

Write It Advanced Workshop

We Write to
Build
Reading...and
Then to Build
Writing





WELCOME



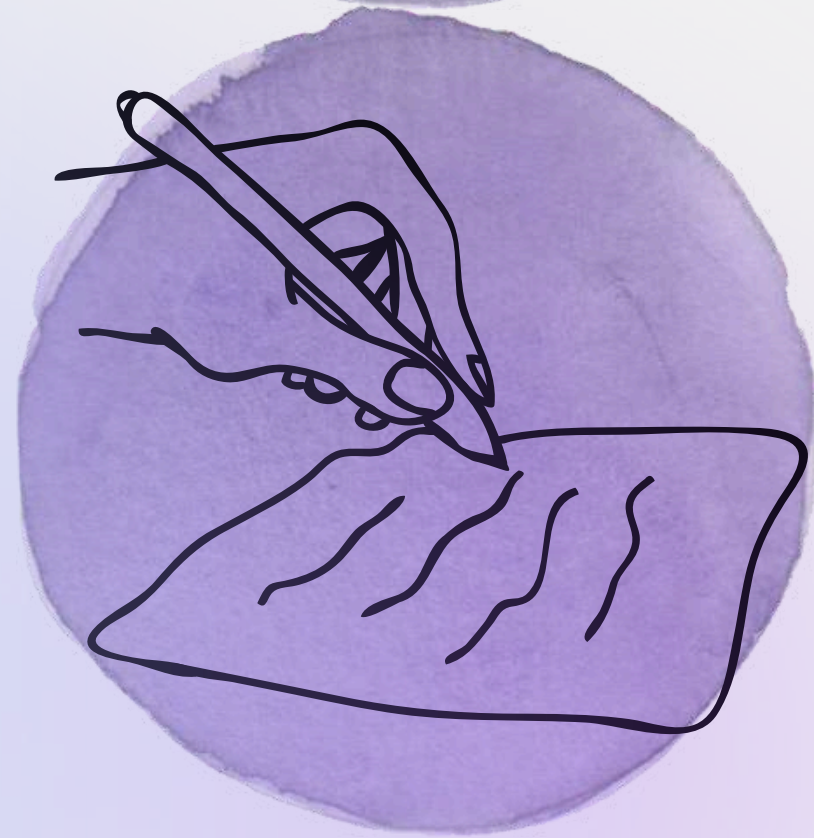
AGENDA

HOW TO WRITE IT

WHY TO WRITE IT

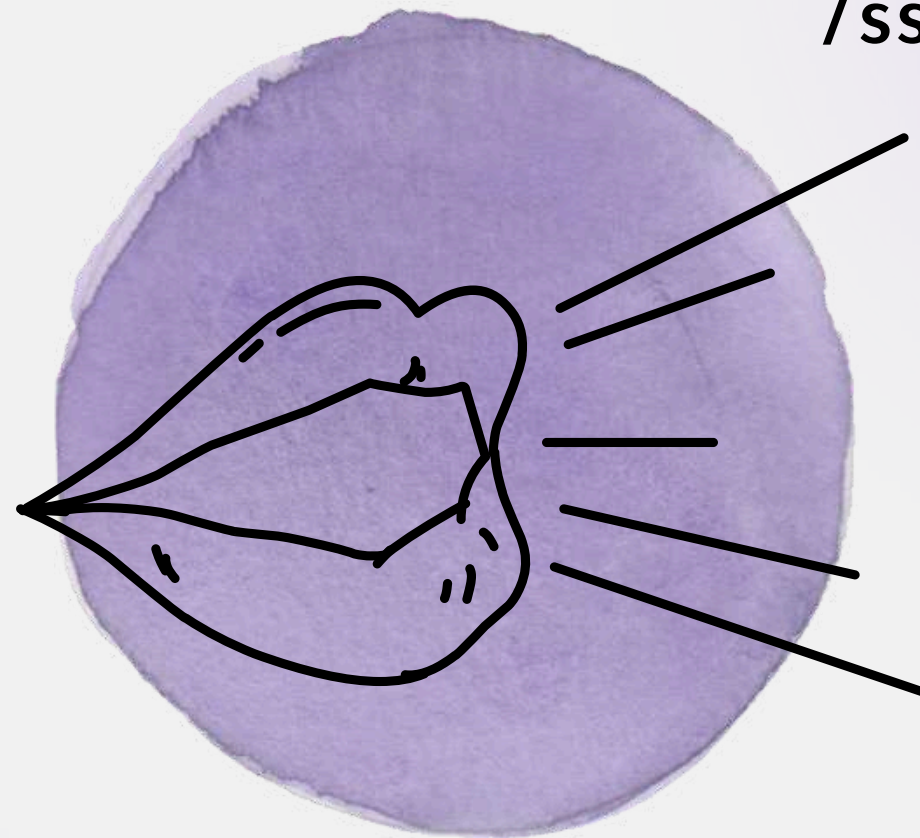
WRITE IT DEVELOPMENT

Write & Say Strategy



Write

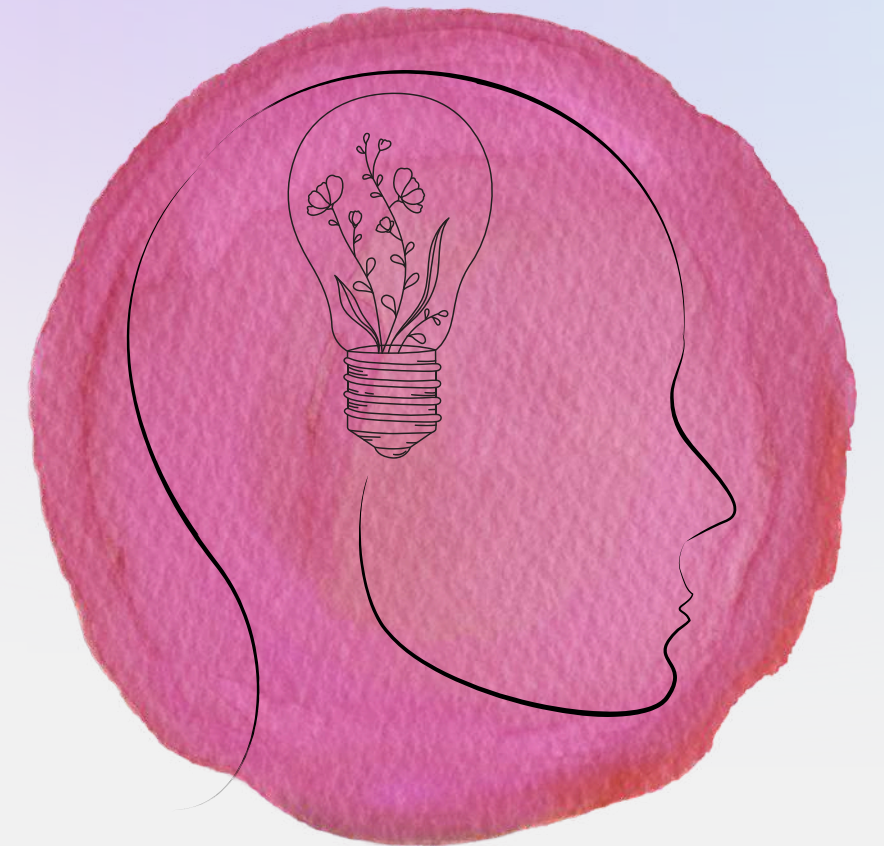
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Say

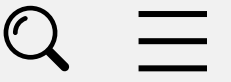
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A **THREAD**
WOVEN
THROUGHOUT
ALL WORD
WORK





Big Picture on **Write** & **Say strategy**

Idea 1: How Good Readers Read and Spell

Idea 2: The Write & Say Strategy

Idea 3: Apply Write & Say Across Ages & Levels



