

Cracking the Reading Code with the Brain in Mind!

HANDOUT DOWNLOAD PACKET



By Katie Garner
©2019

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Download Session Handout Packet



"Not seen so much excitement from our teachers in my four years here"
P.J. / Asst Elem School Principal
Atlanta, Georgia

WORKSHOPS
Session Handout / Download
I am not a teacher who attended one of your Institute presentations at Harvard University, and has spoken of nothing else since! She described your workshop as "life-changing" and couldn't wait to try some of the strategies with her students! We, we wanted you to know that having attended your workshop wasn't just life-changing for her, but for our students, as well! Just watching their faces light up as everything started to come together... WOW!! - Julie, Intervention Teacher in Massachusetts



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www.TheSecretStories.com

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Letter Sound Mastery in 2 Weeks - 2 Months via Muscle Memory!

Click [HERE](#) (and on the links in description) for the **"BETTER ALPHABET"**

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Name: Email:



Title I Video Delayed Due to Dumpster Diving in Detroit



"Kid-Created" Phonics Secrets!

I received an email from the mom of an adorable little boy who had been diagnosed with high functioning autism.

"I can't read OR write about my pet mouse with ONLY 26 letter sounds & 10 sight words!!!"



Click [HERE](#) to read more, and [HERE](#) to download anchor graphics

Everything in One Place!

Click [HERE](#) for more!

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There is a WIDE GAP between

WHAT WE KNOW ABOUT THE BRAIN
AND HOW WE TEACH KIDS TO READ



VULNERABLE READERS SUMMIT KEYNOTE SERIES

- Richard Allington “What Really Matters for Struggling Readers”
- Anne Cunningham “The National Early Literacy Panel Report/ N.E.L.P. Report”
- Katie Garner “Secret Stories: Cracking the Reading Code with the Brain in Mind”

By 3rd grade, as compared to ON and ABOVE grade level peers—

VULNERABLE LEARNERS

(i.e. “Struggling Learners”)

- Logged up to 50% less time on text
- Were taught fewer (decoding) skills
- Received inferior reading instruction from less experienced staff

Click [HERE](#) and [HERE](#) for more!

The Vulnerable Readers Summits

Richard Allington— “What Really Matters for Struggling Readers”

Anne Cunningham—The National Early Literacy Panel (N.E.L.P. Report)

Katie Garner— “Secret Stories: Cracking the Reading Code with the Brain in Mind”

The Vulnerable Learners Summits

Dr. Richard Allington— *What Really Matters for Struggling Readers*

Dr. Anne Cunningham— *The National Early Literacy Panel (N.E.L.P. Report)*

3 Kinds of Kids

EASY to teach to read

HARD to teach to read

VERY HARD to teach to read

Dr. Richard Allington— *5 Year Study by Stuhlman & Pianta (2009)



K-2 Teacher Effectiveness in Literacy Instruction

25% able to teach almost **EVERYONE** to read
(making virtually NO referrals or retentions)

50% able to teach only those in the **EASY TO TEACH** group
(responsible for approx. 25% of all referrals/retentions)

25% able to teach almost **NO ONE** to read
(responsible for approx. 75% of all referrals/retentions)

Dr. Richard Allington — *5 Year Study by Stuhlman & Pianta (2009)

EARLY LITERACY RESEARCH ON TEACHER PREPAREDNESS AND EFFECTIVENESS

“Despite overwhelming (brain) research, many teachers still cling to a random assortment of mixed methods. Without clear purchase on what it takes to become a good reader and what some kids might be missing, their instructional successes will be fortunate accidents, and that goes for the principals who supervise them and district leaders, as well.”

—Dr. Timothy Shanahan and Dr. Michael Pressley

Click [HERE](#) for more!

Click [HERE](#) for more!

WHAT REALLY MATTERS?

EARLY, INTENSIVE & EXPERT

literacy instruction at the PK-2 grade levels

RESEARCH SHOWS that rich and ongoing professional development for PK-2 teachers produces greater gains than any form of one-to-one tutoring, resource intervention and/or retention, combined.

**Teacher expertise is the most critical variable in effective reading instruction.*

—Dr. Richard Allington
What Really Matters for Struggling Readers

Teaching Phonics Is Not Intuitive....

To Whom It May Concern,

Schools all over our state are inundated with teachers that haven't had the proper, science-based training to teach students how to read. We have students graduating from high school who are still reading on an elementary level, simply because we didn't receive the proper training when we were going through college. The ability to read affects everything in our lives, so it is so important that we get this right in the short amount of time that we have them.

Because educational research has a history of being poor, lacking practicality, and being loaded with short term fixes, many teachers have lost faith in the idea of "research-based" reading methods that promise instructional magic.

Last summer, our elementary staff was taught the science of teaching reading. We had new teachers in the class, as well as teachers that had been in the profession for over 30 years, but all walked away admitting it was an eye-opening training. We were not trained in the science of teaching reading when we were going through our educational training in college, not were we required to pass any tests proving that we were prepared to teach students to read. Most of us just teach what our curriculum says to teach with the best of intentions.

During the training, most (if not all) had moments of "I wish I would have known about this years ago," though we'd done the best that we knew how to do at the time. As a teacher, it is hard to think about the students you may have let down that you could have helped, had you only known.

We are asking that the senate bill be passed so that future teachers cannot graduate from college without knowing (and proving that they know) the science of teaching reading. Every student has the ability to learn to read, and it is up to you, our lawmakers, to see to it that the children of our state reach their full potential.

Sincerely,

Elementary School Teachers of Arkansas

Click [HERE](#) for more!



“Teaching phonics is not intuitive, and most teachers in elementary grade classrooms today have received little to no training on how to do it effectively, leaving them feeling ill-equipped and unprepared, despite their best and hardest efforts.”

—Dr. Michael Pressley, *Journal of Literacy Research: Effective Beginning Reading Instruction*

PHONICS = BRAIN ANTAGONISTIC

It's hard to teach something that doesn't make sense in a way that actually makes sense!

Click [HERE](#) and [HERE](#)!

With no logical explanations to give for WHY letters make the sounds that they do...

"**T** says *turtle*, **T**-uh **T**-uh **T**-uh..."



But it's actually 10x more likely to say "**TH**"!

The brain is a PATTERN-MAKING machine!



"**Y** says *yo-yo*, **Y**-uh **Y**-uh



WHAT?!?!?!?

(except it almost **NEVER** does!)

...it takes 3-4 grade level years for learners to be taught the **WHOLE** code!

It's hard to teach something that doesn't make sense
in a way that actually *makes* sense!



Click [HERE](#) to view!

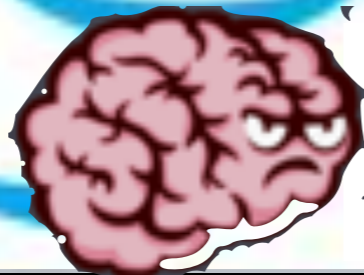
THE BRAIN IS A "PATTERN-MAKING" MACHINE

**WORKING AGAINST THE BRAIN
IS LIKE SWIMMING AGAINST A CURRENT...**

It takes TWICE as long

to go HALF as far!

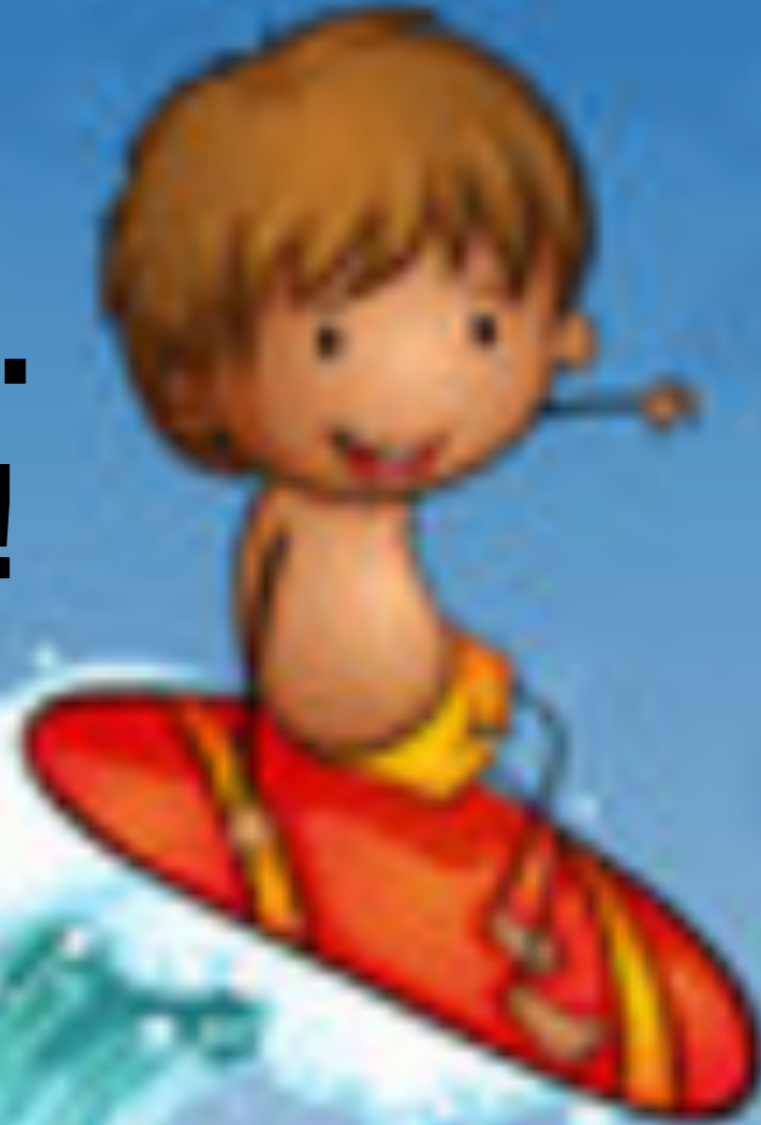
Click [HERE](#) for more!



BRAIN ANTAGONISTIC

**WORKING WITH THE BRAIN IS LIKE
RIDING A WAVE...**

**Get TWICE as far
in HALF the time...
without any effort!**



Click [HERE](#) for more!

