

Nora Chahbazi: Welcome, everyone, from all over the world. I'm just so thrilled that you're here, and welcome to all of you who are watching the recording in the future, which would be in the present for you. We're really thrilled that you are here with us. I am Nora Shabazi, I'm the founder of EBLI, and we have several EBLI team members that are here that will be, supporting us tonight. We have Jess. Jess, do you want to say hi?

Jess Maginity - Team EBLI: Hello.

Nora Chahbazi: She will be collecting your.

Nora Chahbazi: your questions and, from the chat, so that we can have our Q&A for 30 minutes at the end. And, then Cricket, can you say hi?

Cricket McCarthy - Team EBLI: Hi, everyone! Welcome!

Nora Chahbazi: Yeah, Cricket will be supporting you also in the chat. Everybody has all kinds of things to do with various little tasks here. And how about you, Shannon?

Shannon - Team EBLI: Hi, everybody! Nice to see you!

Nora Chahbazi: Okay, so I do ask that you don't... don't private message these guys, because they won't be looking at their private messages, and definitely don't message me, because I'm not looking at anything but the screen and all of you. And be sure you keep yourself muted, and if you have any questions.

Nora Chahbazi: Please put them in the chat. If you are watching the recording, you can go to our EBLI community page on Facebook and you can ask any questions that you have, pressing questions.

Nora Chahbazi: In there. So.

Nora Chahbazi: Let's see, I think that that's all as far as housekeeping, so... and if you do come unmuted, we'll mute your.

Nora Chahbazi: We won't mute all, because then I'll be muted, but we will mute you if need be. So I'm going to share my screen, and we're going to get going with this wonderfully exciting topic. And please introduce yourself, tell us where you're from. I always love looking at that. And what you do, if you'd like.

Nora Chahbazi: Okay.

Nora Chahbazi: So here we go.

Nora Chahbazi: So our topic tonight is integrating the science of reading, really the science of a lot, you know, literacy, the science of education, which I think is a great term, really. A lot of different things, the science of reading, and the science of writing, and the science of handwriting, and the science of

Nora Chahbazi: language and all those types of things, along with the science of learning, and how we

integrate those, especially, and this is the big key point for me that I want to get across, integrating them and showing you what that bridge from all this great research and science looks like in practice with

Nora Chahbazi: students and children. So that's what our goal is tonight.

Nora Chahbazi: We do have a companion blog, so the definitions I'm going to tell you about and, some of the information, if you want that in a

Nora Chahbazi: You know, on a page that you want to read all together, you can go to.

Nora Chahbazi: the EBLI blog. We will be sharing links, at the end of... well, tomorrow when you get the recording, they will be shared in your email, all of the links of everything I talk about. If you've been at our webinars before, I know many of you have, there's over 2,200 of you have signed up, which is so thrilling. But if you've been before, we used to, put links in the chat, and we aren't doing that, I don't want to distract you.

Nora Chahbazi: We also don't want to distract our team, and we'll just go ahead and put those links. Everything will be available for you.

Nora Chahbazi: tomorrow when we send out the recording, okay? And the companion blog will be in there, too.

Nora Chahbazi: All right, so this.

Nora Chahbazi: I was reading this very interesting article, The Science of Education, on Substack. I've, I'm kind of a Substack, I, I lurker. I don't really do much on there because I don't really know how to use it, quite honestly, but there's such a wealth of information. I feel like it's kind of my college, my continuing education on there, especially here at Jane Toast, who always leads me to something phenomenal, Jennifer Newman too. So if you don't do Substack, I highly recommend checking it out.

Nora Chahbazi: And, you know, finding those.

Nora Chahbazi: people who just really provide a wealth of information and continued knowledge for you, but I think this was from Harriet, a recommendation, this, Paul Kirshner article, and he talked about understanding, you know, whether it's the science of... the science of learning.

Nora Chahbazi: The science of anything, the science of reading, the science of.

Nora Chahbazi: Of writing all of those sciences, understanding those is really critical, but moving them into instruction, not just in literacy, but any kind of instruction of anything and learning is they're different things. Learning about all of this science and research.

Nadiyah Ali: Yeah.

Nora Chahbazi: Amen.

Nora Chahbazi: And then moving it into instruction with students are two different things, and what I love is this last sentence. The first, all of this knowledge about all this science, informs the second, but it can't substitute for it. So, we need to really think about all of this

Nora Chahbazi: Research and information that we have learned, but what does that look like in...

Nora Chahbazi: practical terms when we go to teach students in a classroom, or in a private practice, or our own children, right? Or learning of any type. What does that look like to provide that bridge? And that is what, you know, when I created EBLI back in 2003, that was really my goal. I had taught a different program that was mostly phonics-focused.

Nora Chahbazi: I didn't get a lot into reading, there wasn't any writing in it, there wasn't a lot... there wasn't handwriting either. And also, the science of learning was really important to me because of my background as a neonatal intensive care nurse. I was always fascinated about

Nora Chahbazi: How these little tiny 1 and 2 pound babies who had brain bleeds or, you know, lack of oxygen and, and different things that impacted them.

Nora Chahbazi: And how some of them were very neurotypical, and their learning was fine, and others were not. We used to have these, picnics every summer with graduates from the NICU that would come back. And it was just fascinating to me about the brain, and that was back when, you know, in about the time where the plasticity of the brain and how you can grow the brain was really prevalent, and I found that always fascinating. So when I created EBLI.

Nora Chahbazi: All of those things, unbeknownst to me, this was long before, you know, the book, *Make It Stick* came out, that came out in 2015, like, oh my gosh, all these things are in EBLI. And there's been many books in the last, really, 5 to 10 years that would have been very helpful to me to have had, you know.

Nora Chahbazi: 30 years, 25 years ago, when I created EBLI, with all of that, you know, all in one place type of thing, so we're in a really much better place now to be learning about all of this, but

Nora Chahbazi: I think the science of education is kind of a really cool term, and I like that a lot, and I also really like this article, so check it out when we share that link with you.

Nora Chahbazi: Come on.

Nora Chahbazi: Okay, so this is what we're going to do tonight. We are going to talk about the definitions of the science of reading and the science of learning, and give you some examples so that you can see what these, what this actually looks like in action. I feel like that's often kind of where there's a hole, you know, that big gaping spot that we've got to jump over, like, yes, okay, I get all of this, I think, but what does that look like when I'm teaching these kids? How do I...

Nora Chahbazi: do that, and I've spent so much of my time in this work. I used to train teachers in person until 20... 2000...

Nora Chahbazi: 20, and not because of COVID, actually, but that was our plan, as I switched over from in-person training, and everybody I trained from 1999 to.

Nora Chahbazi: to 2020,

Nora Chahbazi: had to have in-person coaching in their classrooms. So I'd go in and teach in classrooms, and I would fall on my face in some ways, and I would be like, oh my gosh, that was brilliant, and other, experiences. And so everywhere from our preschool, even up through high school, and also teaching in jails and prisons and lots of different places, you know, adults in adult centers and all.

Nora Chahbazi: what is working here when I'm trying to apply these things that sound good in theory, how do they work in practice? So I'm going to show you some examples about how we do that with EBLI, because that's the only way I've ever taught, is with EBLI.

Nora Chahbazi: And, well, with... I did... I taught the graphics for a few years, too, but that was based also on linguistic phonics, so... and we're also... I'm also going to talk about isolation, instruction in isolation, and instruction in integration, because that's a whole lot about the science of learning, and it's a really important piece.

Nora Chahbazi: I'm going to share some resources with you, and then we're going to spend our last half hour with questions that you share in the chat, and that Jess will be asking me, at the end there. So, be... feel free, please, to share. Don't be shy.

Nora Chahbazi: Alright, so what is the science of reading? Here's the definition. Again, it's also in the blog, but it's basically a body of research from many different disciplines that informs what hap... how does our brain learn to read, okay? It talks a lot about that, which I'm fascinated by. It can be a little dense sometimes, you know.

Nora Chahbazi: You know, trying to put it all together, what goes on where and all of that, but what is our brain actually doing and what makes reading challenge, especially the English alphabetic code to read is very complex and you know, more challenging, especially if you're, you're not familiar with how it works so much. And also what are the instructional practices that are gonna most likely benefit the students that we teach?

Nora Chahbazi: So that's the science of reading. I'm going to go through the components of the science of reading rather quickly because pretty much all of us on here have experienced them, you know, and they're fairly obvious. So I'm just going to talk about them briefly and go a little deeper in when we get into the science of learning.

Nora Chahbazi: So, some of the components of the science of reading, spoken language, okay? The science of reading is really the science of

Nora Chahbazi: listening so long before you speak, which is receptive language and expressive language, speaking so long before you read, and reading so long before you write. So all of those components, I think of, anyway, as the science of reading, but spoken language is at the foundation of all of it. So basically, how...

Nora Chahbazi: Are your kids speaking? Are they speaking in one

Nora Chahbazi: or two-word sentences, I guess one word isn't a sentence, but two-word sentences and very brief phrases, that type of thing. What kind of vocabulary are they using? You know, I have 5 grandkids between the ages of 3 and 6, and I'm really obsessed with working on their spoken language, whether it's when I'm, you know, changing their diaper when they were tiny and saying, oh my gosh, you have the most exquisite smile, or...

Nora Chahbazi: Whatever, all kinds of, I use very rich language with my one grandson. One time we were driving in the car and it was in the wintertime, and he's like, look, Kaga, those trees have, you know, are green and those ones don't have any leaves. And I'm like, those are deciduous trees. Can you say that? And he tried. And then I, you know, I had him say it by syllable, say D and he said, D say sit. He said, sit. And I said, say D sit. So he did it and we tried it a few times and then he's like, oh, there's more deciduous trees. So he is trying to try it out.

Nora Chahbazi: Which is what kids do, so be really mindful of our spoken language, of how we... what kind of language we use, and rich language that we use, and also making sure that it's coming out of our children's mouth and our students' mouths, too.

Nora Chahbazi: So another thing with the science of reading is that spoken words are represented in print, right? We've... they're made up of sounds, and the sounds are represented with letters, and we put them all in print, because reading is talk written down. Somebody from 100 years ago who was talking.

Nora Chahbazi: Had stuff in their mind or said out loud to people, put it down in print. We can still read what their talk was basically a hundred years later. So kids love this a lot where you are like, oh, you just said that sentence. Let me show you what it looks like when we write it down. We'll say the sounds as we write it, and they're like, oh my gosh, what I'm saying can be, you know, put in print just like in a book and really helping kids to make that connection.

Nora Chahbazi: And letting them know that reading is talk written down.

Nora Chahbazi: Accuracy when reading words and text. This is really critical. And if you teach reading, pretty much all of us have seen

Nora Chahbazi: Misreaders, guessers.