PURPOSE OF WRITE IT

Write It serves as the **bridge** from decoding to encoding, supporting:

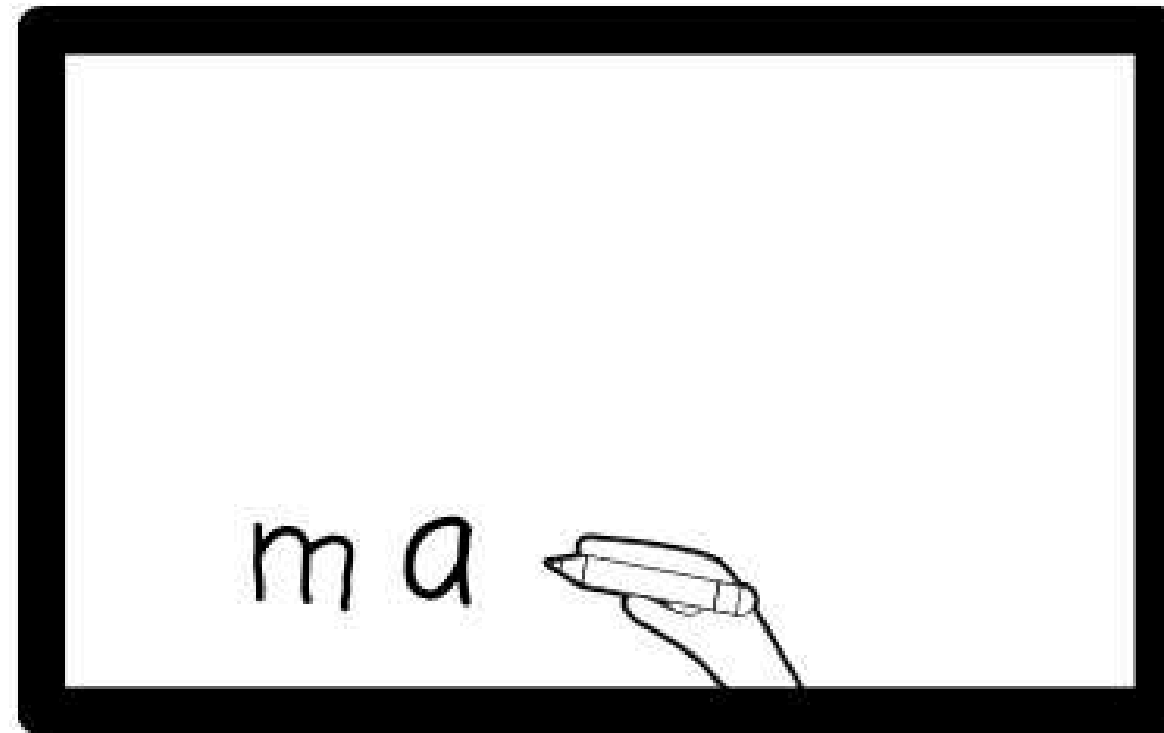
- Phonemic segmentation
- Letter-sound knowledge
- Sound-based spelling (encoding)
- Connection between encoding & decoding
- Visual-motor integration through handwriting
- Provoking attention to inside parts of words

Write It

Concept of
a Word

**Phoneme
Segmentation**

Concept of the
Alphabetic
Principle



—————→
Left-to-Right Tracking

**Basic or
Advanced Code
Letter-Sound
Knowledge**

Decoding

Spelling



"The easiest way to learn this code is to use it as it was invented--to make spoken words visible."