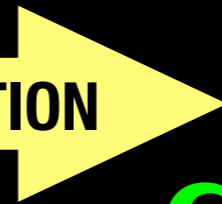


BRAIN COMPATIBLE



**BRAIN
ANTAGONISTIC**

PHONICS INSTRUCTION



**BRAIN
COMPATIBLE**

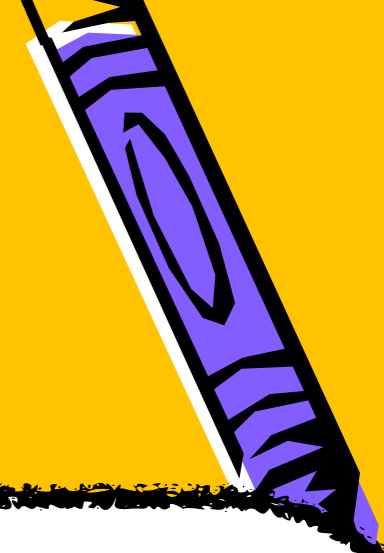


Click [HERE](#) for more!

“Three to four years is just too long to make learners wait for the whole code.”

—Dr. Richard Allington

August



							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

“aa-uh-guh-uh-s-tuh”
“aa-uh-guh-uh-s-tuh”
“aa-uh-guh-uh-s-tuh”

“Uhh?.....Is it.....
aa-uhh-gust???”



WHY?



Gifted Gus

August

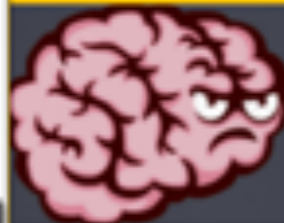
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

"aa-uh-guh-uh-s-tuh"

"aa-uh-guh-uh-s-tuh"

"aa-uh-guh-uh-s-tuh"

"Why is there an **A** in that word?
I thought that **O** was supposed
to say **ahhh**?!?"



"WHY?"

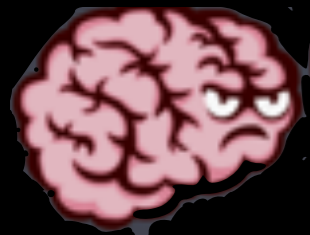
Critical Analysis/ Diagnostic Thinking

“WHY?”

It just IS....

It just DOES....

You just have to REMEMBER....



Brain's Translation—

Don't think.....just MEMORIZE!

'Grown-Up' Reading & Writing Secrets

The secret reasons WHY letters "do what they do" when they *don't* do what they SHOULD!



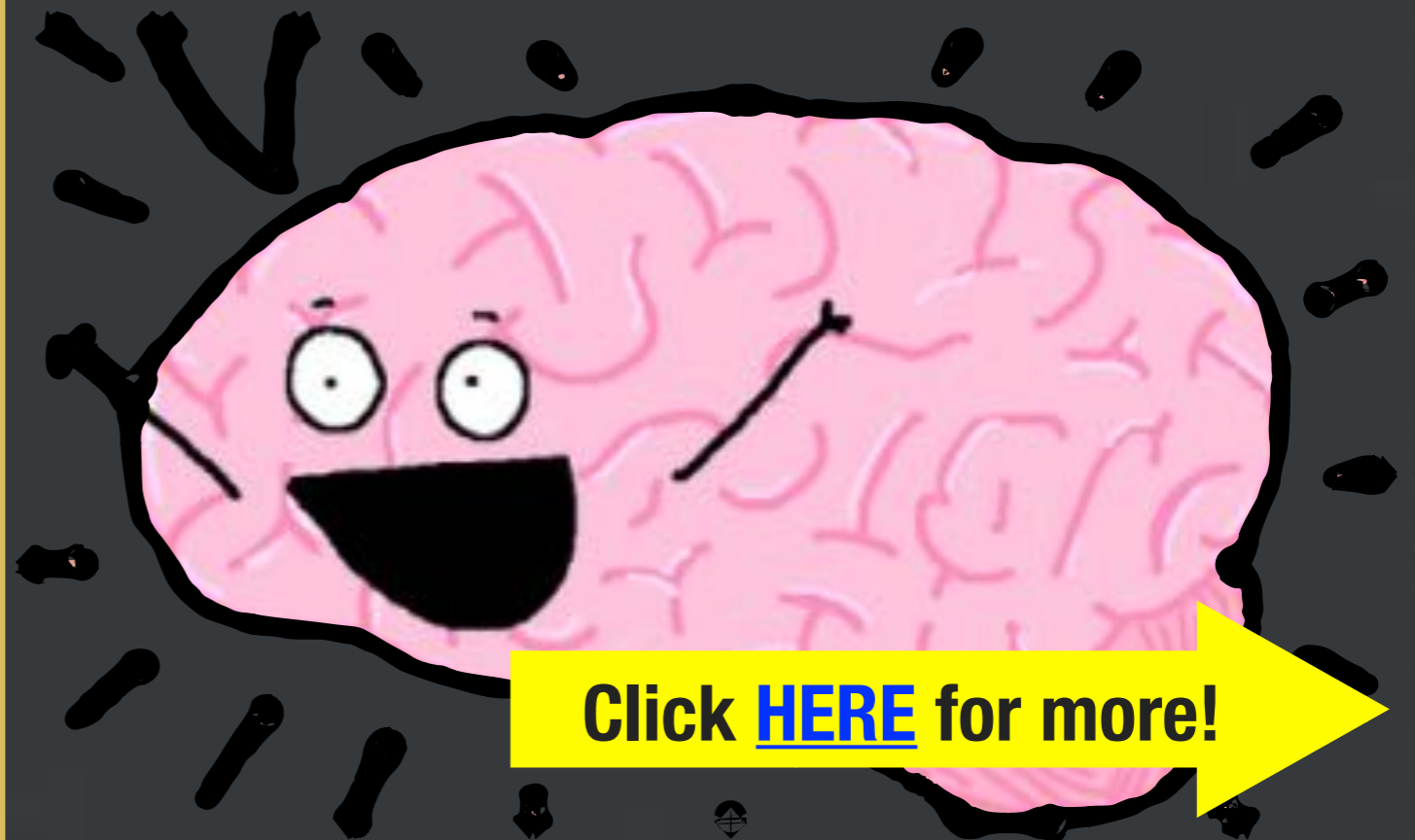
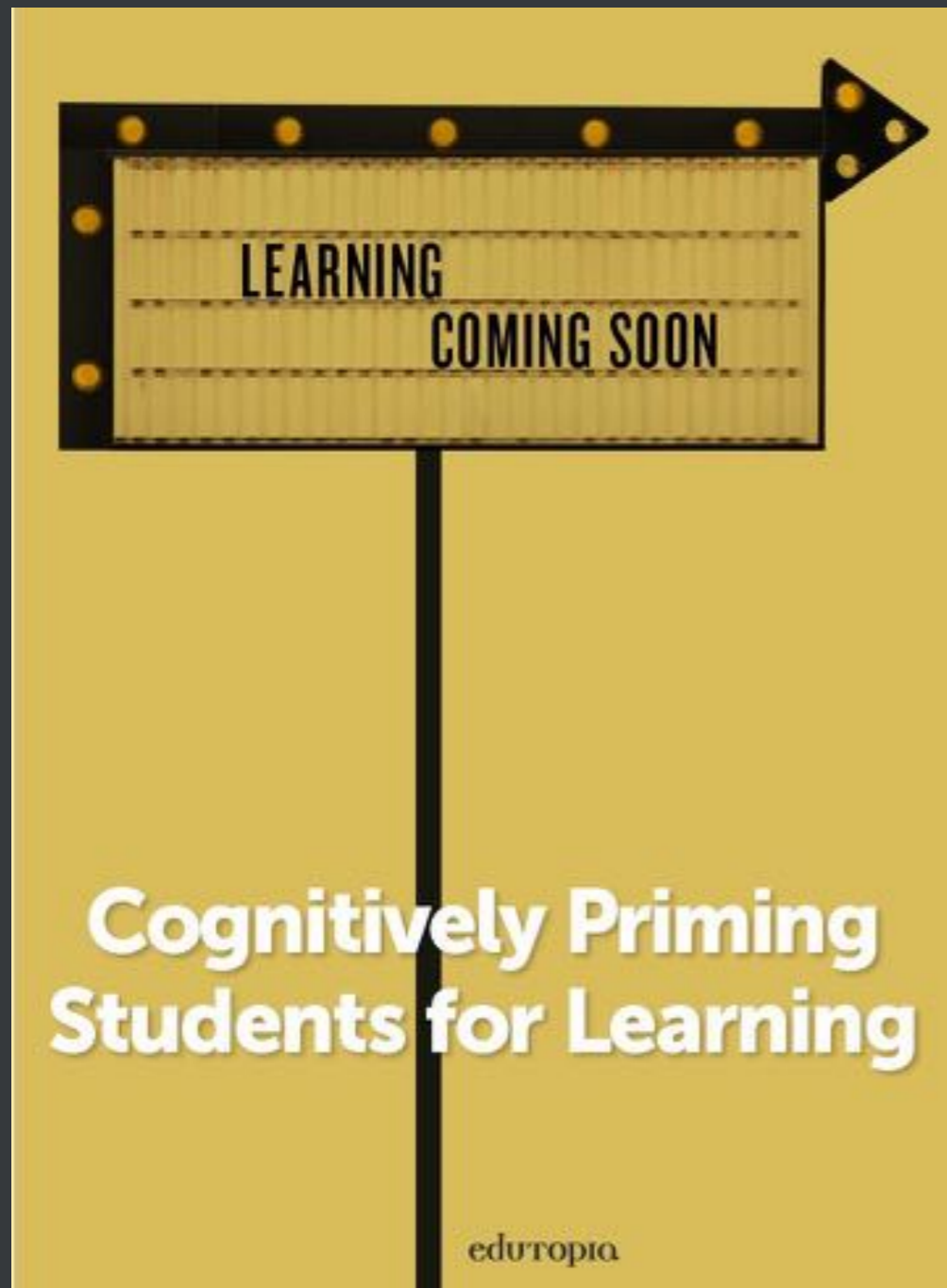
Click [HERE](#) for more!



Secrets are the logical explanations for letter sound behavior that learners' brains *crave!*

Shhhhh... It's a "SECRET!"

Making something a "secret" makes it important to kids, marking it for **memory** and **prioritized learning** in the brain.