Nora Chahbazi: first sound and then fling, or mix up all the sounds in the word, that type of thing. But you need to be accurate when you read words left to right, because when you are reading, you're picking up the talk off the page that somebody else said, so we don't want to make up their words, right? We've got to read the words that they wrote, and also, we need to read accurately and automatically, freeing up our working memory to comprehend. We need to be automatic and accurate when reading

Nora Chahbazi: Whatever is put on the page. We could make up our own stories, but when we're reading, we're reading somebody else's story, so we've got to be, you know, mindful of being accurate with what we're reading on, and pulling off a page.

Nora Chahbazi: Fluency and automaticity. This is, you know, we want to read like we talk, and I'll say to kids, when we read, we don't want to read like a robot. If I talk like that, you may scream, like, stop! Right? Quit doing that, don't... don't talk like that. So we want it to be a flow, we want it to... there's gonna be pauses and stops and all of the things that happen.

Nora Chahbazi: when we read or when we talk that we want that same thing really with reading. So the fluency is the flow and the automaticity that you do and not going, you know, like crazy fast and like speed racer, but stopping at the punctuation, pausing when it's appropriate at the punctuation, those types of things. So having kids understand that again, we're going to we really want to read like we talk. We don't want to go slow. We don't want to be like a robot. We don't

Nora Chahbazi: We really want to have that goal to be reading like we talk. And then expanding our vocabulary, another thing. So when we're doing this oral, back and forth, talking with kids, with our students, with whatever, use rich words. I read something way back in 1996.

Nora Chahbazi: 8, I think, when I was researching this reading thing with my daughter's reading struggles, and I think it was the Stanovich, a Stanovich article, it might have been the Matthew Effect one, but it talked about how college ed... the vocabulary of college-educated people is

Nora Chahbazi: lower than the vocabulary in preschool books, because we may know a lot of really grand, great words, but we don't normally use it in our speaking vocabulary. So we want to be mindful to use these higher-level, richer words.

Nora Chahbazi: in our speaking vocabulary, too, and encourage our kids to do that also. So, we need to learn more words, we want our kids to learn more words, learn the patterns.

Nora Chahbazi: meaningful parts, morphological pieces, like, if you have the word, like, unprepared, okay, let them know un means not. So we're gonna do un with other words, unhappy. If un means not, what does unhappy mean? And tying them together, this everyday morphology is really

Nora Chahbazi: powerful, and that's what we focus on a lot. You know, then the suffix, unprepared, oh, that D at the end, that means it happened in the past. You know, it wasn't now or in the future, it happened in the past, and prepare means getting ready, so... You were unprepared for the blizzard yesterday. You didn't have your boots or your, you know, snow pants, whatever. So talking about those pieces and relating it to what you're gonna do, especially if you're gonna read it somewhere, and then there's these patterns that come up in all kinds of other words, too.

Nora Chahbazi: So we want to.

Nora Chahbazi: Think of all those different ways that we can expand vocabulary.

Nora Chahbazi: background knowledge. Now, I think about, like, I don't know, black holes. I don't know anything about black holes, except for they're out in space and they're black, and I don't get that, but... so if I were going to be learning some... or reading something about black holes, it would be helpful to have

Nora Chahbazi: some information and background knowledge about, you know, more background

knowledge, maybe even some vocabulary, of course, about what that... that is. I also think if I were going to go to Ireland, which is where my people are from, I know a good bit about Ireland, but I was just talking about it with a friend, and

Nora Chahbazi: who visited there, and I'm like, you know.

Nora Chahbazi: these are the kinds of things I have some background knowledge, but before I go and visit, which I'm going to do hopefully in the next year or so, I would like to... there's a lot of things I would like to know about, you know, I know where our people are from, but I don't know much about that. So, to learn more. So having background knowledge and building on, you know, that background knowledge to provide more is really critical, too. And then comprehension is basically understanding what you read.

Nora Chahbazi: So that you can pick that, those words, and that whole

Nora Chahbazi: conversation that somebody was having and put it on the page for you to pick up off of there, understanding what you read. Really, the whole point of reading. There's no point of reading if you can't understand what it is that you're reading, okay? So, those are the components of the, you know, the science of reading. There's also pieces that

Nora Chahbazi: We talked about in the National Reading Panel Report back in 2000, the phonemic awareness, phonics, fluency, vocabulary, and comprehension, and then with EBLI, we also teach handwriting, writing, and spelling. So the integration of all of these things to make somebody highly literate.

Nora Chahbazi: Meaning they can read, write, and spell accurately and automatically.

Nora Chahbazi: Alright, so here is a visual of this progression of anyone, as far as language and literacy, whether you're in your native tongue, or if you are learning another language when you're older. You... well...

Nora Chahbazi: you integrate it more when you're older and learning another language. Shannon's learning... lives in Spain and is learning, you know, how... another language over there, so that's... that's, progresses a little bit differently, because you have to integrate a lot more, but basically, we listen so long before we speak, speak so long before we read, and read so long before we write. So we really need to pay attention to that language, that expressive language, and how well our kids talk and get out their thoughts and their words.

Nora Chahbazi: And that receptive language, how well they're understanding what we're saying to them, too. So this is a progression along the way of, what we need for, to acquire language and literacy.

Nora Chahbazi: So the science of learning, and again, this is not as obvious, okay? It's a little more invisible, or a lot more invisible, and it's also a lot less.

Nora Chahbazi: People are a lot less aware of it. I've only been reading about it.

Nora Chahbazi: really, in hearing about it, maybe in the last 2 or 3 years, I mean, I had... there's things that I had done, and I'm going to share a little bit about that, way back in the 90s and early 2000s, to learn about this... the science of learning and cognition and executive functioning and all of those things. But it had... it was never...

Nora Chahbazi: a conversation. I buried it in and integrated it into everything EBLI, but I never have talked about, even still, really, never have talked about it to the teachers that we train.

Nora Chahbazi: And the people that we teach, EBLI. But the science of learning is basically, again, a body of research with a lot of different disciplines, just like with the science of reading, but it's looking at

Nora Chahbazi: how do we learn, and how do we help people, like those of us who teach, more effectively facilitate learning, right? We can teach a whole bunch of things, but the key is, is making... ensuring that our... those we are teaching are learning whatever it is that we're teaching, right?

Nora Chahbazi: So that's the science of learning. So I'm going to talk about each of these and give you an example, so that you can kind of wrap your head around it a little bit more. So one of the things is cognitive load. How much information can we take in, and can we hold on to? How much mental effort, and at what point is it, like.

Nora Chahbazi: I can't...

Nora Chahbazi: No more can come in. And I have a personal experience about this recently with a, we are doing a lot of changes and, and a bunch of different things. We have a lot of new tools that we're using and a lot of new systems and all kinds of things. And then there's this tool and that tool, and I'm like, which one does, I mean, I got to a point where it was just like, whatever you're saying, it's like Charlie Brown's teacher. I have no idea whether you're even saying what you're even talking about or what, what it relates to, because I'm so cognitively overloaded.

Nora Chahbazi: Okay.

Nora Chahbazi: I had to back up and stop all of that because there is no way I can learn about any of them, much less all of them with so much information. Okay, so that's cognitive overload where I'm just like this is too much, right? No more.

Nora Chahbazi: So, this is an example of lessening the cognitive load. This is an EBLI thing that we do. This is for the kindergarten classroom. We're showing them the different way, not just showing them, because it's going to be interactive, so all the students have a whiteboard. This is me actually teaching in a classroom, and all the students have a whiteboard, and they're saying and writing these words on their board, until we get to the names, but the other words, they're saying and writing the words on the board and doing it all with me, with being very much instruction and coaching along the way.

Nora Chahbazi: But showing them the 5 different ways, there's more than 5, of course, but 5 different ways to spell the sound S.

Nora Chahbazi: And so that they understand that when we say this sound, it can be spelled in a variety of

different ways. And we look at the first one, just that letter S, for S...

Nora Chahbazi: It's typically at the beginning and middle of a word. At the end, not so often. More often at the end, it's going to be zzz, and we tell them that when we're looking at patterns, because the brain, from the time we're born, even before we're born, learns best with patterns. So we want to really optimize that and accentuate that so that kids can use that for their self-teaching as they move along. So we're going to show those patterns and make them really obvious.

Nora Chahbazi: We're gonna show them, like, this at the end of Missing Grass, that's typically a spelling for at the end. In some multi-syllable words, it can be in the middle. We don't... we don't tell them rules, but we show them patterns, right? Again, to hook in to that... your brain is like a...

Nora Chahbazi: missile-seeking of patterns kind of thing. They're like a magnet for patterns, our brains are, so we're really gonna... we want to really capitalize on that. And this... in cell and scent, and we'll have words that I would write up there, like city and cycle, where they can see that, okay, this can be... and it's only going to be that spelling for if an EI or Y comes after it. So we show that pattern, but we really show the words and that placement in the words, too.

Nora Chahbazi: And then these other two spellings for S at the end of a word. And we talk about that so that they can see that in the English language we say the same sound and almost always it can be spelled in more than one way. Okay? We want our kids to know this concept more than we care about. We want you to know SS and SE and those types of things.

Nora Chahbazi: When they know this concept and we teach it in a way that capitalizes on the patterns, lowers the lesson, lessens the cognitive load.

Nora Chahbazi: They can apply it to other patterns, the way to spell A, or the way to spell j, or the way to spell sh, all kinds... because it works with all 44 spellings, or sounds in the language that have several different spellings for them. So, decreasing that cognitive load very purposely in a way that increases learning is really critical.

Nora Chahbazi: Interleaving. This is kind of my favorite. I love the interleaving, and this... interleaving, which I didn't know this word, back then, but it was my whole point when I was making EBLI. I need this integrated

Nora Chahbazi: Teaching a whole bunch of things at one time in a way that's meaningful and relevant. I need this.

Nora Chahbazi: that's gonna help create highly literate kindergartners or 50-year-olds, doesn't matter, and everybody in between, as quickly as possible. So, interleaving is mixing up related things

Nora Chahbazi: in an integrated manner, instead of, I'm going to teach phonemic awareness here, and we're going to have some spelling over here, now it's vocabulary time, and here is phonics time.

Nora Chahbazi: Instead of putting all these things in different places without connecting them to help the students also not only experience, but understand all these things are connected for the whole point of

Nora Chahbazi: Reading, writing, and spelling, alright?

Nora Chahbazi: So we're going to use some information we've already taught, we're going to integrate it with information that's new, and, you know, as we move your learning further and faster.

Nora Chahbazi: So here is an example of that. This first, these are... on the left, the writing is a kindergarten classroom.

Nora Chahbazi: When I went in, when I would go into classrooms, almost always I'd never seen these kids before. It was my first time with the classroom. And this was toward the end of the year, later spring, these kindergartners had gone on a field trips because we wanted to do it. The teacher I was wanted to model for her paragraph writing. We always start on a whiteboard with our kids, easy to correct, easy to see, easy for them to hold up. We move their writing to paper, we always move them and scaffold them to paper, of course.

Nora Chahbazi: But we always start on a whiteboard, even with older kids, we do. So these kids had, we needed to write a group story because it was going to be dictated, but it needed to be more, you know, several sentences. So they took, they had gone to a zoo, and they told me about their experience. Of course, I wasn't at the zoo. So we had a lot of talking, they got a lot of, you know, expressive language experience. We changed some words to make them more exciting. Some kids will say, no, but we did this.