-Jeannine Herron, 2011

3 COMPONENT LESSON

Re-Reading for Fluency

Word Work

[Build It or Switch It]

[Read It or Sort It]

[Write It]

Guided Oral Reading

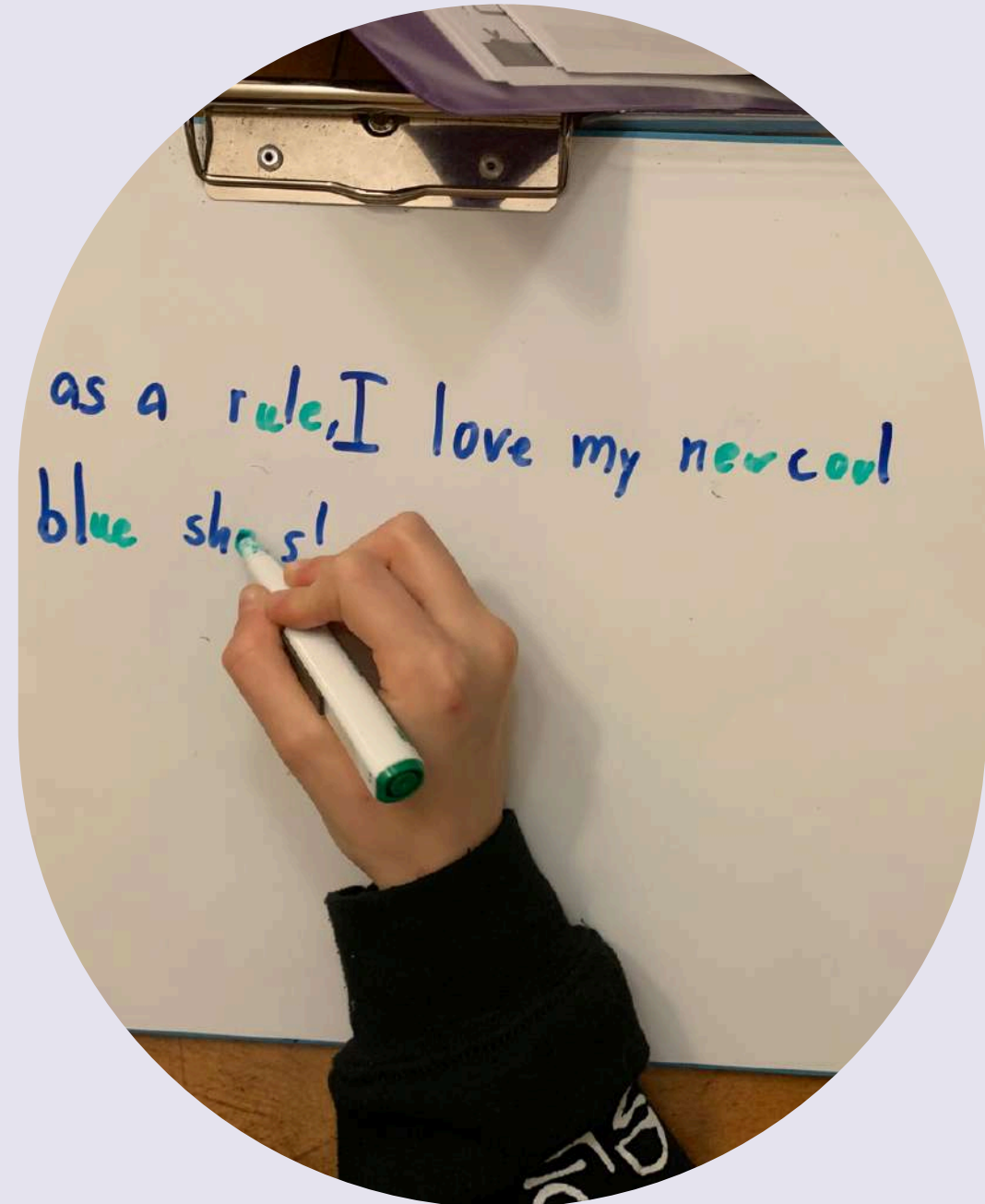
Simple Steps of Write It

Teacher dictates word(s)

Students Write & Say

Teacher coaches for 1 error
at a time

Students Erase & Say



Simple Steps of Write It

Teacher dictates word(s)

Students Write & Say

Teacher coaches for 1 error
at a time

Students Erase & Say



Sometimes...