Secrets trigger our

NEED TO KNOW

*...like putting a
catcher's mitt" in place in the brain!*

MAXIMUM INSTRUCTIONAL DENSITY

August

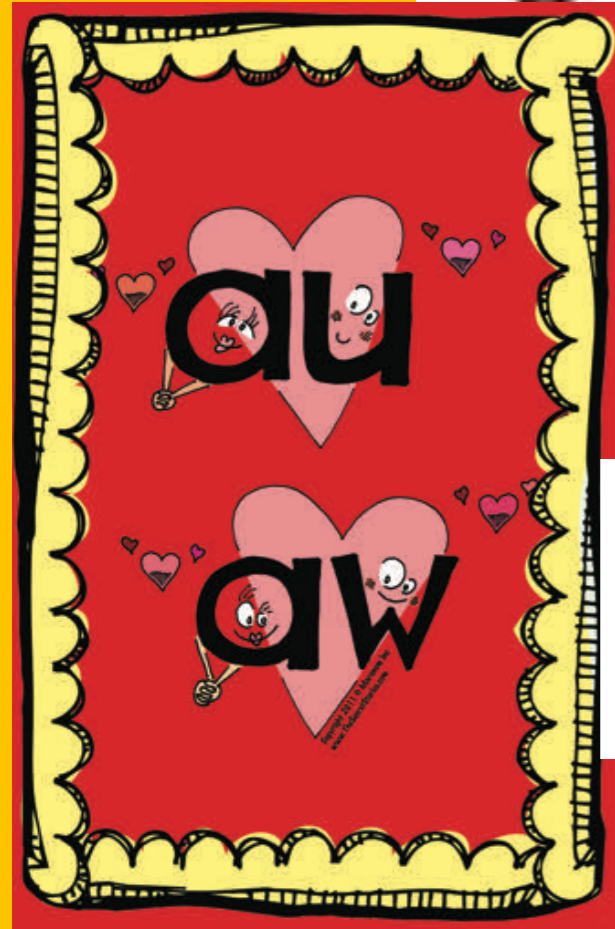
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	


“aa-uh-guh-uh-s-tuh”
“aa-uh-guh-uh-s-tuh”
“aa-uh-guh-uh-s-tuh”

“Why is there an **A** in that word?
I thought that **O** was supposed to say **ahh**?!?”



Click [HERE](#) for more!



~~BRAIN ANTAGONISTIC~~  **BRAIN COMPATIBLE**

“Ahhhhhhhhhhhh...”

(august, awful, awesome, austin,)



Feeding the brain the **LOGICAL EXPLANATIONS**
that it craves....



Click [HERE](#) and [HERE](#) for more!

“Look, I’m growing!”

The brain loves

'NOVELTY'

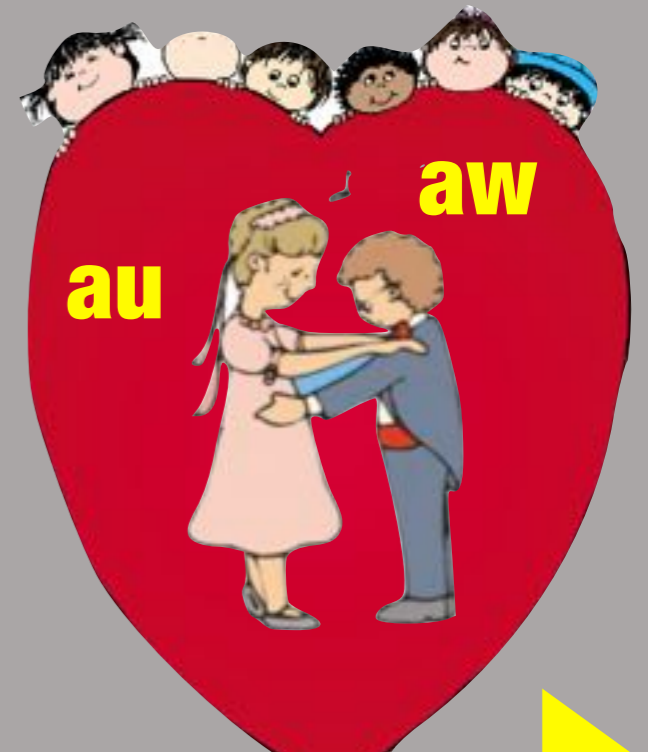
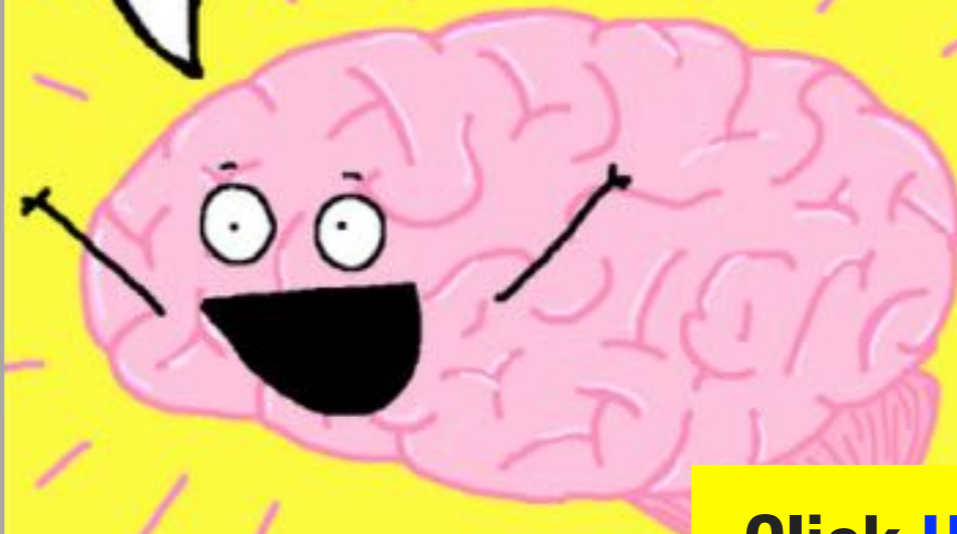
(BODY GESTURES, VOCAL INFLECTIONS, PITCH VARIATIONS, RHYTHMIC SPEECH)

“Lost Lulu”

au gust



LOOK! SOMETHING NEW!
YAY! YAY! YAY!

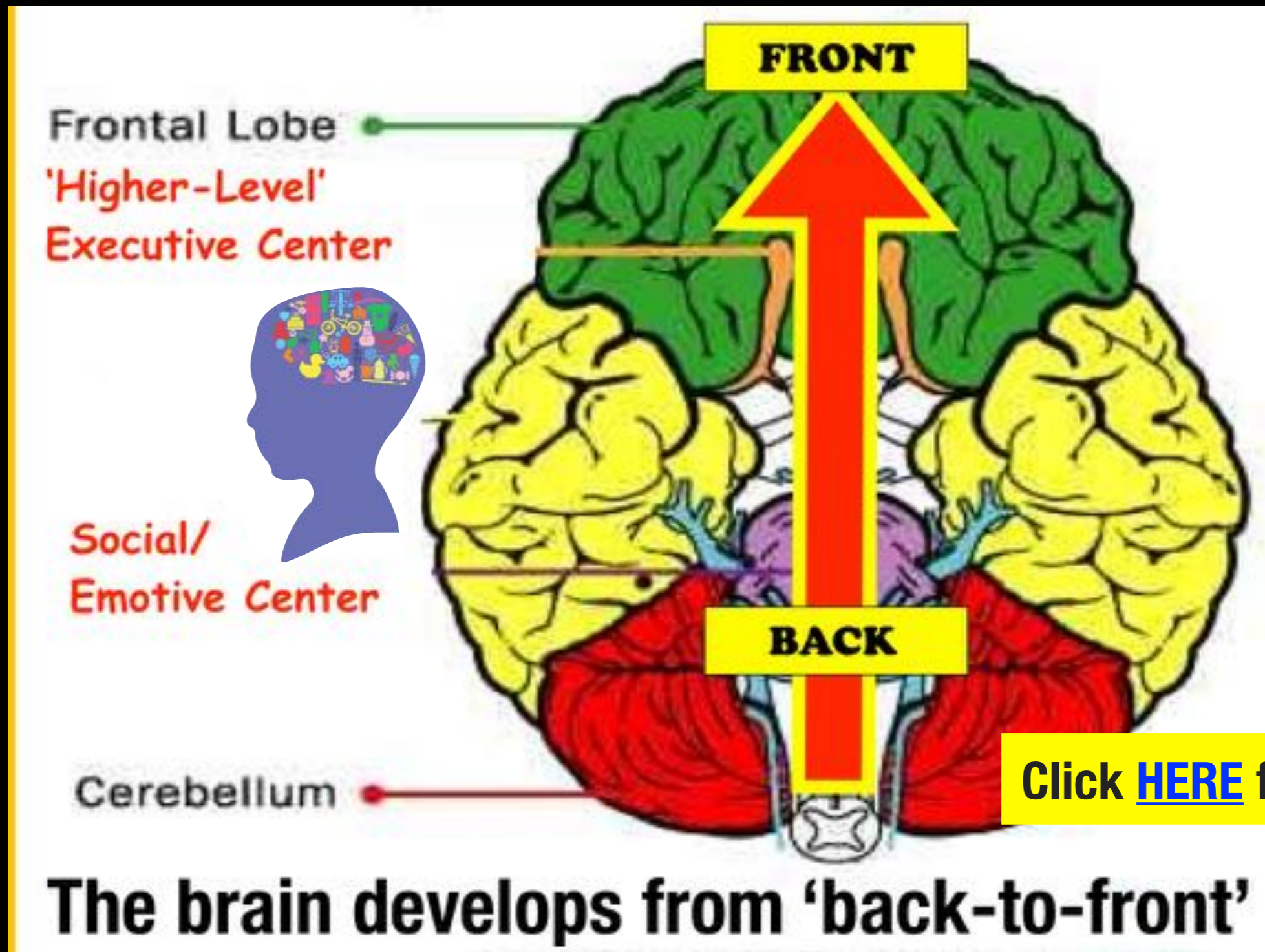


Click [HERE](#) and [HERE](#) for more!

NOVELTY is another way to trigger learners'

“NEED-TO-KNOW!”

Taking Advantage of **BRAIN PLASTICITY**



Targeting phonics skill instruction to the earlier-developing and readily accessible
SOCIAL EMOTIONAL LEARNING CHANNELS

Activating the Brain's Emotional Systems Helps to Forge Strong Lerner-Connections to Abstract Skills

“It is neurobiologically impossible to think deeply about things you don’t care about.”

—Dr. Helen Immordino-Yang/ Harvard University Neuroscientist

Click [HERE](#), [HERE](#), [HERE](#) and [HERE](#) for more!