Nora Chahbazi: and that. So they told me a lot of things and we had to narrow it down to what we could all write together that was shared by everybody because some kids had this experience and some groups had that experience. So what everybody had together. So we did that and then did this writing, made sure there was capitals and punctuation and you know accurate spelling. I went around to all their boards afterwards to make you know any changes that were necessary. So what we're doing here is there

Nora Chahbazi: Saying every sound as they write. They're reading the words after they wrote each word. They're segmenting, they're blending, they're learning phonics, of course. They're dealing with handwriting, top to bottom, left to right. Very important. A very critical piece that we teach with EBLI all the time, focusing on it.

Nora Chahbazi: Talking about vocabulary, other words that we might be able to use. Then after they read, they do the whole thing, I read it back to them, and then they read, the whole class reads it again to get some of that feel of the fluency. And so, so many things in one activity, and every single bit of it, every single step of every single thing that we did was very purposeful to get this integrated, interleaving, you know, thing. Now, of course, they've been taught

Nora Chahbazi: how to do multi-syllable words before, how to say as they write, how to have a space between words, capital at the beginning, punctuation at the end, with a much smaller writing, you know, piece, just a sentence type of thing. So, doing a lot of things at once, because teachers, I've never met a teacher who said, oh, gosh, I just have so much time on my hands. You know, I don't know what to do with all this time. Never's gonna happen. There's too many things to teach in the amount of time that they have, so

Nora Chahbazi: When we're doing the interleaving, not only does it help our students' brains, but it helps our teachers with, you know, the efficiency of what they can do.

Nora Chahbazi: So, on this piece over here, on the first graders doing excited, again, this was a dictated sentence, but we did the word excited, where we did syllable and sound lines, we spelled it, I did the fixing of the spelling, and they wrote the word all together. It was a vocabulary activity, it's called a vocabulary graphic organizer we do. A little phrase that they came up with together, they all drew their own picture, and then we came up with a sentence that they all wrote with support, right? So all of this is

Nora Chahbazi: supported, too. So.

Nora Chahbazi: And again, they're doing multi-syllable reading and writing, sentence writing, vocabulary, handwriting, blending, segmenting. Phonemic awareness, pulling sounds in and putting other ones out if they, you know, if they're, missaying, different sounds. So there's all kinds of different instruction that's going on in one 30-minute activity, okay, to get them, you know, we really just want to

Nora Chahbazi: I don't know, it's kind of like, put it on steroids, get our instruction on steroids where it's not overwhelming for the kids, but where there's a lot of learning going on, and a lot of interleaving. So, that is a... interleaving might be my favorite of the things I'm going to be talking about. Attention, okay? Our kids have got to decide what they're going to attend to.

Nora Chahbazi: Now, they may decide of different things to attend to than we want them attend to, but we've got to really get them focused

Nora Chahbazi: And what we're wanting them to attend to, and I think it's really important, I just read a really good article about this, too, about what our rooms in a classroom look like. Now, there's a store in my hometown that has the cutest, fun.

Nora Chahbazi: Classroom decorations, that's just the... I'm like, this is just a great... I'm kind of a sucker for all those kind of cute things. But you think about that, a classroom that has all kinds of stuff to look at.

Nora Chahbazi: Even when I'm coaching in a classroom, I can be really distracted if I'm supposed to be watching the teacher. I'm like, whoa, I was looking at what's happening on the wall over here and what they put over there. So we want to think about that with our kids too, and where we're where we're teaching them. Is there too much stuff that can distract them from what we're trying to teach them? That's a good point, also. But we want to minimize this is another really important thing I don't think we think about a lot, is how much we talk.

Nora Chahbazi: Okay? Humans in general.

Nora Chahbazi: Probably talk way more than we need to. But I think those who teach, those of us who teach talk even more thinking that more is better when we're not realizing that more is actually causing the, our students, challenges about what do I listen to here? What am I? So I gave you this example here, like for the word graph. All right. What I would say to a student, and they're trying to read this word, say the sounds and blend it, put it together.

Nora Chahbazi: Okay? So, and then I would do error corrections with it.

Nora Chahbazi: if need be, when they got to that... those last two letters, I would say, this is a safe... that's actually what I would say, safe. And they would go through and do that. Now, what happens a lot of times is say, like this, say all your sounds in order through the whole word, and then put them all together, and remember that these two letters, PH, spell the sound

Nora Chahbazi: So the kids are being like, okay, I'm gonna put them together, I'm gonna say, what am I doing? Think of all of the things in that second... not that many words, but it's a lot of words when you listen to it, and how that pulls their attention to this, and to that, and to another thing. So we want to be really mindful about our kids' attention and what we're asking them to attend to.

Nora Chahbazi: So, this is a great point. This is a little preschooler that I was teaching, and we were doing the word make, and I wanted his attention only on the letters that we were dealing with at the moment, so I covered up everything but the mmm. He said the sound, and then I uncovered the next one. He said the sound, I gave him a correction, and then he put those two together. He'd do the... well, he's actually kind of slowly...

Nora Chahbazi: continuous blending.

Nora Chahbazi: and then I'd say, say a may. Okay, now say it quickly, may, and then I'd uncover the next spelling and have him say that sound. So, keeping his attention right there, the marker's there, this is there, when I'm in a class of 40, or one-on-one, I am right across from the student that I'm teaching, and I'm showing them, and

Nora Chahbazi: putting, you know, focus on where they need to attend to, and what they need to attend to. So, be mindful when you're teaching. What am I... what do I want my kids to attend to, and what am I doing to ensure that they do?

Nora Chahbazi: Alright? And even more so, that they don't attend to all the other stuff, like, you know, the stuff out the window is another... you can't do anything about the literal squirrels that are running around out there, whatever's happening, outside your classroom window. But, as much as possible, focus and, you know, get them engaged in what it is that they need to attend to.

Nora Chahbazi: Working memory. I like this one. Now, I've always... I've read a lot that we want to push at least to 5 seconds of working memory. I've taught kids with 0 seconds, that's very challenging. Many, many, many with 2 to 3 seconds of working memory, but we can stretch their memory to get at least to 5.

Nora Chahbazi: even in 7 at the upper end, or 3 to 4 chunks of information. It's kind of like when you do a phone number, which was when I grew up.

Nora Chahbazi: 725-5052. We did a chunk of 3 and a chunk of 4. That's not an accident, right? And then you, you can remember that, at least enough to dial it, type of thing. So we don't want to give them too much information that it starts falling out because it's bypassed their working memory, and they can't really manage it or deal with it. So a great, example of this is a long word, a multi-syllable word.

Nora Chahbazi: We look at the word remembering, R-E-M-E.

Nora Chahbazi: M B E R I N got nine sounds. Okay, we've already bypassed the upper limit of our working memory. So if you have a student trying to go through or a child and saying all those sounds and then go they're not going to say remembering. I can tell you pretty much for the most part unless they become quite a proficient reader that they're not going to get that word because they've bypassed their working memory. So we don't want to do that. So what we want to do is put it in these chunks just like that phone number.

Nora Chahbazi: R-E-E-R-E-M-E-M-E-M-E-M-E-M-E-M-E-M-E-M-E-M-E-M-E-M-E-M-E-M-

Nora Chahbazi: Put it together, re... okay, so that syllable... now, forget about that one, the next syllable. Now, we're going to thread those together. So give them to piece... give them the pieces that are going to help both stretch their working memory, but also not overtax their working memory. That's critical. So this is actually a.

Nora Chahbazi: Kindergarten classroom in Detroit that I had taught. A little blurry, my apologies for that. But you think about yesterday, okay? Y-S.

Nora Chahbazi: Yes, they're done with that one. Now we're just going to focus on this next one.

Nora Chahbazi: Er, sir. Now, the kids are saying that while the teacher's being Vanna White, and just pointing, and the only time the teacher talks is if the student, any student in the group of, I think there was almost 30 kindergartners in there.

Nora Chahbazi: makes an error, they're gonna say, say-er. If they said, or something else there, say-er, they say er, they go back and do the sounds, er, er, and then put them together. So, this is a great way to chunk things out to manage, so you're not overloading that working memory. And remember that, you know, think about that with anything that we're doing with giving kids to

Nora Chahbazi: learn, even memorize, I suppose, but, you know, definitely learn and integrate. How are we dealing with that, and are we over-stretching that working memory so that a lot of stuff is going to fall out? We don't want to do that.

Nora Chahbazi: space practice. This is another great one that I love, as opposed to block practice, where you're gonna master all of this before you can go on to all of that, okay? I think that most... most of us who teach, for sure, used to think that that was the way. So many things in the book make it stick, which we're going to give you a link to that, too, but

Nora Chahbazi: Of the things that you... we always thought, this is a great idea to cram, or to whatever, there's a lot of things in there that go against conventional wisdom. It's just like, wow, that's kind of the exact opposite of what I...

Nora Chahbazi: always thought, or did, or tried. But so what space practices is don't cram.

Nora Chahbazi: We want to give information over time, and then revisit it, and add some more in, and

then revisit. So you're continuously doing that, doing, you know, little, ask... asking kids and getting them to retrieve the information, too. It's really important, that's one of our other pieces we're going to be talking about, so...

Nora Chahbazi: How do we do this so that they're not like, oh my gosh, you just taught me that in 10 minutes, and now I have to remember it forever? We don't want to do that.

Nora Chahbazi: Okay? So, I think about... we teach that in English, 1, 2, 3, or 4 letters can spell a sound, alright? So, we teach that... actually, it's the first activity we teach in all of our classroom training, second and above, and any student that we teach, second to senior citizen.

Nora Chahbazi: We teach this first because it's teaching about a concept that's really critical. So we're going to teach them that, but we're not just teaching them that, and then we're done with it. We're teaching them... or we're not teaching them that and think that they know it by heart. We're teaching them that to introduce them to it with explicit instruction, okay? So this is an example of how... this is what Uptyrin and Way looks like. They all have a whiteboard. None of this is like we're...

Nora Chahbazi: We're feeding it to you, or lecturing to you. It's all very, very interactive, which is another key point. So, we're gonna show them this, and teach them this, and then show them in English, when we say a sound, 1, 2, 3, or 4 letters can spell a sound. All of these words only have 2 sounds, but they have up to 5 letters. So this is a really concrete, explicit way for them to understand this concept that most people don't even know, even adults, even highly

Nora Chahbazi: Educated people are like, oh, I've always been a great reader until I was

Nora Chahbazi: doing this work, and I was in my 30s, I really didn't have any idea of that. So, that's a really big piece for them, but we're not just gonna, you know.

Nora Chahbazi: set it and forget it, get, you know, teach it and be done with it. So then we're going to teach them some high-frequency words that are coming out of their story. What we're still going to do are sound lines for them, showing them 1, 2, 3, or 4 letters can spell the sound. We're going to teach multi-syllable words all throughout. This is going to keep being revisited and revisited and revisited until it just becomes automatic.