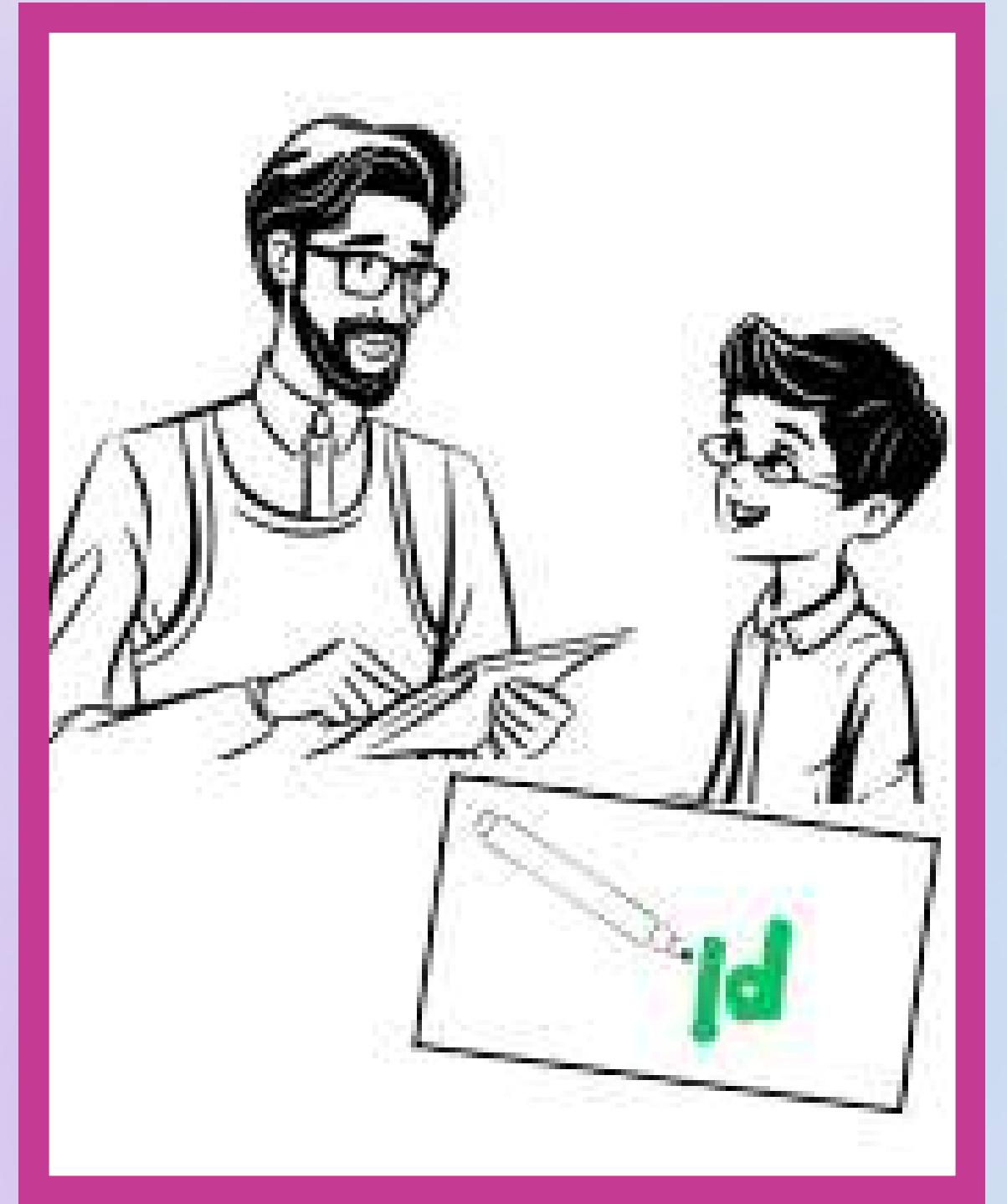
**Teacher bundles word
with other words**