APATHY TO ENGAGEMENT

Stories are easy for kids to remember because stories are how kids remember, and they are the easiest way to trigger the affective “feeling” networks to engage!



Click [HERE](#) and [HERE](#) for more!

“Stories put the whole brain to work, acting as strong **memory-holding templates, and providing early and struggling learners with a much-needed **framework for memory construction**.”**

—Dr. Helen Immordino-Yang/ Harvard University Neuroscientist

So instead of the “r-controlled vowel” lesson on workbook page 16....

ER, IR & UR..... “Errrrrrrrrrrrrrrrrrrr!!!”



girl
turn
her
sure
were

Click [HERE](#) and [HERE](#) for more!

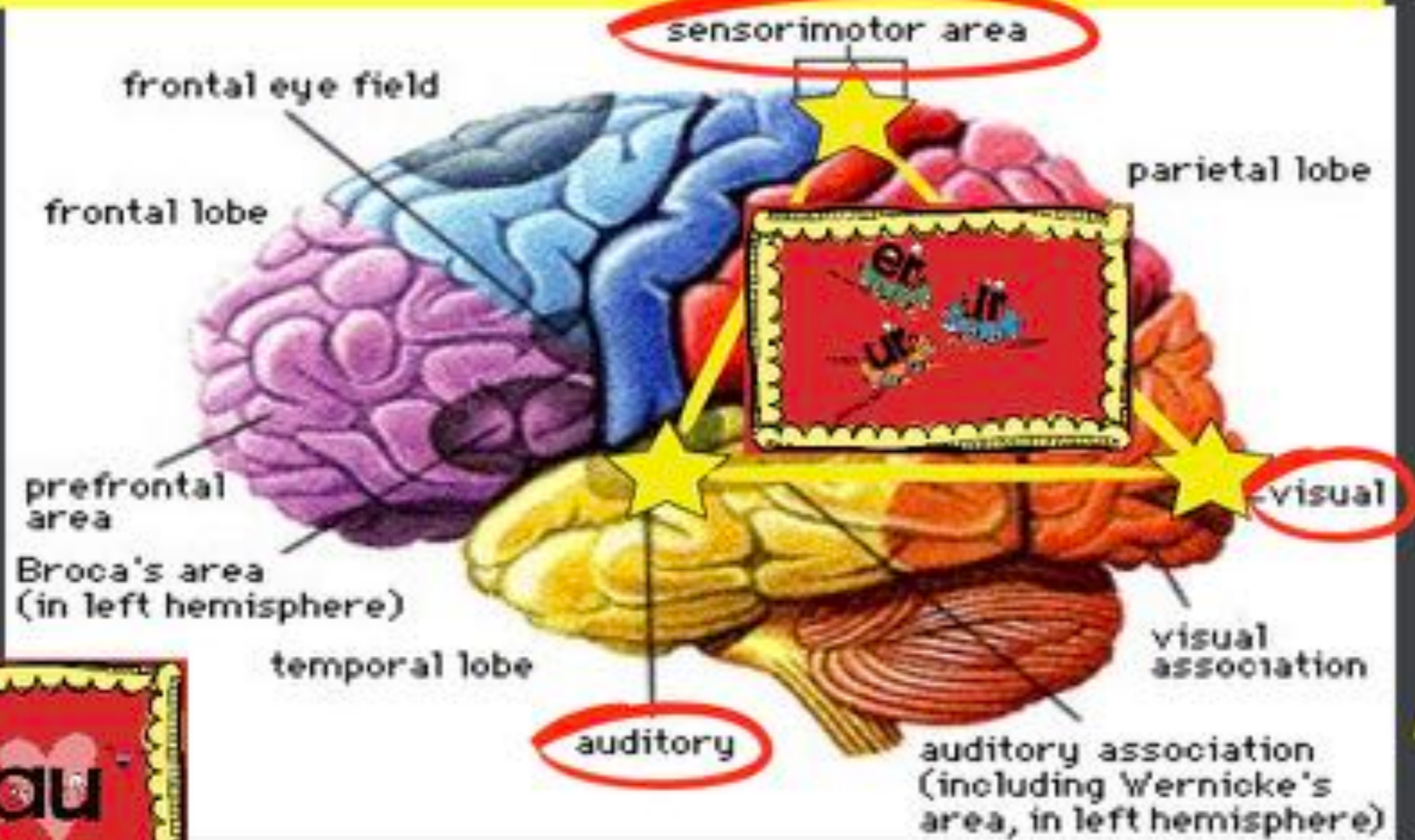


Taking advantage of
“what’s used together becoming fused together”
in the brain!

Multi-Sensory Learning

forges deeper learning connections for easier skill retrieval!

MAXIMUM
INSTRUCTIONAL
DENSITY



See it!

Say it!

Do it!

FEEL it!



What's **used** together
is **fused** together in the brain!



Anchoring **ABSTRACT PHONICS SKILLS** in readily familiar frameworks of **SOCIAL & EMOTIONAL** experiences and understanding!



girl
turn
her

sure
were
bird

Click [HERE](#) and [HERE](#) for more!



"It is neurobiologically impossible to think deeply about things you don't care about."

—Mary Helen Immordino-Yang/ Harvard Neuroscientist

DEEPER LEARNING



STRONGER CONNECTIONS



EASIER SKILL RETRIEVAL

Taking advantage of

LOOPHOLES FOR LEARNING



bird
her
turn

August
awesome
awful
Austin



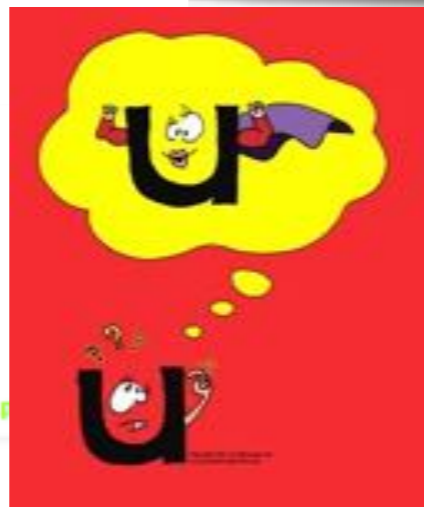
Click [HERE](#) for more!

....to break down the grade level walls that delay early learner access to the code!

Can you name **ONE** word that doesn't have a vowel?
So why delay teaching them?

Click [HERE](#) and [HERE](#) for more!

Brain Science has carved the path;
all we have to do is follow it.



"...Now I know m
ABC's, next time
won't you SING
with me!"

Okay, so imagine
that you are a first-year Morse
Code Operator, newly-assign
to a Naval War Ship. Your job
is to "de..."



Thinking Like a
Doctor and
"Working Throug
the Options"

Follow my blog
with Bloglovin Did you know
that if you had a fever and
cough, it could be the plague
or pneumonia... or maybe...



"Gumball
Grouping"
FREEBIE!

Returning to the
classroom will be
just a little bit more fun with



Bypassing Areas of Inherent Early Learner Weakness—

*Cognitive Processing *Auditory Discrimination *Articulation Capability

Transforming “High-Leverage” Phonics Skills into Child’s Play!



Click [HERE](#) for more!



you
yak

yes
yellow

“Sneaky”

mommy
daddy
candy
January
happy

by
July
my
by
why

Why make kids wait until 2nd grade to learn about Sneaky Y?



Click [HERE](#) for more!

day they
say play
prey

Just too cool!

Do YOUR kids know the SECRET STORY about AY & EY and how they are just TOO COOL? "AAAAAYYYYYYYYYYEE!"

A green-bordered box containing a photograph of two women wearing sunglasses and giving thumbs up. To their right is a pink graphic with the stylized 'ay' and 'ey' letters from the top-left image. At the bottom right of the pink graphic, there is small text: "Copyright 2013 by Melissa for www.TheDollarsMom.com".

“Best Betting Odds” in Las Vegas...



yummy July
mommy



Click [HERE](#) for more!

Kids don't need programs...
they need
FRAMEWORKS FOR THINKING!

they
play
Sunday



Stanford University Brain Study on Sight Words

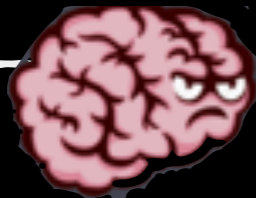


Never MEMORIZE
words you can READ!
Read more [HERE](#) and [HERE](#) and [HERE!](#)



“Sounding-out words sparks more optimal brain circuitry than memorizing them...”

Dr. Bruce McCandliss



The *less* of the code kids **KNOW**,
the *more* words they have to **MEMORIZE**.

by turn say were girl mommy

Teaching the READER, not the **READING!**



saw her the she boy for day

**MAXIMUM
INSTRUCTIONAL
DENSITY**

The prize for memorizing a sight word is **ONE** word.
The prize knowing a Secret is **HUNDREDS** of words!

Curious George



**MAXIMUM
INSTRUCTIONAL
DENSITY**

Teach the READER, *not* the READING!

Curious George — 1st Grade Journeys Reading Series - Week 3/ Level B Reader

“Not including the title, there were 17 words that my kids couldn’t read without these 4 Secrets!”

Click here for more [HERE!](#)



Intervention Group

1st Grade Journeys Reading Series/ Week 2 - “Curious George”

Lucia's

Neighborhood



Click [HERE](#) and [HERE](#) for more!

“3-4 years is too long to make learners wait for the whole code.”