Nora Chahbazi: And they move to that self-teaching very quickly. So, again, pointing out the 2, 3, and 4 letter spellings, that type of thing. So they have this taught explicitly and applied continuously.

Nora Chahbazi: Okay.

Nora Chahbazi: And that's what we want with spaced practice, to have it over time and really embed it so that it moves into that long-term memory.

Nora Chahbazi: Retrieval practice. Now, this one, too, is.

Nora Chahbazi: a really important and interesting one that we need to allow kids to bring stuff from their brain to, you know, revisit it. What other... come... somebody come up here and show me what other

ways can you spell shh?

Nora Chahbazi: that we talked about when we have a word, or what's another word? There's all kinds of ways that we can have the kids use their brains to get the work out, because who does the work gets the learning, right? If we tell them we're the ones that are getting the learning, whether it's kindergarten or 4th grade or 10th grade, we're going to get the learning more than they are. So pulling it out of their mouth and their brain

Nora Chahbazi: and not telling it to them, which is... sounds so much... makes so much sense in theory, but in practice, this is really hard, I've got to say, because we want to give them that, or we don't want to allow that, you know, the productive struggles, we want to give them the answer, so... oopsie.

Nora Chahbazi: So, for an exam... oopsie, wrong. How did I get all the way back there?

Nora Chahbazi: Okay, so let's say that a student sees the word what, and they say, wahat, alright? They know that there's the little word and the big word kind of thing that a lot of our kids do. So, what we don't want to do is say, well, that's the word what, right? What we do want to do is give them the feedback that they need, and then have them redo the work. So I'm going to show you an example that actually was in one of our... a little first grade group that I had. This is the word what, so I covered up everything.

Nora Chahbazi: But that two-letter spelling, and showed with the marker, you can... or the pencil, you can see there, what sound do you say for these guys? And if they said.

Nora Chahbazi: Waha, which I don't think that they would, but I don't know what she would say. She might have said huh instead of wuh. If they said anything but wuh, I would say, say wuh.

Nora Chahbazi: And they would say, and I would uncover the next one, so they could, you know, blend that in. And if they said, I'd say, say, what do you have so far? What? And uncover the next one, what? Okay, so giving that feedback, but not giving the word, which is...

Nora Chahbazi: a practice that, you know, you have to work that muscle to make that automatic for you, the teacher, right? It's not something that is just, you know, what we want to do is, like, let's get moving, let's get out of this, just say what. But getting that... our student, all of them.

Nora Chahbazi: to pull from their brain. You can do this in a classroom with a whole group and group responses and, you know, all kinds... whiteboards that they, you know, do stuff so that... and then they can show you.

Nora Chahbazi: great things, for that, for sure. Productive struggle is another one that is really...

Nora Chahbazi: resist it, because we want our kids to feel comfortable, we want our students to feel comfortable, we don't want them to be like, oh, this... but the productive struggle is probably the most important one.

Nora Chahbazi: I would say. Allowing these kids to have some challenge, and try to work through it, but being right there to give them feedback, that's another really critical part. You must give them feedback,

corrective feedback, so at the end, they're successful, okay? Not at the end of the week, but at the end of this, what they're doing when they have the struggle, okay? So.

Nora Chahbazi: This is something that I, really have to push a lot, is to have

Nora Chahbazi: challenging text for students that they could not read independently when they're working with a teacher, right? If you're in a small group, or if you're even in the whole class. We want to have something where you're going to learn. It's going to stretch you so that you're going to learn

Nora Chahbazi: something that you didn't know before you started reading it. Okay? So, if we have a student read for us and it's something they already know how to read and it's very easy for them, that's just kind of taking up time and there was really no teaching or any learning that's happening with that. It's practice, but they could do that at home and practice, you know, reading that. So, we want to be really mindful of this one. This is a really, really big one. And so, we want to support them through that reading. Make sure the text is ch once

Nora Chahbazi: They're just flying through again. Let's find them something more challenging, right? And there's more things that we can add on to that too. But

Nora Chahbazi: By giving them those corrections, helping them to become successful, but ensuring that they have that productive struggle. Now, our point is not to get them so frustrated that they can't even think, not at all. But where we have that little bit of struggle, and think about yourself, it's something that you've learned, and you'll be like, oh my god, for me, like, any electrical thing, any...

Nora Chahbazi: mechanical thing in my house, where it's just like, oh my gosh, heaven help me, because this is gonna be a problem. And when I get it done, even though it's been hard, and I might have said a few choice words and stuff, but then I... I do it, and I figure it out, sometimes I Google it and stuff, too.

Nora Chahbazi: I am so proud... I am like, look at me, I just, like, moved the world or something. So we want to have that bit of struggle, and then you have that... a whole lot of, you know.

Nora Chahbazi: pride, and also desire to continue doing more and learning more. So, productive struggle is critical.

Nora Chahbazi: this... another blurry picture here, I apologize, but this is some reading that was... this was a more amphibious, or amphibian was a word in here. So instead of telling the student or giving them stuff, I'm gonna work... you notice my hand with my dirty fingernails, I notice here, because my marker's all in it, but I cover up and get, you know, let them just deal with this piece.

Nora Chahbazi: Now deal with the next one. This student had guessed, I was watching this video, this is from a video, which is why it's blurry, but I was watching the video, and the student guessed several times, and so I'm going to give him even more, hand-holding, okay? More support with what they're doing, but in the end, he was successful, which is really fun. And then, you know, when I read it back, and then they read it again. So that productive struggle is really, really important, and when I watch videos of teachers that

Nora Chahbazi: our EBLI teachers from around the country, around the world, that send videos in to us about their instruction when they have questions, I'll be like, you must either put

Nora Chahbazi: tape over your mouth, or cover your mouth instead of giving them the answer. It seems like that's a great idea, and it's the logical thing we would think to do, but we're taking away their learning when we do that, okay? So we need... and it's a practice to figure out a balance of how to do that, but it's really critical, and productive struggle is really important.

Nora Chahbazi: The whole point about this is transference, right? We don't want to teach all these things and not have you be able to use this when you read or write or spell or whatever you're doing. So transference is successfully using what you learn from what was taught in a situation besides in this moment, okay?

Nora Chahbazi: And a spelling test is a great example of this, and it's also how I got here, because of my own daughter's spelling tests that were pristine and perfect. She couldn't write the words by the time she got home that day, nor could she write in writing at all, though she loved to write. So she'd write all... I have actually a whole thing

Nora Chahbazi: right behind my desk here of her second grade writing, pages and pages and pages of writing. It's like, I wonder what you were trying to say here. We kind of laugh about it now. I'm like, you have any idea? And it was fun, because you could see her improve after I was teaching her, too, but what's the point of learning how to spell words for a... whether it's a spelling test in school, or a test that you're going to give them that's part of some program.

Nora Chahbazi: What's the point if you can't transfer that to what you need it for, which is to spell in your independent writing, right? We always want to think about that. How are they transferring this? This is great, look at these skills, they can segment. You got it. Segment's really critical.

Nora Chahbazi: But are they... are they applying this in reading and text, right? The transference is the key. Doing it in a place other than where it was taught or what it was taught for. So this is actually my daughter, 1997, as a matter of fact.

Nora Chahbazi: That's backwards 7. I always look at writing now, and lots of the uppercase D's over here on their writing, I'm like, hmm, we got some reversals going on. But she... look at her. 17 out of 12, she is the speller of the world! Woo, woo, woo! Spelling tests don't really tell us much about spelling. They tell us about their memory, really.

Nora Chahbazi: But not much about spelling. So she got all these words right, she got the bonus words right, what, did she spell, plus wrong, but upon... look at there. Look at upon. Now you look over here at her writing in the same month.

Nora Chahbazi: maybe the same week it was, I... upon. She's not anymore...

Nora Chahbazi: knows how to spell upon than the man in the moon. This is not transference, right? So we want them to understand how the spelling system works, not how to memorize how to spell some words that aren't going to be able to be transferred. So we want to look at that transference. And if it's not

transferring, we want to look at what do we need to do differently to ensure that it does, okay?

Nora Chahbazi: So those... and then, another key is explicit teaching, alright? We want.

Nora Chahbazi: Any kind of learning to be, we model.

Nora Chahbazi: Okay? And then we do it with our students, and then we let them do independently and pull them back as they need for any support. I do, we do, you do. Alright, there's nothing I ever teach in a classroom, or to kids, or even to teachers, quite frankly, that I don't show them first what we're gonna learn. Decreases the anxiety, increases the success, all kinds of great things. So, I do, we do, you do. So, a lot of people say that explicit teaching is like.

Nora Chahbazi: you're just, you know, blah blah blahing to the kids. Explicit teaching is not that. It's not... and I actually have... oh, I gotta talk about this before I go on to my next one. But explicit teaching is...

Nora Chahbazi: teaching them how to do it, showing them how, doing it with them so that they can experience doing it, let them try it themselves, giving any feedback that they need, and, you know, and then moving on to doing more of it. So, division, I always... I like using this example, because my same daughter that couldn't read was very good at math, but division, she was stumped for... she had some homework of division, and I showed her, like, 36 divided by 3. I'm gonna put the 3... how many times does the 3 go into...

Nora Chahbazi: 3 divided by 3 is what? 1. We're gonna put the 1 up here, down here, now that's a 0. Now 3 goes into 6, how many times? 2. We're gonna put the 2 up here, and now... so it's 12. And I did 2 of those, and then we did a few together, and then I had a phone call, walked away, and I still remember this, she was in 5th grade, she's 36 now, and I come back and she's got them all done.

Nora Chahbazi: Same with puzzles. I bought 4 little puzzles for my girls, and I showed them you take up... puzzles are great for learning, by the way. Even reading stuff is going to be helpful, so I always recommend get some puzzles in your classrooms. But...

Nora Chahbazi: How to teach a puzzle. I have a dear, most, probably one of the most, well, if not the most brilliant person that I know that's, you know, an adult. And she recently told me about, I always hated puzzles until somebody showed me how to do them.

Nora Chahbazi: And I'm like, what an interesting thing to say, because a lot of people that I know that are struggling readers hate puzzles. She actually has dyslexia. And, but she said, oh, you get the edge pieces, and you do those first, and then you grab the right colors, and this is so much fun, right? So...

Nora Chahbazi: don't assume that our kids know how to put puzzles together, so we're gonna show them. What we're gonna do is we're gonna get all the edge pieces, which is what I do with my little grandkids when we just have these puzzles that are 15 pieces. We're gonna put all the edges on first, and we're gonna do this and that, and look for the colors that go together, and...

Nora Chahbazi: And then you, you know, do work on it together, and then you walk away, and they're

gonna have the puzzle put together. So that explicit teaching using I do, we do, you do is really, really critical.

Nora Chahbazi: And again, I want to reiterate that explicit teaching is not the same as lecturing. Lecturing is standing up in front of a room. I know I'm kind of lecturing here, but at least I'm giving you examples.

