bad habits to undo.

Exactly. You know who are students that make the most gains?

That unbelievably are more disadvantaged inner city urban schools.

Those kids, oh my gosh, they're so fun to teach.

And they will just fly because you're right.

When people say, "Oh, they don't know the letter names, or they haven't been taught anything," we're like, "Hallelujah."

For some of that because you don't have the undoing to be done.

It's very, very unfortunate, and

unfortunately, it just gets worse the older they get, and then we have adults.

I just taught a 50-year-old cardiovascular surgeon who was reading 96

words a minute,

which is about a third-grade level, because he couldn't pass his boards again.

Because the first time, he'd memorized the whole entire,

whatever it was, the thing that he had to study.

He memorized the whole thing so he could get through it, but he can't read it fast enough to get through. He was fascinated.

He was probably the most brilliant person I've ever been around, and he's like,

"What? This is a code? What? This is a code?" He was so

blown away

with all of that. So,

we can just make so many lives so much more easy, so much easier.

So, that's cool, too. But I would love for people, like the C-Pen

stuff and all these things that you guys have great ideas and great experiences,

share so that we can all benefit and really move our

kids further and faster, because making their life easier

is, I think, what we want to have happen.

So, anything else, Hannah? I've gone weight

to words.

So,

someone was just wondering about articles of interest for children to read.

Could you link where to find these articles? We'll do that in the follow-up email.

Okay. Yeah, there's several that...

Anna said, and this is just really sweet, so I want to share it.

Okay.

She's been in a lot of webinars in her time as a teacher, and this was by far the most helpful, so-

Aw

... that's sweet.

Well, that's awesome. I don't want to waste your time, for sure.

I just love being in the energy, too, of all these people out there in your little squares that I know are just passionate about helping these kids and helping these teachers and making us a more literate world here, and that's just really exciting, and I do want you to do the

2019 Reading Revolution hashtag. I want you to go on our Facebook page.

Let's be a tribe. Let's work

together and

if we all help each other and help move these kids forward and these teachers forward, more power to the whole world. So, that's pretty cool. So...

Yep. And Julie, yes, we're going to email out recordings tomorrow, so please share far and wide. We would love that.

Yes. Share with anyone who would like to

listen in, for sure. And yeah, thank you for

taking your time and joining us, and
for all you do to teach kids and help
the literate world become more literate.

All right, so everybody have a great day. We'll send you that email tomorrow.

Thanks again for joining, and all of you who I know and love, and all of you
who I'm becoming to know and love who just are here with us now.

So, thanks for joining.

Have a great day.