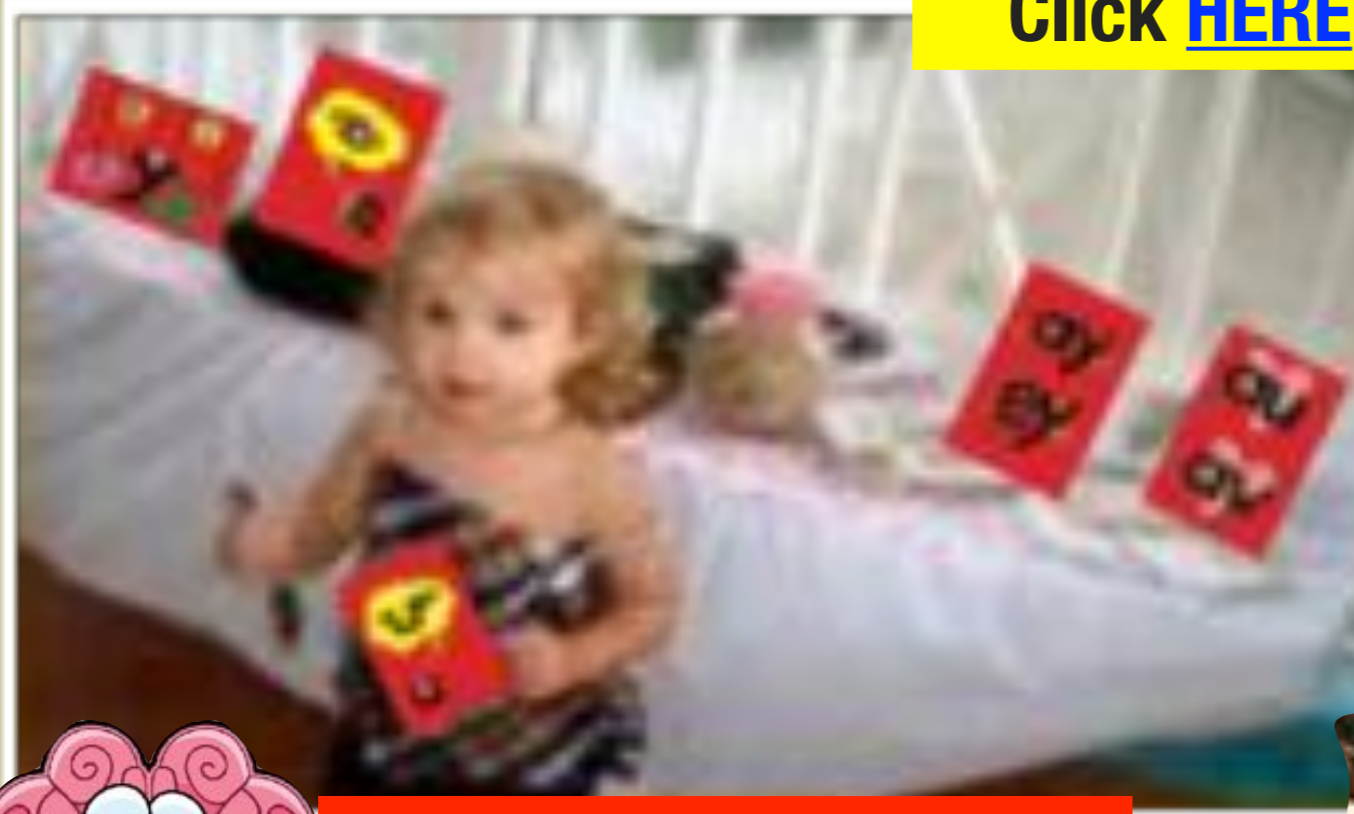


I can't turn it OFF!!!
Secrets are everywhere
and I can't stop READING them!



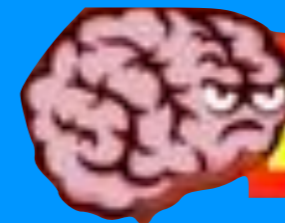
The "code" is best served on a BUFFET...
(not divvied-out in pieces by a well-meaning waitress!)

Click [HERE](#) for more!



BRAIN COMPATIBLE

...because the more **TOOLS**
kids bring to the table
the more **VALUE** they take away!



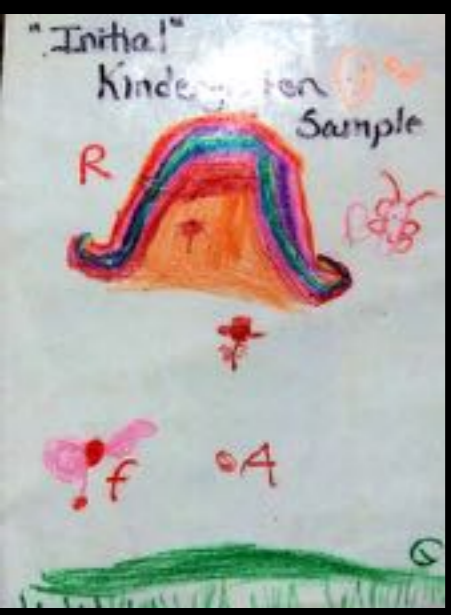
BRAIN ANTAGONISTIC

1ST DAY

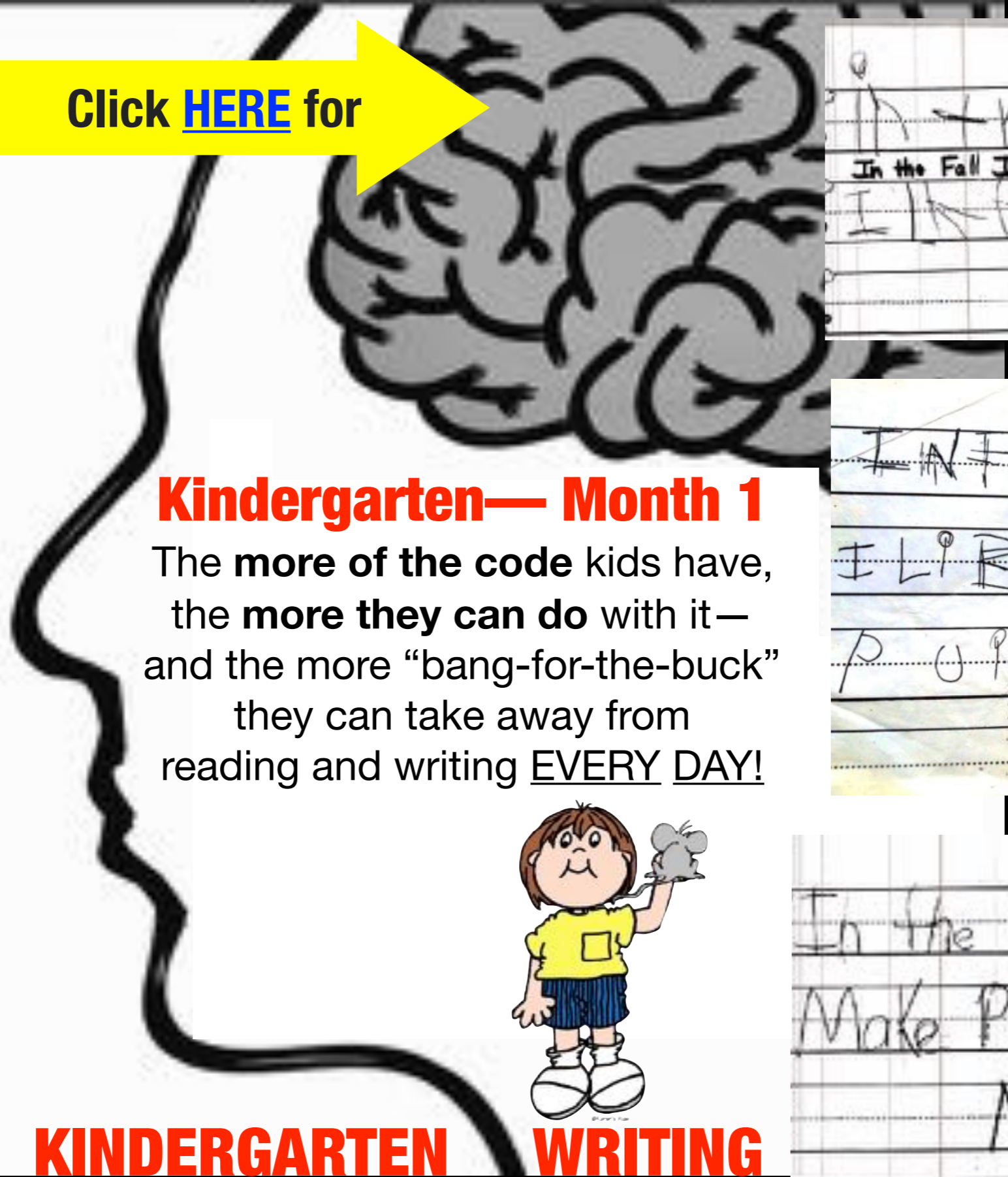
MAXIMUM INSTRUCTIONAL DENSITY

SIMULTANEOUS SKILL ACQUISITION
of individual letter sounds (via muscle memory) AND Secrets!