Nora Chahbazi: And just talking where there's no interaction with your students, right? We have students with whiteboards, you're holding up the whiteboards, you're doing stuff the whole time, okay? So explicit teaching is very interactive. Very interactive, okay? Responses from the kids, they're showing you their work, they're doing, you know, things. And you have to have your routines very down, right, to be doing this kind of explicit teaching that's interactive.

Nora Chahbazi: Lecturing is very passive, where you're just...

Nora Chahbazi: delivering information to your students, or to the... whoever it is that you're teaching, okay? So explicit teaching is not lecturing, and it's working to move our kids to independence in what it is we're teaching them.

Nora Chahbazi: Now, this is where my learning of, you know, the science of learning came in, is the past theory of intelligence. Dr. Das, actually, I met him, I think, in 99, maybe 2000. I had a gentleman who was getting his... a PhD in psychology that worked

Nora Chahbazi: at my reading center, and and he knew Dr. Das really well, so I did a lot of things where I met him, and he'd show me things. They had this little booklet I've been looking for for the last 3 weeks that I can't find, where it showed activities to do the past theory, which is planning, you know, you gotta have a plan, and self-monitor, and reflection, and all those great things. Paying attention, okay, part of the whole science of learning that I just talked about.

Nora Chahbazi: sequencing, doing things in order, and simultaneous processing, putting a bunch of information together. And I couldn't find the book anywhere online, unfortunately, but I did find a good article that I will share with you guys, and also a book of assessments that they do. But their assessments, and I did these things with my own kids a lot, and with myself, I feel like my brain

Nora Chahbazi: really grew.

Nora Chahbazi: Thanks to the past theory. There's also a, Cricket, you might be able to help me with this. What was that computer program that we did where we had to do all these past things?

Nora Chahbazi: Hopefully she'll remember that for me. If not, I'll remember it by tomorrow.

Cricket McCarthy - Team EBLI: Brightwear Safari.

Nora Chahbazi: Thank you. Oh my gosh, I love your brain. Brainware Safari. And it's like this old-fashioned, put a CD, and I'm sure it's different now, but it was a lot of this past theory with activities to do that you really needed to support the kids along the way, that we had some really amazing results with that. But anyway, so planning, basically, the duck ate the bread when the word is bread. So, you're gonna

plan and self-monitor, self-correct, like, oh, Brett, what other word can that EA... what other sound

Nora Chahbazi: We say for that EA, oh, breed. And then you could give them, you know, try A. So if we've taught them this information and they understand that the same spelling can represent different sounds.

Nora Chahbazi: And they can self-monitor and say, you know, that doesn't make sense with a duck eating a braid, or a...

Nora Chahbazi: breed, either, for that matter, to help them move to that self, self-correction. This one, I love this one, the Stroop, it's called a Stroop test, really, but you look at the first word, and you say.

Nora Chahbazi: the color of... you read the word and not the color. And that's a... we have this that we use with our clients here, too, but... so this first one, you're gonna say, yellow, when you're looking at red, and

Nora Chahbazi: Or is it green? No, is it... you say the color... you say red and the word is yellow, one of those two things. My brain has gone off track here, but whatever it is, I can tell you this one is tough.

Nora Chahbazi: So you really have to focus, and you cannot be distracted with this, and even when you focus, you have to use your brain a lot to say the right color, or to say the color of what... that's not the word, I think that's what it is, red, green.

Nora Chahbazi: blue... I mean, to say those, try it. Go ahead and try it right now and see what you think about how hard it is to say the.

Nora Chahbazi: color, but not the word, okay? So this first one would be red, the second one would be green, and that messes with your head a lot. So, you have to pay attention, and it helps train attention. So this is not just about

Nora Chahbazi: Testing something. For me, what I loved about it was the, the activities to train it and make a weakness stronger. All right. Sequencing in order. The boy felt the store. I actually had somebody read this sentence this way once.

Nora Chahbazi: When the word was left, and then you just tell them, say those sounds in order. Oh, left, left, the boy left the store. So sequencing in order, that's a big part of reading, by the way. Simultaneous processing and a whole bunch of things.

Nora Chahbazi: Connected, you know, different pieces of information.

Nora Chahbazi: creativity, all those kinds of things. So, one of the things that they did, and there was a lot of elaborate ones, so the cow is in front of the horse and beside the sheep, then we'd have these animals, and the kids would have to put them

Nora Chahbazi: It's also very challenging, in the correct place of what that was, and also hold it in their memory, though we would say it more, again, too. But this was what got me into

Nora Chahbazi: all of the thinking about how can we incorporate these kinds of activities into reading instruction. And I just loved.

Nora Chahbazi: what I learned from that.

Nora Chahbazi: Another great book that we'll give you the link to, The Cognitive Load Theory in Action, and this is another important thing here. So, talking about, from anything, whether we're doing complex, you know, motor movement, motor tasks, and real life tasks, okay? You need to understand and learn how they interact. We're not going to teach basketball with, okay.

Nora Chahbazi: dribbling all day on Friday, and Saturday we're just gonna shoot free throws all day, and on Sunday we're just gonna do, I don't know, layups, I guess, and do all those pieces and never understand how to put them together, never do them when you're running, never understand how the game works. You've gotta have this integration

Nora Chahbazi: is...

Nora Chahbazi: important, and if you teach a lot of things in isolation, reading especially, I must say, your kids are not going to pick up, oh yeah, I learned that phonemic awareness because it's going to help me, I'm supposed to use it when I'm reading. They don't... many of them don't get... some will, of course, but many don't get that. So we want to provide that integrated instruction so that they can see these pieces all together, and how they work together, and for what they work together, right?

Nora Chahbazi: Really critical.

Nora Chahbazi: So, I just wanted to give a few examples of isolated, isolation instruction... instruction in isolation and integrated instruction, okay? So, isolated instruction would be teaching a letter or a sound in isolation, right? This is something that we all grew up with, probably, on here, where we had the isolated letters and isolated sounds. Integrated instruction, this is a kindergarten classroom where we just start... it's our... one of our first activities.

Nora Chahbazi: Where they're gonna make, I... we did the word sat, I made the word sat while they said the sounds, and segmented it, and then they blended it together, and then they said the sounds. We haven't taught them at or at all. This is how we're teaching it, okay? And then we're gonna write it, and I'm teaching them the handwriting of how to do it. They all have their little boards and their lines on them, and they're gonna write the letters, and in kindergarten, when you're first doing this, you get a lot of squats in, especially if they're, you know, with them sitting on the floor.

Nora Chahbazi: To get those letters correctly, because we're going to start out from the beginning.

Nora Chahbazi: doing stuff correctly, because, you know, practice makes permanent, and if you practice doing it wrong, you get really good at doing it wrong. So we want to make sure those little ones that we're practicing right from the beginning. So the next word we might do is maybe tap.

Nora Chahbazi: So you've got two of the same letters, not in order, but... so this is how they're going to learn their sounds and, what letters go with those sounds, and how to blend and segment and all that in an

integrated manner, okay? So that's one example of beginning instruction. This actually happened to me a few weeks ago.

Nora Chahbazi: My sweet little grandson, Arlo, my love, got this sent home. I went to visit on a Wednesday, so I was there Thursday and Friday. He'd been in school since the Thursday before, and this came home.

Nora Chahbazi: My daughter didn't want to show me, because she was the one who was the struggling reader, and

Nora Chahbazi: He's gotta read the purple words for the month. He's gotta memorize the color words, so purple, orange, there's 11 of them, you can see them there, you can read them. And then it shows up here, get your mouth ready for the first sound, and, you know, so he was already guessing after one week, so I'm like, okay.

Nora Chahbazi: This is isolated, read it, memorize it, and get these words, and then they had books that came home and said that, you know, the plum is purple, and the whatever is purple, and, you know, those kind of books. So one book. And I'm trying to breathe, because I'm like, okay. And he's like his mother, he's very.

Nora Chahbazi: good at math, good engineer, great builder, great simultaneous processor, and I'm like, oh no, heaven help me with him, what are we gonna do here? So what we did is I had two whiteboards.

Nora Chahbazi: Magnetic whiteboards, and I put all these color words on there with the two, three, and four letter spellings together, and I didn't have time to do word building and all that with them, and we got multi-syllable words and all that, but by the time I... this one here, when we got to pink, I said, what sound? He said, puh, purple. And I'm like, oh no, please don't guess. But by the time that... end of that weekend, he knew, like, he knew his D and A and red, he knew... he could recall those.

Nora Chahbazi: after just, you know, starting out with him. So, this is an integrated way, not as integrated as I would have liked it to be, but my daughter was doing some of that, where he's saying and writing it too, but where he's saying the sounds, blending the syllables, you know, all those types of things together, so...

Nora Chahbazi: Many things we can switch, if they're not ideal, in the way, in an isolated manner, we can make them into an integrated instruction.

Nora Chahbazi: And this is vocabulary, we get a vocabulary word, the definition, there's an example, this is our traditional way that we learned.

Nora Chahbazi: This is a vocabulary thing that we do in EBLI, where it's a vocabulary expansion game. We have the word smart, we use a sentence, all the kids in this 5th grade class are, smart or something like that. We have a blank, smart. So what's another word for smart? All the kids write another word, say and write, of course, another word on their whiteboard.

Nora Chahbazi: They all stand up, they don't show their whiteboard, I call on a student, they show me. So,

Brilliant, the student who had Brilliant was the only student that had it, so he got his initials next to that. We had a lot of kids who had Brainy and Clever, so all of those kids then, if they misspelled the word, they'll rewrite it on their board, then they sit down. And now we have a great big list of words that are...

Nora Chahbazi: mean the same thing as smart, but they're different words, of course. And then we have them write an independent sentence using one of the words, and then we put it on the wall so that they can add to it, and when they're writing, so you have all kinds of different, you know, scared, and happy, and smart, and all kinds of different words. So in this integrated manner, we're gonna get this vocabulary so that we can actually use it, not just to

Nora Chahbazi: you know, learn the word, but talk about, you know, talk about it, and the pieces of it, and all that kind of good stuff, too. So, isolation versus... or integration versus isolation. Always be thinking of that.

Nora Chahbazi: This is another one, spelling words. So this, I'll share this 7 Sins of Spelling article with you, but these are some of the things. Writing words 10 times each could be on here too, but look, cover, write, and check. Not a great idea.

Nora Chahbazi: Getting the spelling words not so consistent. The word coffins. They call these word coffins. So this would be, like, a tall letter, like, like the word leg.

Nora Chahbazi: The L is a taller letter, the E is not, and then the G goes down. Very big problem with this for a whole bunch of reasons, and I won't go into. Mnemonics?

Nora Chahbazi: They say not a great idea. For that, again, because of cognitive overload and inconsistency, does it look right? Well, if you're learning to spell a word that you don't really know, you don't really know. Word searches and crosswords, they take up time, but not very.