Student does not Write & Say



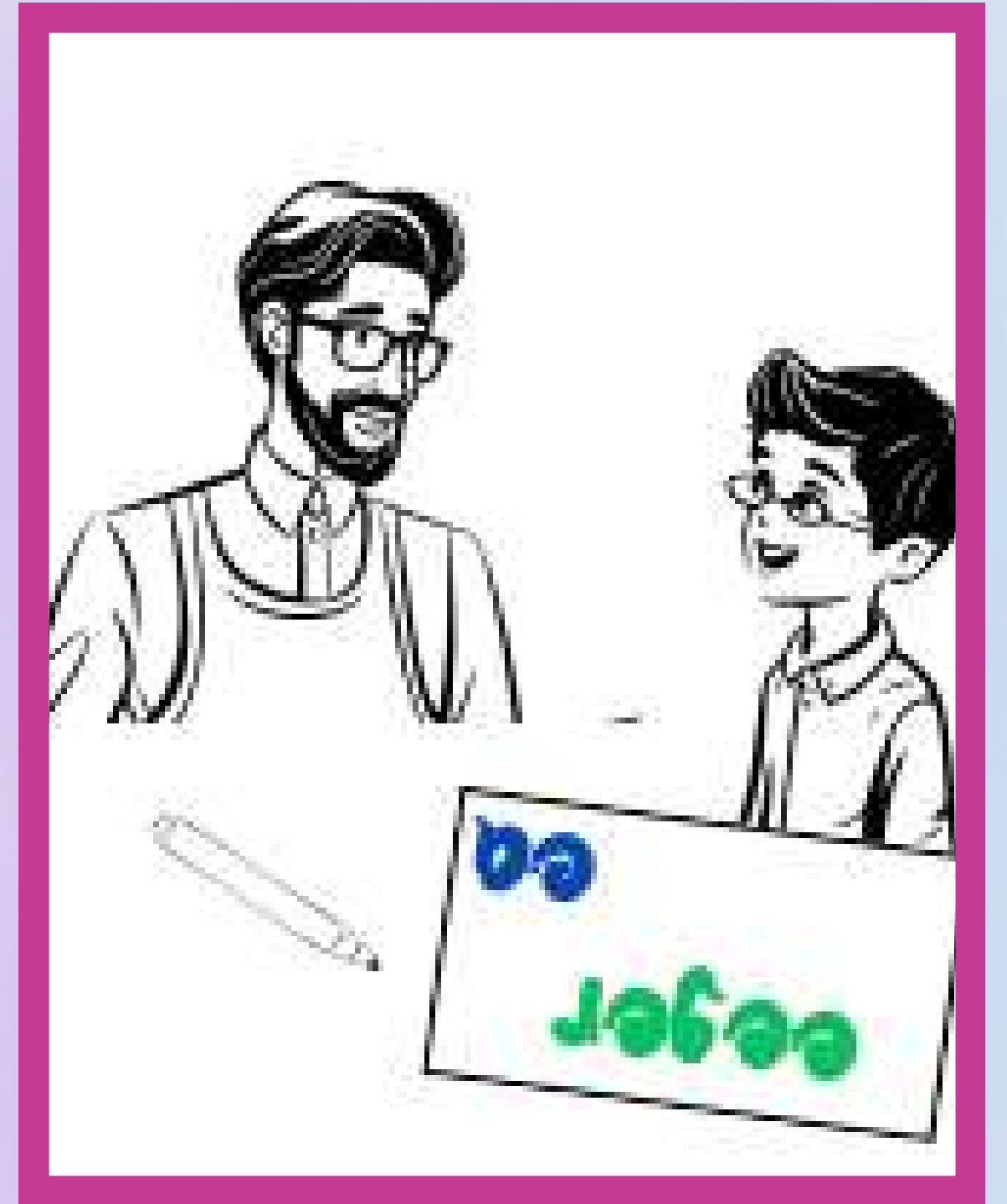
COMMON ERRORS

Student makes a Phonemic Error as he writes



COMMON ERRORS

Student makes a Phonics Error as he writes





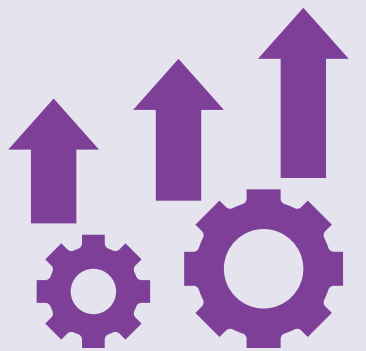
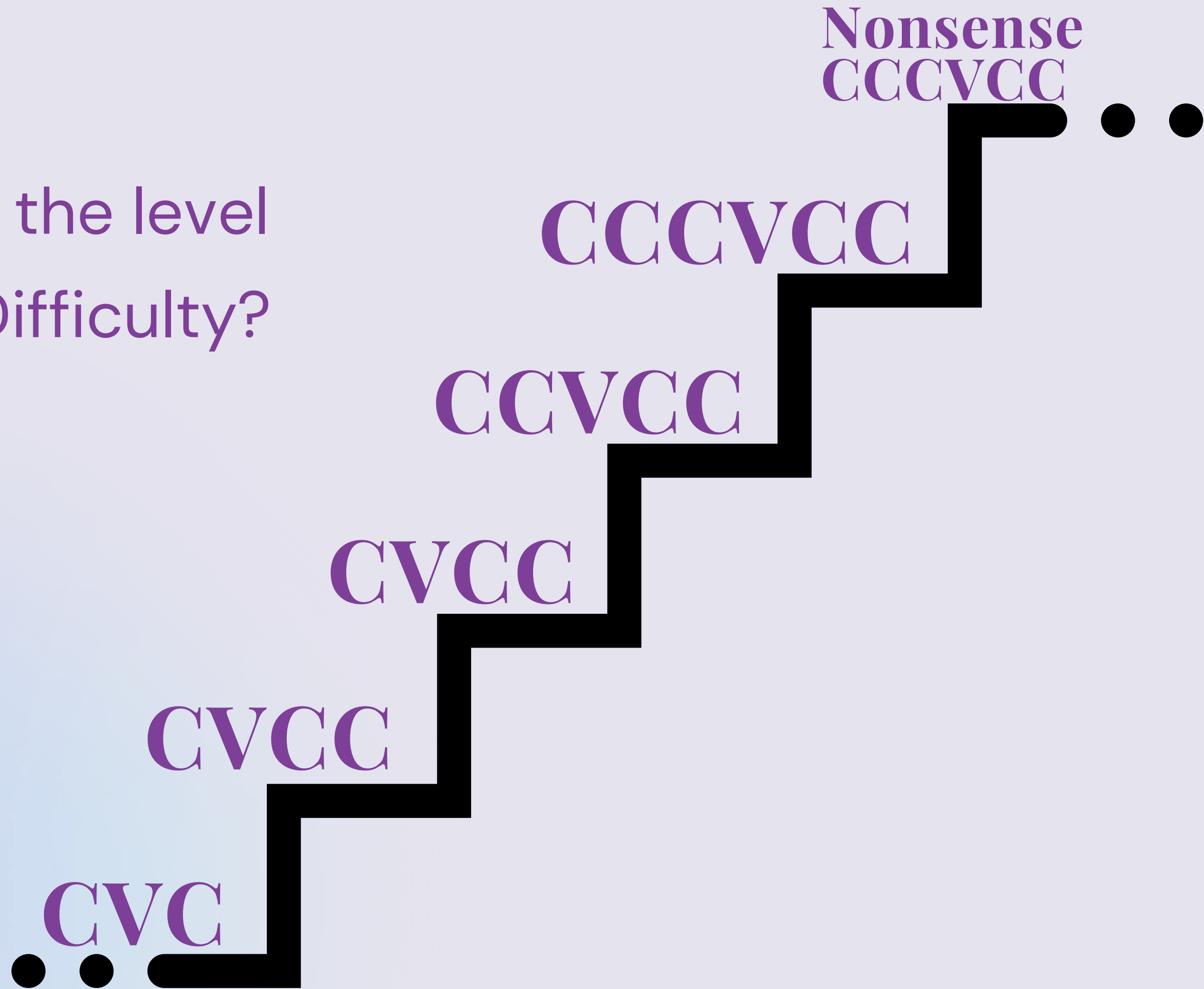
Lesson Plan

DATE: _____

Lecture Section

1

Can I increase the level of Phonemic Difficulty?



2

What Letter-Sound(s) can
I add tomorrow?

a i m t p s n



o sh r l f

e b g ck

(hypothetical)



Sort It

The /oa/ Sound



Read the words and sort them by their spelling. Remember to say the sounds as you write each word.

o	o-e	ow
Go	home	to show
oa	oe	
the boat	to Joe.	