1 MONTH MARK



Click [HERE](#) for

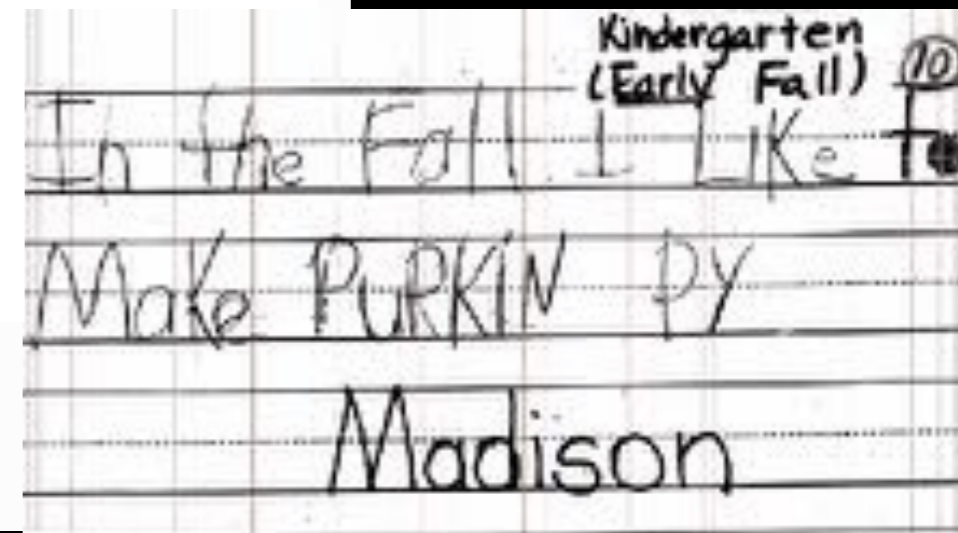
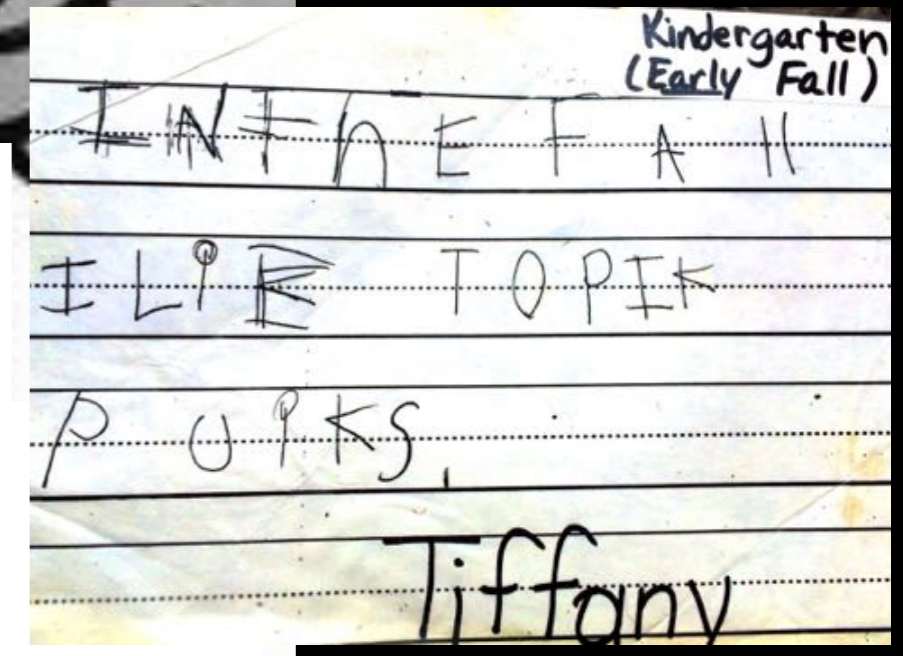
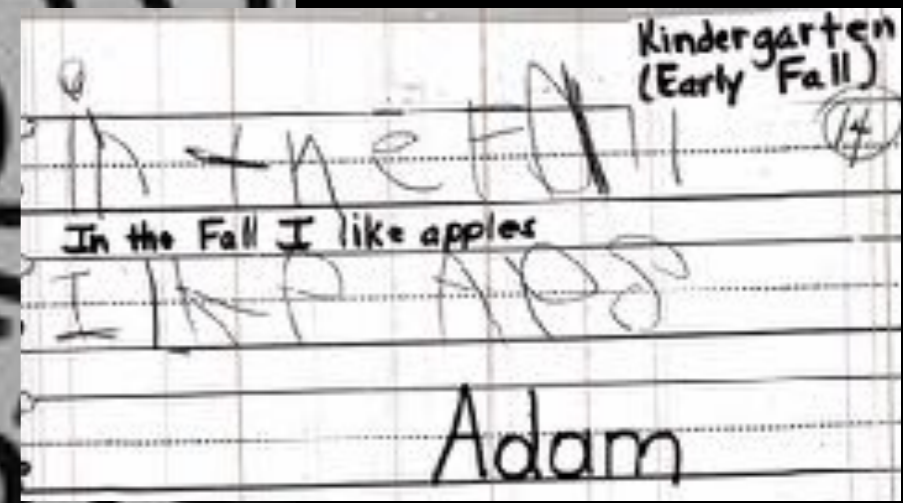


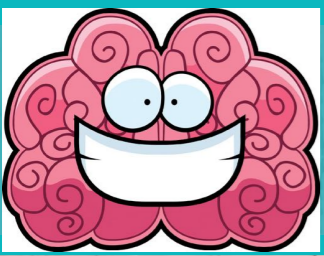
Kindergarten— Month 1

The more of the code kids have, the more they can do with it— and the more “bang-for-the-buck” they can take away from reading and writing EVERY DAY!



KINDERGARTEN WRITING





KINDER WRITING— 1 MONTH Mark

LOW

Kindergarten (Early Fall) 14

In the Fall I like apples

LIK P AOS

It's amazing what beginning kindergartners can do when they know the "Better Alphabet" and a few Secrets!

MED

Kindergarten (Early Fall) 12

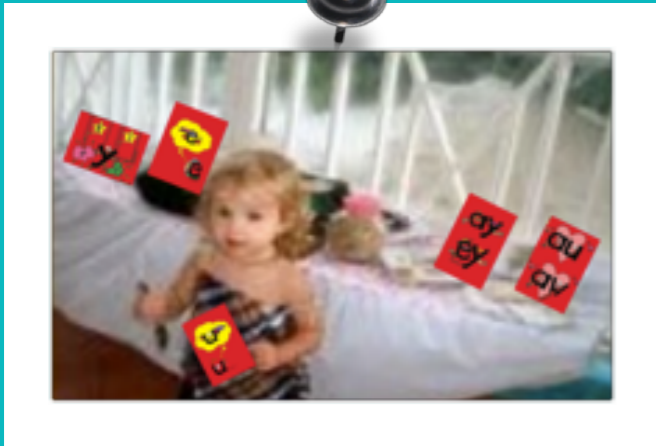
Adar

I N T H E F A L L

I L I E T O P I K

P O P K S

Tif



HIGH

Kindergarten (Early Fall) 10

In the Fall I Like to

Make Purkin py

Madison

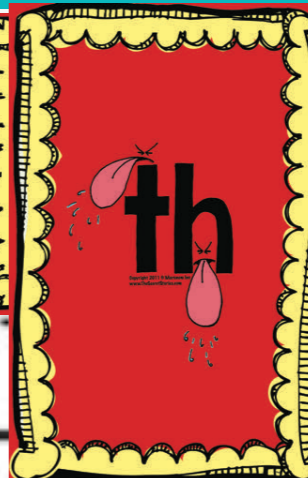
A NEW Kindergarten Bell Curve of "Low, Medium & High!"

**MAXIMUM
INSTRUCTIONAL
DENSITY**

KINDER WRITING— 1 Month Mark

*“It’s amazing what you can do
with the individual letter sounds AND some Secrets!”*

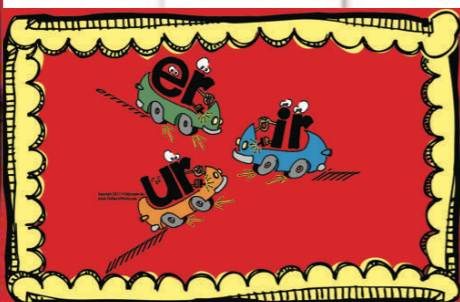
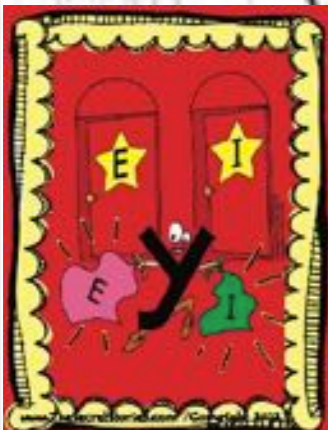
Click [HERE](#) for more!



In the Fall I like to go
trick-or-treating!

trick-or-treating!

trick-or-treating!



Jennifer



Shifting the Paradigm of Kindergarten (SPRING)

Click [HERE](#) for more!

I Had A fun swim. I Jump
HiX And I'S Fun too.
I Had a GRATE Time SWimming And
Wout I am Tired.

LOW

dolphin. I Live at the sea. I like
to jump throo the hordis of Fier. It is
fun, I doe like the fish. They taste bad!
I like to SPLASH the kids, It is FUN!
I LI I LIKE how much noise It is
peely Like to Pound the ball on my
y fund I like the peeb.
to Play with the uther dolphin.

MEDIUM

a dolphin and I live in the
I like to Sker all the fish
But I'm Skerd of shark!
re Oktapys, I like all the
Colors, I like to watch it
y fish, I trait sho I like
I am Skerd of Oktapys!
very cool to live in the
Sea and there are so many Cool
things, It is very fun in the
Sea. I like to eat live
fish. I have friend Name
Crad, He is very funny, I have fun

HIGH



**MAXIMUM
INSTRUCTIONAL
DENSITY**

Using Brain Science to
BREAK DOWN GRADE LEVEL WALLS
that limit early learner access to the code!

“Middle/Average” Kinder— Late Spring

Click [HERE](#) for more!

I am a dolphin. I live in the deep blue sea. There are octopus, there are sharks, but I can kill them with my nose. I can camouflage so when sharks swim by me they can not see me. THERE are coral too so I can lay all day. There is no days like home!

**MAXIMUM
INSTRUCTIONAL
DENSITY**

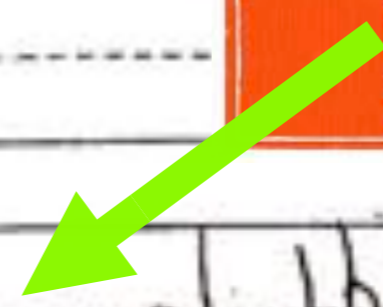
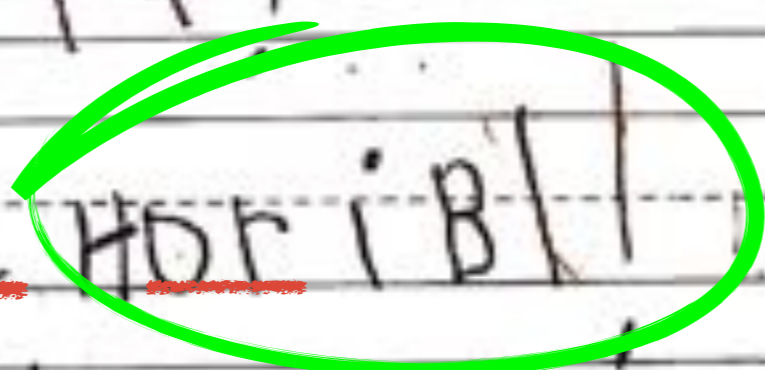
Lower-Level
"Pre-Identified"
Kinder



Late Spring



I a dolf in. Othur dof in S
Akak Me et Ded fish. I
Dont like it!
It taste HORIBL!
I swim
I swim Round the DEP Bldg Se



Kindergarten
(Spring)

“PRE-IDENTIFIED/LOW” Kinder— Late Spring

I had a fun swimmin. I jump
Hi ~~X~~ And it is fun too.
I had a GRATE time swimmin And
Now I am tired.