Nora Chahbazi: not a very enriched practice. And then spelling things, writing words backwards, which I always find interesting. Pyramid, right? Rewriting the word speech, you write an S, and then you write SP, and then, you know, you write them like that. Or rainbow spelling, that's another interesting thing where you do a bunch of color. Picto words, great for vocabulary, not so good for spelling. So these are things that we don't want to do, where we're trying to do something in isolation.

Nora Chahbazi: To get you to get the words, but it really has nothing to do with The words.

Nora Chahbazi: Okay? This is our weekly plan with EBLI. We do a pre-test because we want to know what you know. We aren't going to try to teach you explicitly stuff that you already know. So in a class, typically, you know, 25 words.

Nora Chahbazi: all the class spells, I don't know, 10 to 15 of them right at least, sometimes more, sometimes less. Then we're going to do sound lines with the ones that they didn't spell right. We're going to do a, listen, tell you, say, and write, kind of like Elkonin boxes. Then we're going to use it on Thursday, we're going to have them do.

Nora Chahbazi: writing some of the words, using two words in sentences, you know, two of the words,

and then have the spelling test, where they're gonna actually have the process to spell the word so that they can use it and, you know, have it transfer to other information, too. So, always think about, what can I do to make this integrated so that we can have it transfer to their long-term

Nora Chahbazi: memory, okay? So that they have it so that it can become automatic and accurate. Always we want the accurate things transferring to long-term memory, of course.

Nora Chahbazi: And then I just wanted to talk a little bit, I read an article that I'm going to share, too, about this, about considering the phase that your learner's in, or the phase that you're in, okay? And when you're learning something new. I think of this with EBLI teachers. They're like, well, I want to be fast, and I make these mistakes. Well, yeah, when we learn something new, we all make mistakes. When we have a new reader, they're going to be... make mistakes, they're going to be slower, they're going to be, you know, more meticulous, they're going to have to go back and redo, and you're going to be like, are you really going to sound

Nora Chahbazi: that word out again, but they're at that sensory motor level of learning. We need to be mindful of that. And then we have this experienced and expert. This was what this article was about. And I thought that's very interesting because you could have somebody who has

Nora Chahbazi: been reading for a very long time, or teaching something for a very long time, they do it so much it's automatic, but it may be what some of the automaticity is not for, you know, in the most effective, efficient manner, okay? So that was a really good thing, where an expert, they get lots of feedback from others, they get practice, they do trial and error, reflection, curiosity, they re... they do repetition and refine their practice.

Nora Chahbazi: All good things for... to really make you an exceptional learner, whether you're a child or an adult, okay? So.

Nora Chahbazi: Yeah, I think you'll like that article. It's very good, good food for thought. So, some of the resources, this is something that we're going to be sharing with you. You're welcome to get this QR code if you want, but these are the books and the resources I was talking about. This Canon of Literacy, I just got that. Actually, it's right here. I spilled some coffee on it today, unfortunately. But this is talking about the science of reading, the science of learning, and integrating it. I'm like, well, that's interesting. Lots of good things. I will have to say that talking of the

Nora Chahbazi: The speech-to-print part of this is talking not about linguistic phonics like what we teach, it's talking about speech-to-print meaning spelling in there. I just read that, not long ago. But I haven't read it all. I just, got it not long ago, but, great book. And then the past theory stuff and Make It Stick, which is a favorite of mine, as well as Cognitive Load Theory. So if you want to learn more and go deeper and learn about There's even more, you know, Stanislaus Dehaene.

Nora Chahbazi: Is a good one for what's going on in the brain, if, you know, there's a lot of things you could do to go deeper, but this is going to be more...

Nora Chahbazi: kind of application, like, what does this look like, and how do I use it in my teaching or instruction?

Nora Chahbazi: And then this is... I really... I just found this a couple weeks ago. It's called Evidence Snacks, which I like. But it's just these little bite-sized

Nora Chahbazi: you know, it's a blog with not very much information, but it's so dense, and so worthwhile. But, I liked this one that I shared with you, the model of learning, and now I'm signed up for his, he sends me stuff every week, kind of thing. But teaching is about making learning happen. That's really important, right? We don't want to teach just to teach. We want to make sure that the students are learning, so...

Nora Chahbazi: Understanding how learning works is going to be much more.

Nora Chahbazi: Beneficial for us to ensure that.

Nora Chahbazi: are the outcomes of our classroom and our students' learning are to the level that we hope for. So, check those out.

Nora Chahbazi: Especially that one.

Nora Chahbazi: And that we are at the end, just about on time, I love when that happens. So, you... I do encourage you to enjoy our... join our EBLI Community Facebook page, our group, it's a group, and anybody can join in there, and we can answer further questions, too, that are not answered as we go to our questions now.

Nora Chahbazi: And I'm so happy that you guys were here.

Nora Chahbazi: and allowed me to share. I'm going to turn off somebody's covering up my hair.

Nora Chahbazi: Let me quit sharing, and we'll come and see what questions Jess has for me.

Jess Maginity - Team EBLI: All right.

Jess Maginity - Team EBLI: You ready?

Nora Chahbazi: Now I am, now I can see ya.

Jess Maginity - Team EBLI: Okay.

Jess Maginity - Team EBLI: All right. Dawn asked, your example to lessen cognitive load is great for reading, but spelling requires extra practice. How do we build in more spelling practice of the word sorts?

Nora Chahbazi: Well, with EBLI, we don't do spelling practice of the word sorts, per se. We do spelling practice of those spellings, right? So, like, CE and SS and stuff. We're gonna do single-syllable words and also multi-syllable words, where we do spelling of that, but what we do is that explicit instruction with the sort, and then we do application. We'll do some... our Listen, Telly, St. and Wright, where we have the word and count the sounds and put the spellings, and so it's going to have a variety of those.

Nora Chahbazi: Could do if you have spelling.

Nora Chahbazi: tests. You could do words that have those different spellings for S.

Nora Chahbazi: and do those activities where you do sound lines with them, and then you do, you know, the boxes, and then you do writing in sentences. But we incorporate both of those things, the reading piece and the spelling. Now, when they're doing those sorts, they're saying the sounds as they write, of course, but they're not... we show them the word. They don't have to, you know, retrieve that, because they haven't been taught it yet, quite honestly. But we do have multi-syllable spelling that we'll do with them, like we've

Nora Chahbazi: I do a word like cycle or something like that.

Nora Chahbazi: And have them spell, give them the correction.

Nora Chahbazi: And, and then read stuff and point out those spellings in text, and, you know, it's not like only that week is when we're going to be using those words, because everything we read have those spellings in it. And also when we write and spell. So.

Nora Chahbazi: Applying it to writing, maybe dictating a sentence with a bunch of different words with that, you know, that's gonna be part of it too.

Nora Chahbazi: So yes, we definitely integrate that spelling and that reading. Great question, Don.

Jess Maginity - Team EBLI: Okay, Sammy asked, how do you prioritize interleaving without increasing the cognitive load?

Nora Chahbazi: You scaffold it, basically. So you don't like you don't go to teaching like the word excited that we did and all of that. These kids have started way back with sound lines for CCVC words, okay? They started there.

Nora Chahbazi: They started with writing a 3 or 4-word sentence.

Nora Chahbazi: where it took probably 20 minutes, because we're talking about an uppercase letter, and a two-finger space, and, you know, punctuation, and all of those, you know, things with a say and write. So it's not like you go right to there, so you scaffold from that, and you're talking about, you know, vocabulary all along, that type of thing. You move into multi-syllable spelling words, where you actually show the word at first so that they understand the

Nora Chahbazi: the process and how that works before you actually ask them to spell words, you know, and then moving to that. So that you have to scaffold

Nora Chahbazi: You know, them from where they are to where you want them to go and then you, keep increasing that challenge,

Nora Chahbazi: While helping them reach, you know, to where you're challenging, you know, that

challenge is at, reach that bar.

Jess Maginity - Team EBLI: Okay, Sammy also asked.

Jess Maginity - Team EBLI: I'm working with a student with a very low working memory. I am using track 3 with him because he is in 7th grade, but he's... but he is even struggling with blending the three sounds and one syllable, let alone going back and blending the syllables at the end. How do you jump to multi-syllable words with students like this?

Nora Chahbazi: I want Sammy to come to the coaching call. I'm going to talk about exactly that, but what you're going to do is you're going to give them more. So, we're doing the word yesterday, and they do D A, and they can blend A because it's only two sounds.

Nora Chahbazi: And then you're going to say, put it with your yes-ter. That's a little nugget there. Look at the videos. They show you, look at the training videos, too. It's going to tell you just how to go about doing that, where you scaffold it, because we don't have the working memory yet. We've got to train them as teachers

Nora Chahbazi: to get that working memory, right? So we're gonna scaffold it, and then we're gonna release the... remove the scaffolds.

Nora Chahbazi: All right, so ask that at the coaching call. It's a great question.

Jess Maginity - Team EBLI: you

Jess Maginity - Team EBLI: Okay. Emily asked. My upper elementary middle school students are really struggling with spelling. For example, tonight, a sixth grader spelled volleyball as volley with an IE.

Jess Maginity - Team EBLI: Some students don't seem to understand which long vowel spelling to choose, and I'm not sure how to help them with this.

Nora Chahbazi: Yeah, well, more reading helps that, to be honest, because they see those patterns, but...

Nora Chahbazi: you know, the E spelling is a little weird in volleyball, but, I would just show them that, like, normally the Y is going to be a more common thing, but showing it to them and having them understand. Spelling tells you a lot about your kids, because you can have really looking like phenomenal readers, or at least good readers to great.

Nora Chahbazi: and then their spelling is inaccurate like that, that's telling you that they're not reading... they may be reading at grade level, but they're not reading to the level that they're capable of. We've got to fix that spelling.

Nora Chahbazi: So we've got to show them

Nora Chahbazi: that, and give them more experience with writing with correct... this is something that you're not going to probably want to do in 8th grade, because it's pretty monumental, but you've got to

start small. Have them write a few sentences.

Nora Chahbazi: And we have them write on a whiteboard at first, because it's easy to error correct, and there's usually a lot of error correcting you have to do with writing, all the way up through AP classes in high schools, I see. Writing and spelling is...

Nora Chahbazi: pretty abysmal. A lot worse than reading, because spelling's much more of a cognitive load. It's much more challenging. And as... if you've gotten to 8th grade with misspelling a lot of words.

Nora Chahbazi: then you're going to have... be better at misspelling. So we've got to undo that and redo it with the correct information. So, what we do is.

Nora Chahbazi: Write on a whiteboard. You can do it on paper, too, but, you know, skip lines and stuff in a notebook kind of thing, but write on the whiteboard, and then show them the fixes. Don't just show them the fixes, because that's you getting good at it. They have to do the fixes. They have to do the fixes. And then they need to rewrite it, right? So that they're getting the correction imprinted in those neural pathways.

Nora Chahbazi: But we've also got a rut going on in those neural pathways of all the inaccuracies, and you've got to fill up that rut at the same time as you're making new neural connections. So, that's a tricky one. The older the students get, especially if they have practiced misspelling, which many have.