Sort It List

float whole
wrote known
almost toes
also low
goal yellow
only* hope

Key Sentence:

Go home to show the boat to Joe.



*The word "only" is related to the words "one" and "alone."
Only and "alone" are typically pronounced with the /oa/ sound.

Sort It

The /ee/ Sound



Do you recall the Key Sentence for the sound /ee/? Read the words and sort them by their /ee/ spelling. Remember to say the sounds as you write each word.

e	ee	y
He	sees	many
e_e	ea	
of these	each fall.	

Sort It List

seat teeth
body sleep
be story
dream team
these
seem
Steve

Key Sentence:

He sees many of these



Sort It The /er/ Sound



"Let's read some words that have the /er/ sound. Can you say /er---/? What's the key sentence there in the corner? Her first nurse works early." Remember to write and say the two-chunk words by chunk.

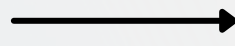
er	ir	ur
Her	first	nurse
or	ear	
works	early.	

Sort It list

her bird
work after
turn nurse
first learn
other moth
girl fa the
number

Key Sentence:

Her first nurse works early.



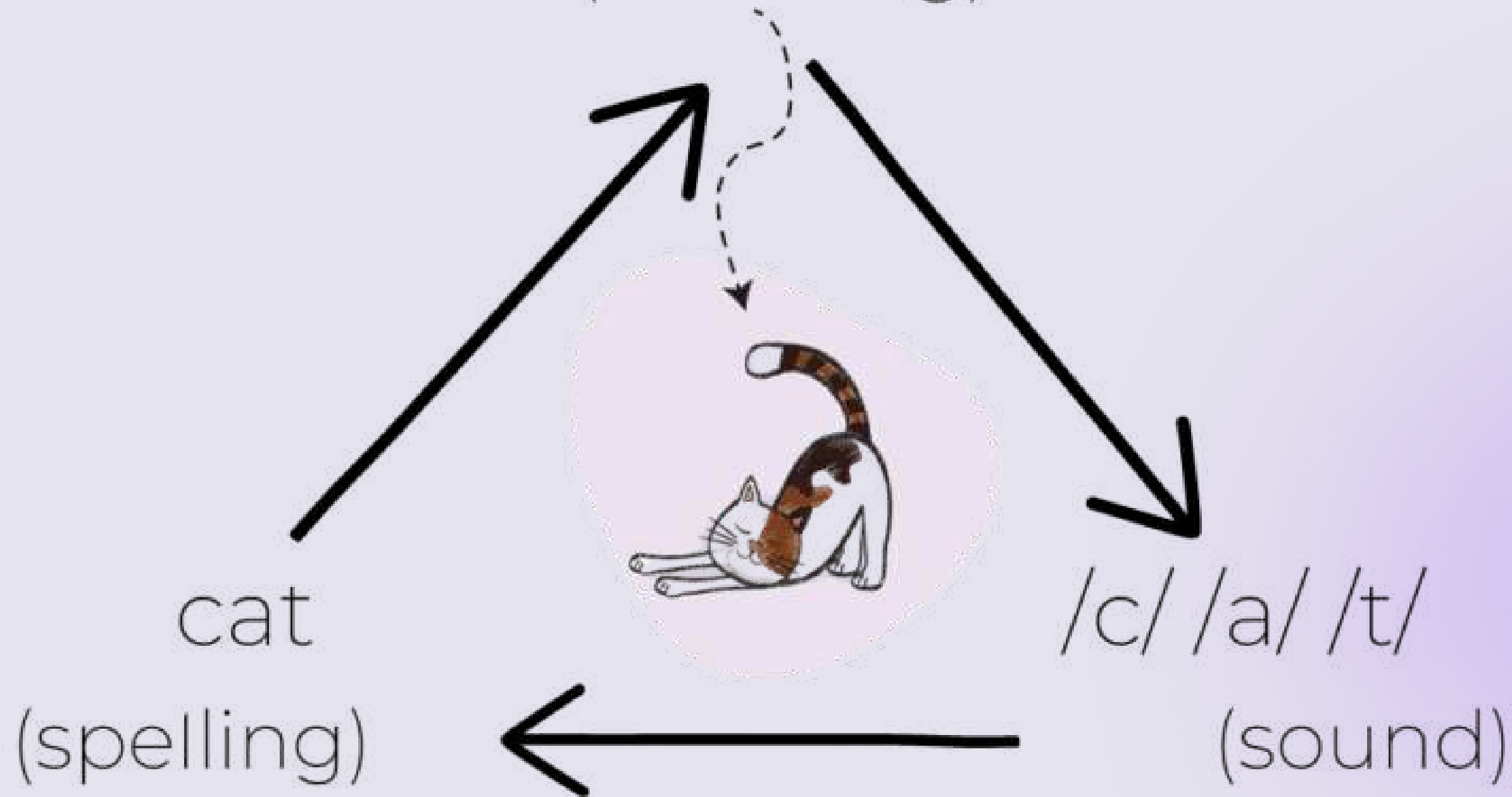
Teachers Speak

“I have been doing Write It all along (this past 5 months that I have been teaching reading intervention). HOWEVER, I do think my emphasis needed to be more focused on the sound/symbol processing as opposed to spelling and other writing composition. I also like the Reading Simplified approach for feedback, and the similarities to Read It, Sort It and Switch It.... where they are sounding out the sound as they write it. The more ways they practice the skills... the more repetition and exposure they are getting. I am going to make sure to switch the focus from here on out.