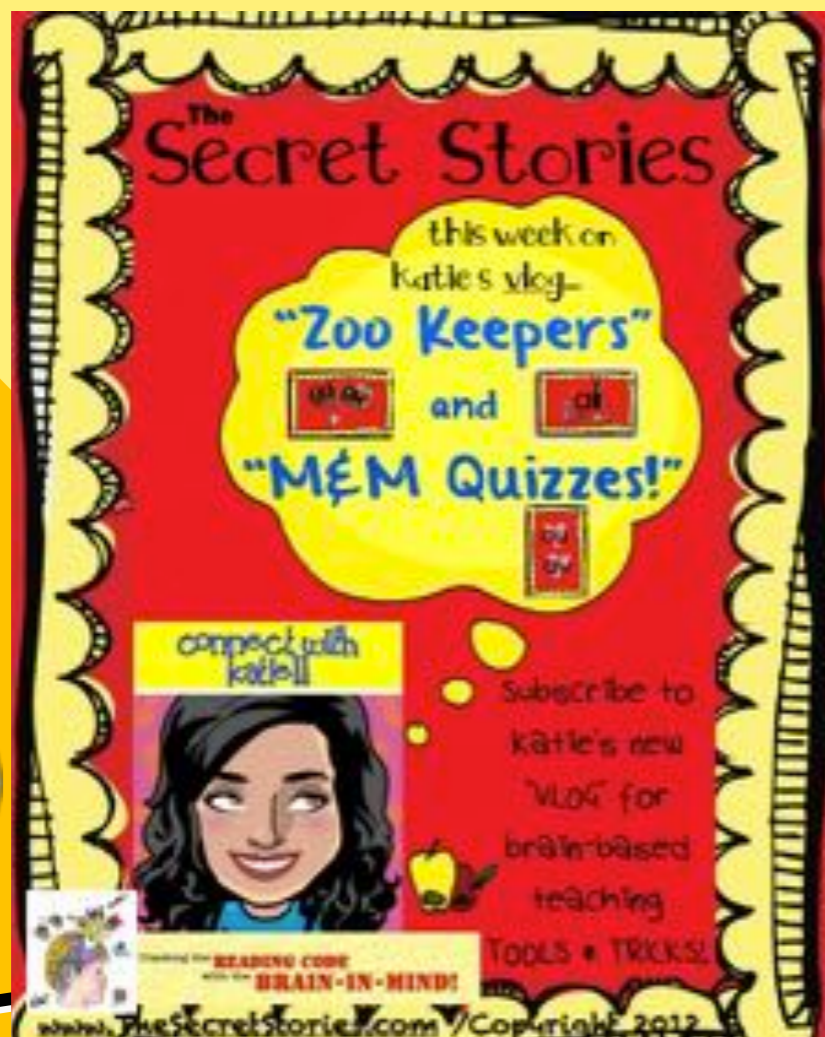


**MAXIMUM
INSTRUCTIONAL
DENSITY**



Click [HERE](#) and [HERE](#) for more!

Using writing as a "window"
into the mind of a reader!



Research shows



that reading and writing are identical processes in the brain, up to the point of skill-automaticity.



"When Mommy's around, I have to stand up tall and say my name!"



bit
bite



"But when she's too far away to reach me, I can be short & lazy!"



biter
bitter



Mommy E®



Click [HERE](#), [HERE](#), [HERE](#) and [HERE](#) for more!

The Babysitter Vowels®

Click [HERE](#) and [HERE](#) for more!

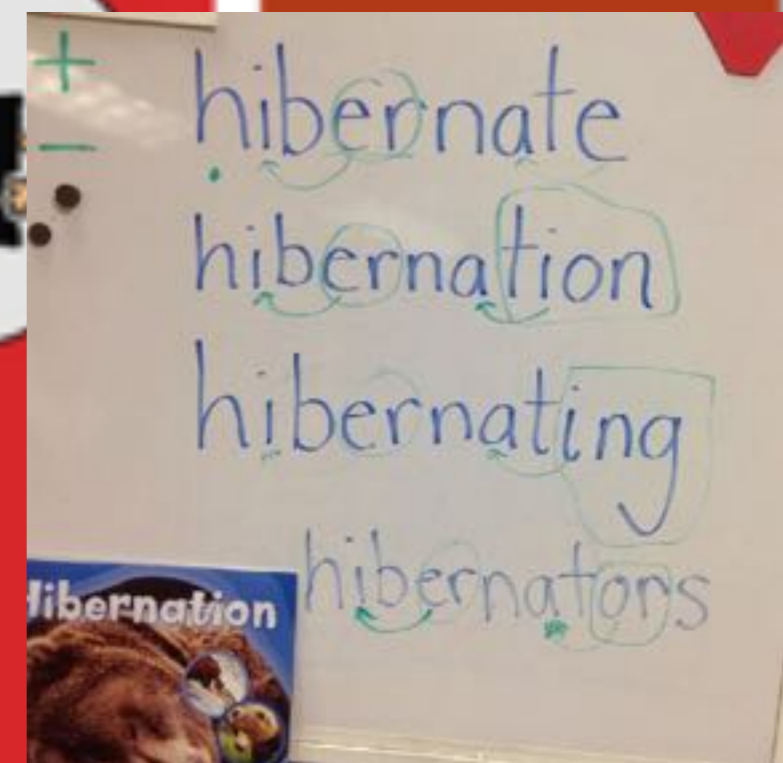
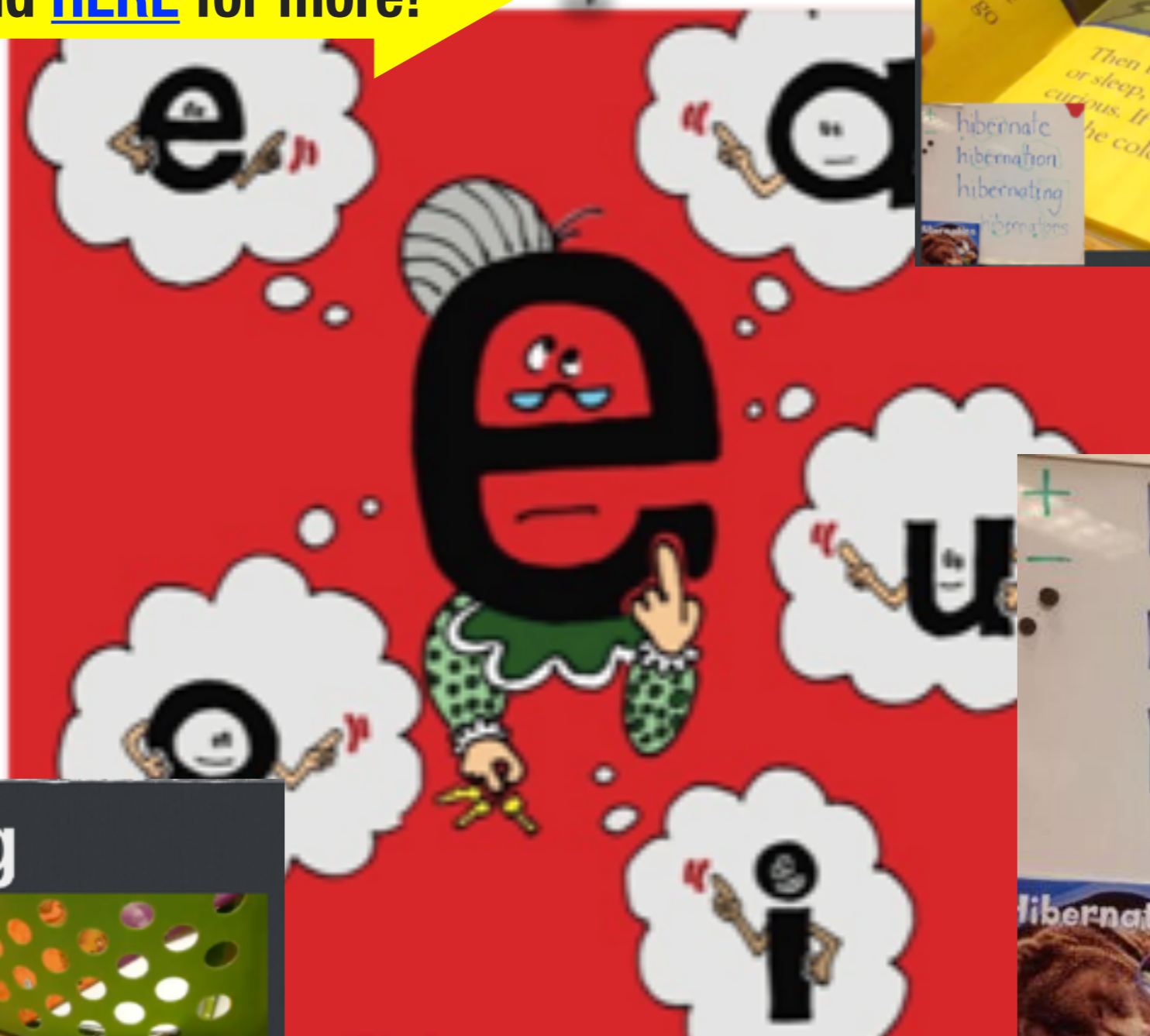
making

biking

hero

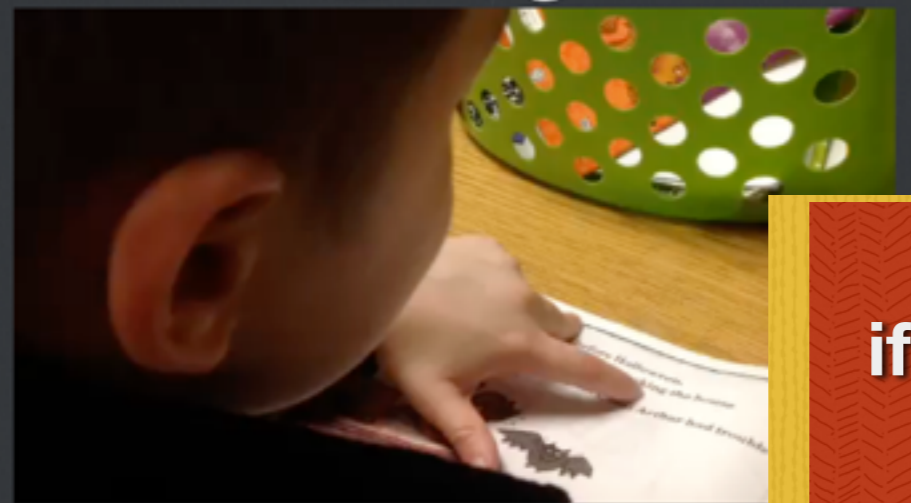
hibernate

motorcycle



Babysitter Vowels™

making



Babysitter Vowels® do what “mom” would if she were there — which is tell any vowel that’s one letter away to **SAY ITS NAME!**

A Kindergartner Named ABEL

Let me tell you about a little guy named Abel...