Nora Chahbazi: you know, it's a lot of work, and you've got to be really dedicated to doing it, and it's over time. It's not a drill thing, it's a do more writing, you need to have 3- and 4-syllable words, we need to do... and then we've got to do the fixing.

Nora Chahbazi: Yeah.

Jess Maginity - Team EBLI: Okay.

Jess Maginity - Team EBLI: Kristina asked, how is spaced practice different than interleaved practice?

Nora Chahbazi: Space is over time, like, over time... like, I'm gonna do this here, and now in 4 days, we're gonna do that, and then the next 2 weeks, we're gonna bring that back in when we're teaching... okay, we're gonna teach the different ways to spell E, let's say. We're teaching a bunch of different ways to spell E. Now, in 4 weeks later, we're gonna teach S.

Nora Chahbazi: Okay, but we're also gonna have words like peace.

Nora Chahbazi: Whether it's the peace be with you, or a piece of pie, right? We're gonna show you some... those EU spellings, now you're getting that spaced.

Nora Chahbazi: And exposure to that again, right? And interleaved is more teaching.

Nora Chahbazi: the several things together, instead of teaching phonemic awareness in isolation, which is really common to do, or teaching phonics just by itself, or teaching vocabulary and spelling. Having them

all, it's kind of like... I live in near Flint, Michigan, which is in Detroit, car building places. Like, we don't want to have an engine, and it's over here, and the carburetor's there, and the wheels are over there, and then we've got the chassis, I don't even know what that is, but over there.

Nora Chahbazi: If we don't put them all together, nobody's got a car, nothing's gonna be working well, right? And we need to put them all together for the kids, but we need to help them understand

Nora Chahbazi: That they all go together, right? That these things, we're teaching you all these things, not just to teach you these things to jump through hoops, we're teaching you all these things because they all go together for the purpose of reading and spelling.

Nora Chahbazi: In writing, actually. Yeah.

Jess Maginity - Team EBLI: Courtney asks, when choosing In text.

Jess Maginity - Team EBLI: How do we know if a problem exists or difficulty?

Nora Chahbazi: All right, you were going in and out, Jess. Can you say that again?

Jess Maginity - Team EBLI: When choosing a challenging text, how do we know it's a proper difficulty?

Nora Chahbazi: Well.

Jess Maginity - Team EBLI: What's the balance being challenged?

Jess Maginity - Team EBLI: Discouraging to them.

Nora Chahbazi: Okay, well...

Nora Chahbazi: That's a great question that has not got a black or white answer. Now, if they can read it all, or they make one mistake or two in several paragraphs or a page, they can read that on their own, right? So...

Nora Chahbazi: I don't mind, at first, which this happens a lot at first, because we go challenging, and a lot of kids have only had, like, kind of CVC or CCVC words, and we're in three-syllable word stuff. We're going to coach them through all of that, but we need to show them that they can do that. So, I may have a

Nora Chahbazi: 7... I don't know, 6-word sentence where they struggle on 3 words that they need help with. That's okay at that point in time, right? So we wanna... we're gonna move them through, and you may... it just depends, so... That's an art of teaching question, and...

Nora Chahbazi: You know, you don't want him to cry.

Nora Chahbazi: No, I don't even... I don't want to really totally say that, because sometimes, when we've been teaching them that frustration of having so much literacy failure.

Nora Chahbazi: bubbles up and comes out in tears, so I don't... I'm gonna scratch that, don't want him to cry. We don't want it to be like, you're so frustrated that you can't even think, you know, that cognitive overload, or that you're worn out, because this is a... getting into text, you can have them read isolated words all day long, and they're like, woo-doo, aren't we good? And then you get them into text, and you're like, how did... what's happening? How can they do that so well? And they... it's a whole different... it's like, they can dribble well. Oh, you can't play a game.

Nora Chahbazi: You don't even... you are... you are not even near this. It's a lot more work, it's a lot more cognitive work, it's a lot more everything, and when they walk out of our reading center, we have a reading center where kids come.

Nora Chahbazi: Parents are like, they fell asleep before we got out of the parking lot. We are really, you know, your brain is about 2% of your body weight. It takes up about 20% of your energy when you're learning something new, about 40%.

Nora Chahbazi: When you're challenged and you're doing that, you're, you're like exhausted.

Nora Chahbazi: But, we've got to move to that point to... so that we can continue to stretch, so that we can continue to... now you read for 7 minutes, okay? Now next time we're gonna do 9.

Nora Chahbazi: Pretty soon, we're doing 30, right? So we've got to stretch that instead of being like, they can't, we gotta keep this at 7, because that's all that they... Well, that's all they can do now, but that's not all that they can do. And so it's a, it's a, you know, a...

Nora Chahbazi: It's a balance of trying to, like, okay, we're here because you'll find that these kids a lot of times when you have that challenge, they'll be like.

Nora Chahbazi: I read that? How did I read that? Right? And we cover up the words, and we'll cover up everything but the one sentence, and we'll take away as much anxiety as possible, but another thing that is really critical that we do all the time, if you don't know something, I'll help you with it. I'm gonna give you the... I'm gonna give you the information you need.

Nora Chahbazi: You're gonna be fine, I'm gonna give you everything. I'm not going to...

Nora Chahbazi: watch you make a mistake and say, well, try... or in a classroom especially, but anytime, and make a mistake, well, try again, try again, try again, and they're like, if I'd known it, I would have said it the first four times, right? You can do that, and if you... depending on where they are in the instruction, you can have them try again, but at the very beginning, you're not gonna do that. You're gonna... you are gonna help keep their crushed soul

Nora Chahbazi: Soothed.

Nora Chahbazi: Right? You're gonna give them what they need, so it depends on where you're at, too. So that answer is very weighted, and I don't have a... it's not a clear...

Nora Chahbazi: Black and white thing. So, yeah.

Jess Maginity - Team EBLI: Right!

Jess Maginity - Team EBLI: How would you recommend arguing for EBLI when a sixth grade student is reading at a low K level and has regressed due to OG not being provided consistently? He's had an IEP for six years now and the school keeps pushing small group OG.

Nora Chahbazi: Who are we arguing with, the student or the teacher, the administration, I wonder. Maybe she can, whoever that is can answer that.

Nora Chahbazi: If you'll answer that in the chat, or unmute, it's a different answer, depending on who we're arguing with. Go on to the next one, Jess, until...

Jess Maginity - Team EBLI: Okay. Oh.

Nora Chahbazi: Okay, well, if it's the admin, if you... have you taught this child? If you've taught this child, the proof is kind of in the pudding.

Nora Chahbazi: Well, the whole... CCC. I don't know what that means, but... Okay.

Nora Chahbazi: But, so...

Nora Chahbazi: This is a question that is really bothersome to me, because I just was in... out of state with a bunch of teachers who teach EBLI that are hiding it in their schools, and, you know.

Nora Chahbazi: Which is sad, but they're gonna, you know, and then the teacher's like, oh my gosh, look at what, how, what a great job whatever program did with these kids when these people are teaching Ebley because they have to hide it because it's not on their state list or whatever. Which... I don't think, really, the police are gonna come in and grab them and that.

Nora Chahbazi: This is a bigger question than I don't have.

Mrs Wampler: but.

Nora Chahbazi: Clear answer to, I'm sorry to say.

Nora Chahbazi: But... Teaching... teaching them

Nora Chahbazi: Is this... I wonder if this... if this person is... if you're teaching this child EBLI already.

Nora Chahbazi: Then teach him, and you're not teaching him already, well, fine.

Nora Chahbazi: talk to his parents and say, I'll teach him after school. Teach this kid EBLI, and have them ask, what are you doing? Or find some of your kids that are really struggling. I mean, that is just... having a child at that age that's still at a kindergarten level, and we're doing the same thing and expecting a different result, could not be more of a definition of insanity than anything I've ever heard.

Nora Chahbazi: And this child is, I'm sure, very traumatized.

Nora Chahbazi: Of course. So do what you need to do to get this child what they need to have.

Nora Chahbazi: And maybe people in the chat who have experienced this, because I know there's many of you, if you're EBLI trained, that have had this experience, so share what's worked for you. How about that?

Nora Chahbazi: Yeah.

Jess Maginity - Team EBLI: Okay.

Jess Maginity - Team EBLI: Heather asked, I work with a large MLL population, and so many of them refuse to say the sound as they write the letter. I haven't started the training yet. I picked this up after watching many EBLI webinars. I feel like I've tried everything. Any suggestions, or just keep plugging away?

Nora Chahbazi: Do the training. If you haven't started the training, start it.

Nora Chahbazi: And I'm gonna... you'll learn just what to do and how to do it in there, and how to make it so there's lots of videos that show this exact situation.

Nora Chahbazi: Jennifer Wieland, Nelson\And also the importance of it is critical. But yes, do the training, and it'll teach you everything you need to... and the supports on how to ensure that that happens.

Nora Chahbazi: Yeah!

Jess Maginity - Team EBLI: Okay.

Jess Maginity - Team EBLI: This next question, it says, is this teaching reading to typically developing children? My granddaughter is in fourth grade and is very dyslexic, and I fear this would be too much for her.

Nora Chahbazi: Yeah, a lot of us.

Jess Maginity - Team EBLI: I don't know what the reference was from this, but...

Nora Chahbazi: Yeah, I... I... a lot of people fear that it would be too much. Even people trained in EBLI is like.

Nora Chahbazi: You have lost your mind, lady. I am not doing what you're telling me here until I've got to, I have to teach these letters. I mean, many, probably several EBLI people will say, that was me in the thing, because at first they're like, how are you telling me to do this? This is not possible. But it's only not possible because you haven't experienced it, right? All of us who have taught, you know, Shannon since '99, Cricket since 2003, we've all taught EBLI forever.

Nora Chahbazi: And we know from — and also many thousands of EBLI teachers have done it too.

Nora Chahbazi: So we know what's, what's going to happen and what's possible, but your mindset has been trained to think that they can't. Now we, on our website, I would go on EBLI.com, there's an evidence button, and we did a, just recently, back in May, I guess.

Nora Chahbazi: Hyde Park Dyslexic School in Chicago, contacted us last September and said, we have half of our kids who were not making progress with OG.

Nora Chahbazi: some of them for 4 years, and we trained people in EBLI, and they are... I mean, they made... the executive director called me and said they made unbelievable, like, progress we didn't think was possible for dyslexic kids. And we want you to... if you want to, we want to share this data with you to have it analyzed, if you have somebody who can analyze it. So we did. But these kids made

Nora Chahbazi: Almost 3 times as many gains with 1st year Ebley teachers as they had, they'd have been gaining 9 words a minute on average a year.

Nora Chahbazi: for... in this private school, which is not okay. And with EBLI the first year, they gained 25 words a minute, much better accuracy, and in more than four times faster, four to five times faster than they had with the OG.

Nora Chahbazi: So EBLI, I mean, we have taught in our reading center, I can't, from all over the country, actually, people who have been told they'd never learn to read. Kids?