Triangle model of reading

The cat is sleepy.
(meaning)



Sound-Based Decoding

Triangle model of reading

The cat is sleepy.
(meaning)

SEMANTICS

ORTHOGRAPHY

cat

(spelling)



PHONOLOGY

/c/ /a/ /t/

(sound)

Sound-Based Decoding

Phonemic awareness & accurate sound-based decoding practice
allow these connections to be made.

Graphemes

Phonemes

r



/r/

ea



/ee/

d



/d/

i



/i/

ng



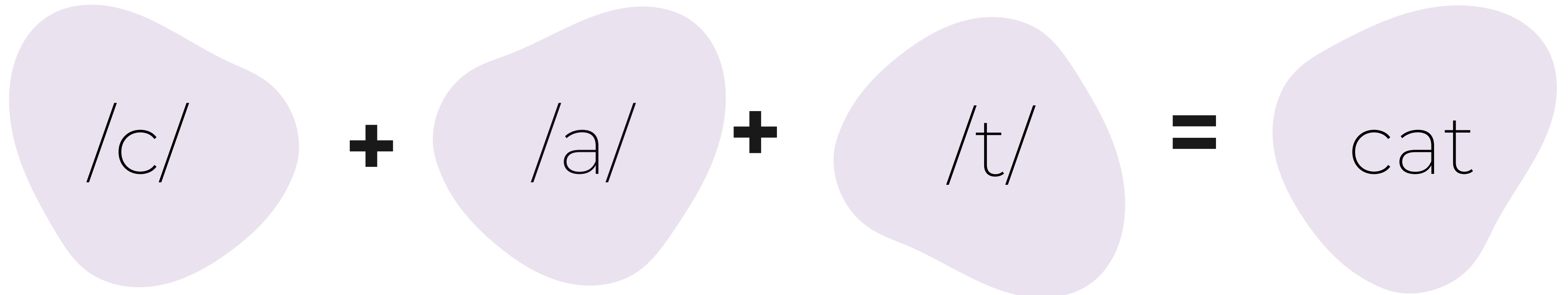
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Decoding graphemes



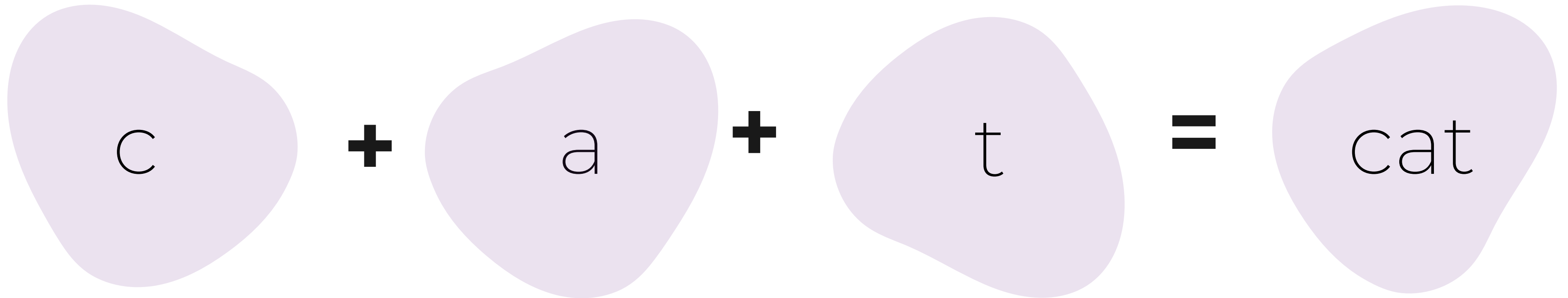
Blending is adding phonemes consecutively