He is an English Language Learner who entered kindergarten knowing 7 letters and no sounds. Thanks to the "Better Alphabet" he got them ALL by October!

Yesterday, I sat down next to Abel and asked him to read to me. That's when he pulled out Arthur's Halloween.

I said, "Oh, this looks like a great picture read. Can you tell me a story to go with the pictures?" I asked.

(This is kindergarten after all, and it's a tough book!)

Abel gave me a strange look, and then...he was **READING** it!!!

I was stunned!

Later in the day, I had him read it again so that I could video it.

Here he is, reading Marc Brown's "Arthur's Halloween"....



Mommy E®



hibernate
hibernation
hibernating
hibernators

Then they hibernate, or sleep, almost all winter. George was curious. If he hibernated, he would miss the cold winter months.

ESL KINDERGARTEN IN OCTOBER

hibernate

Click [HERE](#) and [HERE](#), and read the blog post [HERE](#)!

Babysitter Vowels®



making



Letters are just like kids.
Sometimes kids don't behave,
and sometimes letters don't either.

have



given

Teaching the **READER**,
not the **READING!**



You can't think
OUTSIDE the box
if you don't
know what's
IN it!

Click [HERE](#) and [HERE](#) and [HERE](#) for more!

The “EASY” Way to Know Whether a Vowel Will Be Long or Short!



Click [HERE](#) for more!



Secret Stories
Mommy E®

Driving learners' **decision-making with text** using **familiar frameworks** of social and emotional understanding!

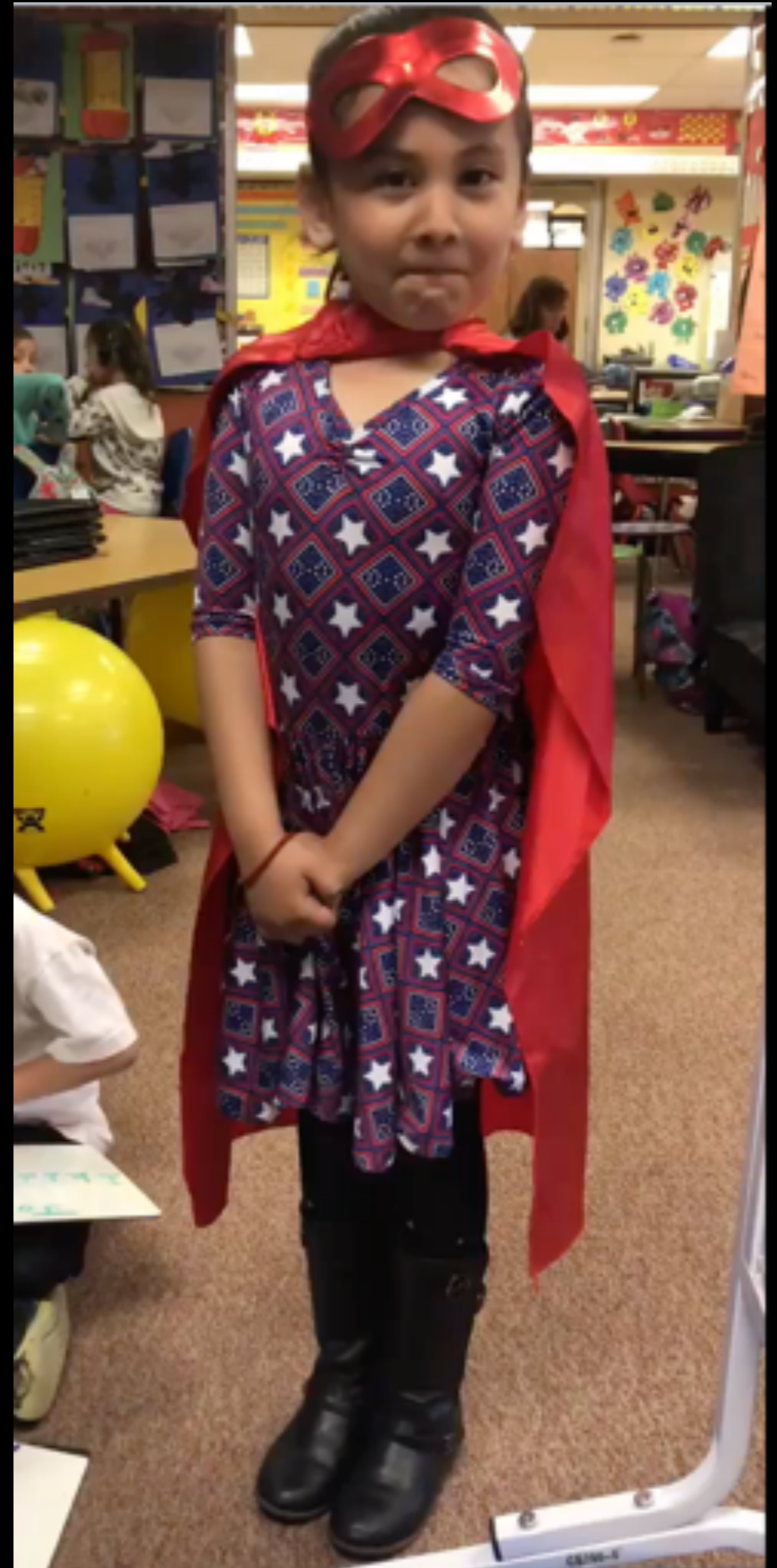
FIRST GRADE/OCTOBER

This 1st Grader is NOT happy!

“thriling”
vs.
“thrilling”

Click [HERE](#) for more!

Babysitter
Vowels®



It's easy to think OUTSIDE the box
once you know what's IN it!

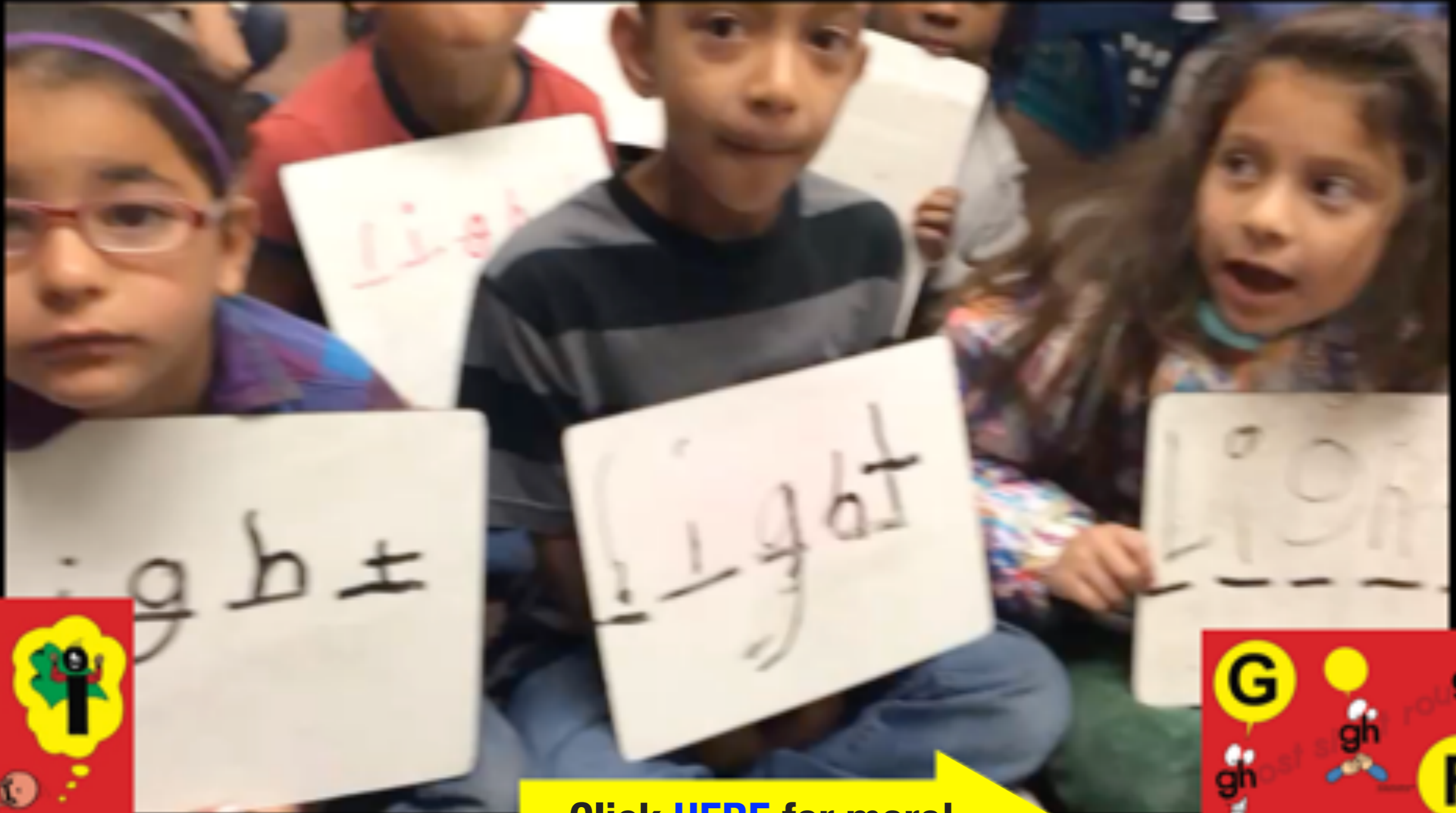


Click [HERE](#) for more!

How could you use the SECRETS to help kids read words like:
cough, tough, thought, though, through, enough, etc...?

From Apathy to Engagement!

“Kids can’t think deeply about things they don’t care about!”



Click [HERE](#) for more!

Providing logical explanations for letter sound behavior that learners' brains crave!

Teach so kids

“CAN'T TURN IT OFF!”



BRAIN ANTAGONISTIC

Click [HERE](#) and [HERE](#) and [HERE](#) for more!



BRAIN COMPATIBLE



And build a buffet they can eat from
ALL DAY LONG!

Want more?

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Katie Garner
1,817 subscribers

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0:01 / 2:00

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Katie Garner



Click [HERE](#) for Phonics Workshop

Author - Speaker - Consultant



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The Elephant in the Room when it comes to teaching the “Code!”




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with **Katie Garner**

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