Nora Chahbazi: teens, adults, senior citizens, lots of people who have been told they'd never learned to read, they had the worst dyslexia in Texas. We've had at least 10 people who have been told they had the worst dyslexia in Michigan, we're in Michigan, but

Nora Chahbazi: So, we teach them, and absolutely, it works. It works with valedictorians, it works with kids that can't... or adults that can't read at all, and anybody in between. Yeah, it actually works with how the brain works. So, learning more about the brain and that science of learning will help you understand this, but

Nora Chahbazi: I always say, go, you know, I'm supposed to say this stuff, right? I'm the one that created the thing. You're supposed to say it's great. Don't believe me.

Nora Chahbazi: What I would do is I would go to the EBLI community page and talk to people who have really severe dyslexic children themselves, or kids that they've taught, and get them to tell you their experience. Many who have had kids

Nora Chahbazi: that have had... been taught OG, I mean, 6, 8, 10 years. And they are very good, and EBLI people on there, very gracious, and with their time and all to tell you their experience. So I would ask them, really, instead of asking me.

Nora Chahbazi: What else have we got, Jess?

Jess Maginity - Team EBLI: Okay, Andrea asked from a parent, my son works so hard at school and comes home pretty exhausted, but needs the extra work at home. Is it oftentimes a struggle to get him on? It is oftentimes a struggle to get him on board. How do you navigate that?

Nora Chahbazi: I can tell you how we navigate it at our center. We see almost all of our kids during the school day, and the ones who are the most exhausted and the most struggled, the most brain fried we see in the morning. So I would get him instruction that works and do it in the morning.

Nora Chahbazi: Ideally. And, you know, people's like, oh, we can't... they're in school, and I'm like, well, this is school on steroids, that's what we tell our clients, you know. So, some will pull them during lunch, some come at the beginning of the day, some, you know, they come all kinds of different times. Some of them even...

Nora Chahbazi: virtually, that we work with around the country, will be in their school and have instruction there. There's a lot of different ways, but I wouldn't wait until the end of the day, until he gets some stamina and, you know, he's...

Nora Chahbazi: I, you know, Steve Dykstra, who's a psychologist, talks about this, like, these kids who struggle with reading, when they're in school 7 hours a day, 5 days a week, it's like a war zone to them. They've got to be looking out for where's the next thing that's going to come, where somebody's going to figure out that I can't do this, have to do that. So, not only the trying to learn, but also navigating all of that social and emotional

Nora Chahbazi: shrapnel that they feel is... that is coming at them. You know, it is exhausting for these kids, so, I would say morning, if possible, and get something, and if you... if you try something and you don't see in 6 to 8 weeks that it's making an obvious difference, then try something else.

Nora Chahbazi: What else we got, Jessica?

Jess Maginity - Team EBLI: Is EBLI a methodology that is matched with a specific curriculum?

Nora Chahbazi: Nope, EBLI works with really any, you know, it can work with science.

Nora Chahbazi: Math, if you've got story problems, anything that's ready. So, EBLI, a lot of... we do have Tier 1. We just put in our application for the state list for Michigan, so everybody cross your fingers, please. That was today that we put that in, and it was about 700 pages long.

Nora Chahbazi: I'm exaggerating, but not a lot. Anyway, so we do have Tier 1, which is, in my mind, ideally, if we had EBLI and K-3 classrooms, we would be in a whole lot less of this, you know, need for so much intervention, but right now, we have a lot of need for intervention. Okay, Jess, now I'm talking on blah blah blah, and it's... tell me the question again.

Jess Maginity - Team EBLI: Is Ebley.

Nora Chahbazi: you.

Jess Maginity - Team EBLI: A methodology that is matched with a specific curriculum.

Nora Chahbazi: So, we do have a lot, a lot, a lot, a lot, a lot of schools in all 50 states that use EBLI intervention.

Nora Chahbazi: And maybe a handful of them use it also in Tier 1. So there's... they use every curriculum known to man. They use Lucy Calkins, they use OG, the foundations is happening a lot in classrooms. They use whatever, they use anything, and it doesn't matter.

Nora Chahbazi: We say use EBLI as your foundational instruction for these things. We like, like, things that have books to read and all that, then use the vocabulary, do the EBLI, because EBLI is a process you use your whole life.

Nora Chahbazi: If you're gonna read a menu, if you're gonna read a, you know, birthday card, if you're gonna read... it doesn't matter. I use it probably every day.

Nora Chahbazi: when I'm reading and spelling, come across a word I'm not, you know, I'm not familiar with, that type of thing. So, EBLI is something that we do have lessons, of course, for... because that's only fair to teachers, right? To teach your kids the whole process of it, but then you use it everywhere. And when teachers, EBLI teachers, classroom teachers, when you ask them.

Nora Chahbazi: when do you teach Ebley? And they're like, well, all day, every day, whenever there's reading, writing, and spelling, which is, you know, most of the time, so it can be incorporated into anything.

Nora Chahbazi: So, yes, it can be used with any curriculum.

Jess Maginity - Team EBLI: All right.

Jess Maginity - Team EBLI: You were asked to list a couple of research studies on EBLI's effectiveness.

Nora Chahbazi: I was asked? Is this person asking?

Jess Maginity - Team EBLI: Yes, this person's asking for a list of research studies on Ebley. Okay.

Nora Chahbazi: I would look at our evidence page. We are... we, there's a bunch of data on there that you can look at and check out and see, and then there's a page of... I don't know, it's got my name at the bottom, and then there's a link, and there's stuff from 2005 on that shows effect sizes and all this. Now, we have had.

Nora Chahbazi: It's interesting, I, am an independent

Nora Chahbazi: person doing this that has never had anybody with funding or anything like that, because I'm not interested in bastardizing the instruction for the sake of money. So we have been a bootstrapped organization, though we did have University of Virginia.

Nora Chahbazi: three different... three years in a row, after the first year, I was like, enough, that applied for an EIR grant for \$4 million to study EBLI in first grade classrooms. The first time, we did not get it because they said we didn't have enough research, and the interesting thing of that is it was a \$4 million grant to get research on promising

Nora Chahbazi: practices, which we did have data on that. So, anyway, then they wanted to do a second year, and I'm like, really? It's a lot of work to do these grants. I wasn't terribly thrilled, but then they... we got rejected because...

Nora Chahbazi: They said it was too many classrooms. It was 40 classrooms over 5 years, so they said, nope, you aren't gonna do that. Then they wanted to do it third year, and I'm like, I'm having nothing to do with this. You guys have all kinds of stuff from the last two years, but you guys... it was University of Houston and University of Virginia. And at that time, apparently we got close, they said, but they said no.

Nora Chahbazi: Because we don't think that the people who you said are gonna give 10% of their time

Nora Chahbazi: can give it. Now, this is University of Virginia's, their whole research department, which pretty much does not get denied grants. So, we're constantly fighting against

Nora Chahbazi: You know.

Nora Chahbazi: people with money, and people with influence, and people with, you know, whatever, connected to whatever. But, so we're like, well, that's not gonna happen. So we're waiting, and we have, you know, when you have stuff like the Hyde Park data, we have some first grade, 7 EBLI teachers in 4 different states, first grade, 113 kids, this was just this.

Nora Chahbazi: F.

Nora Chahbazi: spring scores, fall and spring this past year. They gained 65, words a minute on average for 113 kids. Not heard of in first grade, thank you very much. And their accuracy was up to 98% across the board with all 113 kids on average.

Nora Chahbazi: Also not heard of. So, those kinds of things, we're hoping, will get attention to people who want to fund research, because people are like, where are your RCTs? And I'm like, well, where are yours? There's one thing, because nobody else has them either. But where are they? It's where the money is, which is not with us, and where the interest... you know, somebody's got to fund it.

Nora Chahbazi: So we're intending that, and we're hoping to get that, but you can find data on what we do have on our website.

Nora Chahbazi: Under evidence tab. Yeah.

Nora Chahbazi: All right, what else, Jess? We'll do one more.

Jess Maginity - Team EBLI: All right, we'll do one more. What would you say is the largest difference between EBLI and Sounds Right? And somebody also asked about this with Reading Simplified.

Nora Chahbazi: You know, and that's a good question, because I've never taught Sounds Right or Reading Simplified, though I love, love, love John Walker, and I love Marnie Ginsberg, and we work together to try to get linguistic phonics out to the world.

Nora Chahbazi: Others who have, we have a lot of people, especially because Sounds Right's over in England, so not a lot of people in the U.S. use Sounds Right, there are some, there's a school, Lindenberger, I think it's called, in New York, and I adore John to death.

Nora Chahbazi: And he, he and I, I just really... it's fun to talk to him, because really, Sounds Right and EBLI are the only two linguistic phonics programs in the world that were created from the bottom, you know, from the ground up. When we created them, they were created for classroom instruction, right? Other linguistic phonics programs have been focused on intervention, you know, more so. So.

Nora Chahbazi: I don't really know about Sounds Right to speak, like.

Nora Chahbazi: intelligently about it, as far as what... I think they go a little slower, with what they're... they are. I don't know how much they do with writing and handwriting and all of that. Somebody who's been trained in that, and in... and I know Marnie's has shifted and changed. It used to be very much K2

Nora Chahbazi: intervention, work, but I know she's done some change, but I don't really know what it is. So those who have done it, maybe you could, share that in the chat so that you can.

Nora Chahbazi: Let, you know, this person know.

Nora Chahbazi: What those differences are, because I don't know, really.

Jess Maginity - Team EBLI: Yeah. Looks like Karyn said that she's done both of the all of the trainings, and sounds right is great, but not as fast and not as complete with the writing.

Nora Chahbazi: All right, okay, I think that I said 8.30, and here we are. We still have a few seconds left. I thank all of you, especially all of you guys who stayed till the end. Thank you so much for being here, and thank you so much for listening and learning, and I hope that you'll pop over to our community Facebook page and

Nora Chahbazi: And ask questions and continue the conversation, because this is really critical.

Nora Chahbazi: you know, this incorporation of the science of learning, and it's not something that you can plop on as a, you know, an add-on type of thing, you know? I read an article recently, too, on Substack, my new favorite place to learn, about how... what is that,

Nora Chahbazi: you know, they used to say a phonics patch, or a phonemic awareness patch, or whatever. It's not a patch to put on. You can't say, oh, we're teaching this way, and now we're going to, you know, infuse the science of learning. It's this whole mindset that's a... I'll look for that article and share that with you guys so you can read it, because they say it a lot better than I could.

Nora Chahbazi: But, but doing... it's just so exciting that this...

Nora Chahbazi: information is out and being really embraced by the literacy education world, because it's really, really critical.

Nora Chahbazi: For our students and also for our teachers. There's just too much. You can't teach all the things. It's just too much. There's not enough time in the day or the year. So we've got to streamline what we're doing to get our kids to the highest level possible while we stay sane and, you know, can free up time for them to do that application

Nora Chahbazi: And, you know, transference to reading and writing, so...

Nora Chahbazi: Have fun with that, and thank you again for attending, I appreciate it very much.

Nora Chahbazi: Bye, everybody.