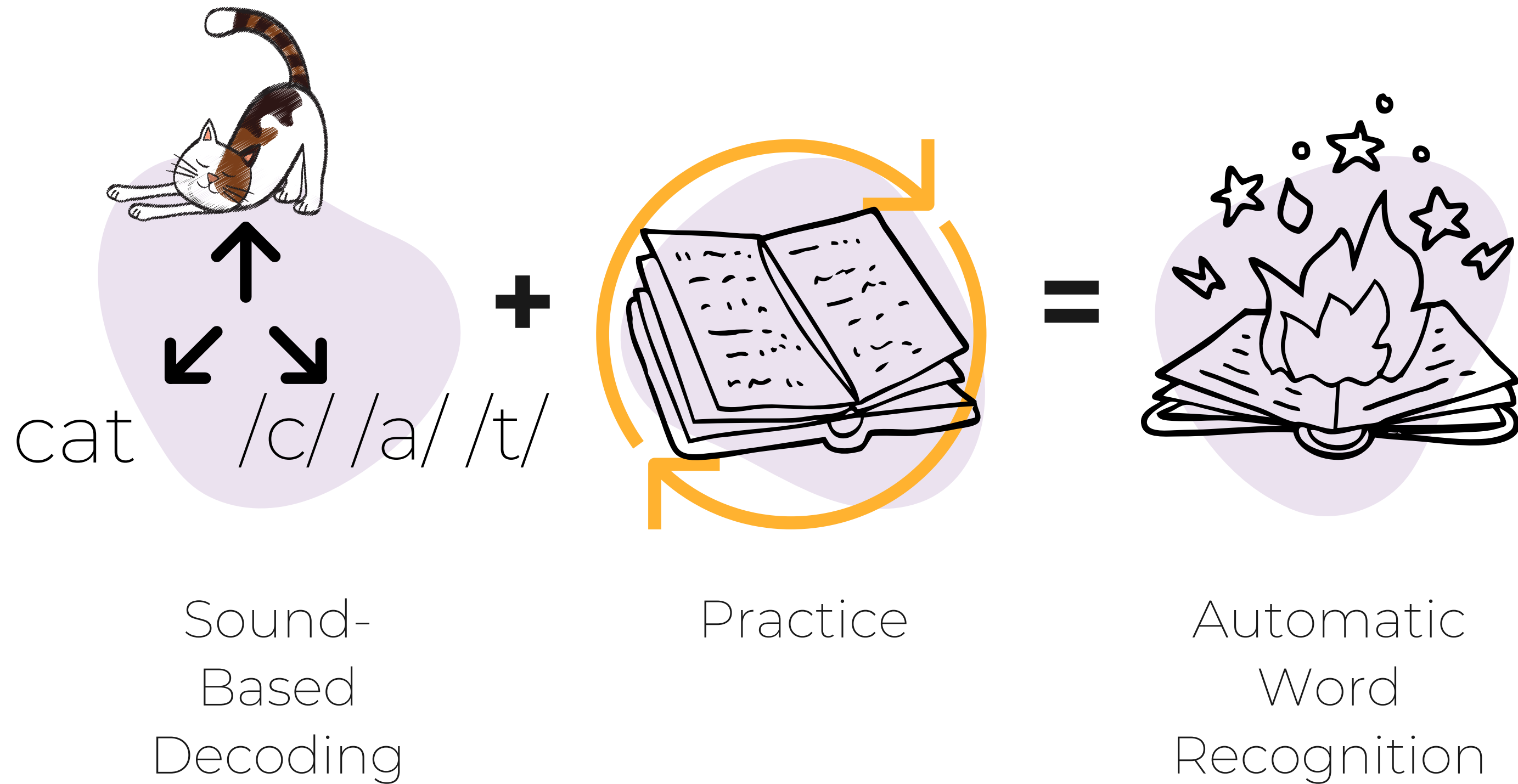
Encoding graphemes

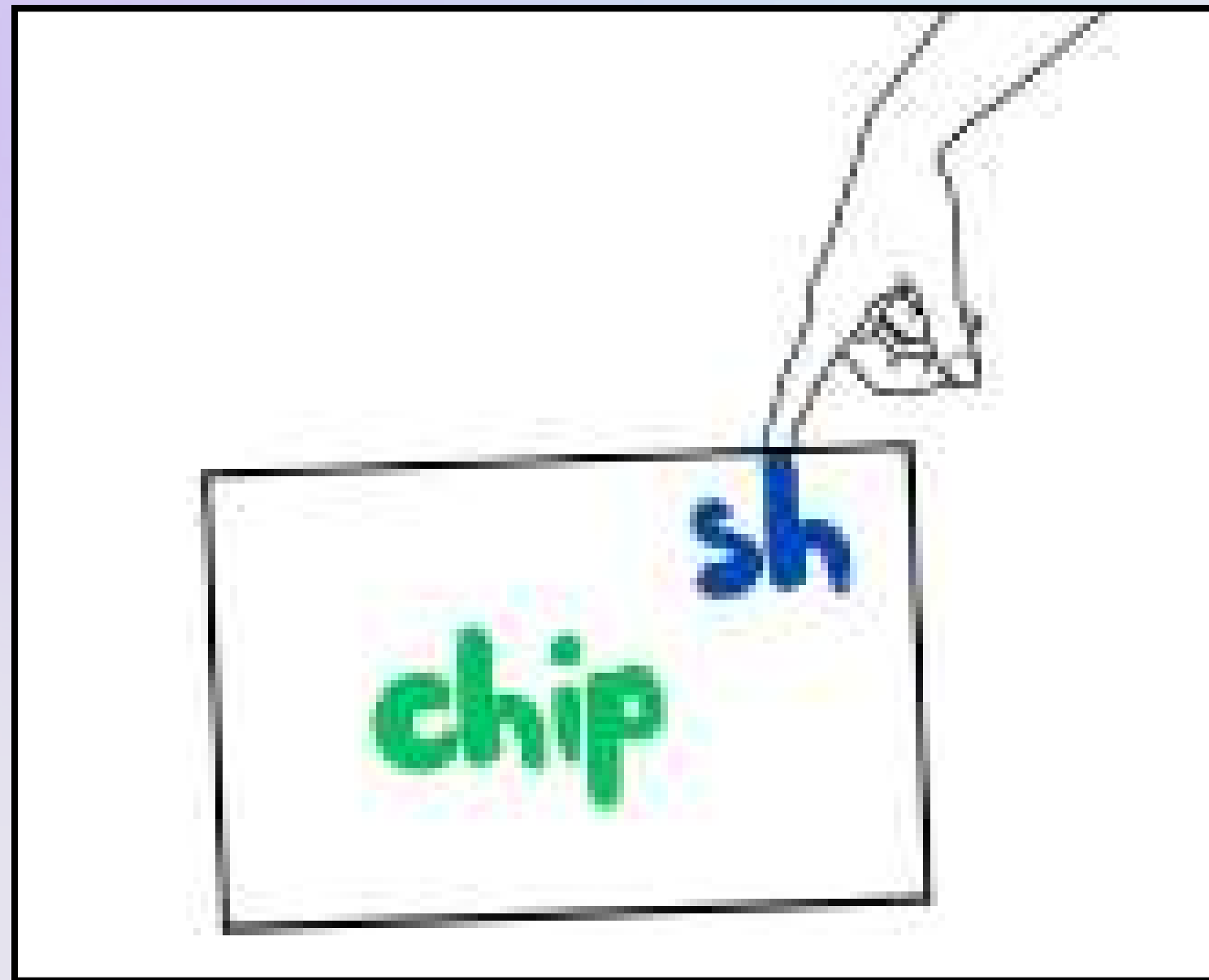


Spelling is writing phonemes consecutively



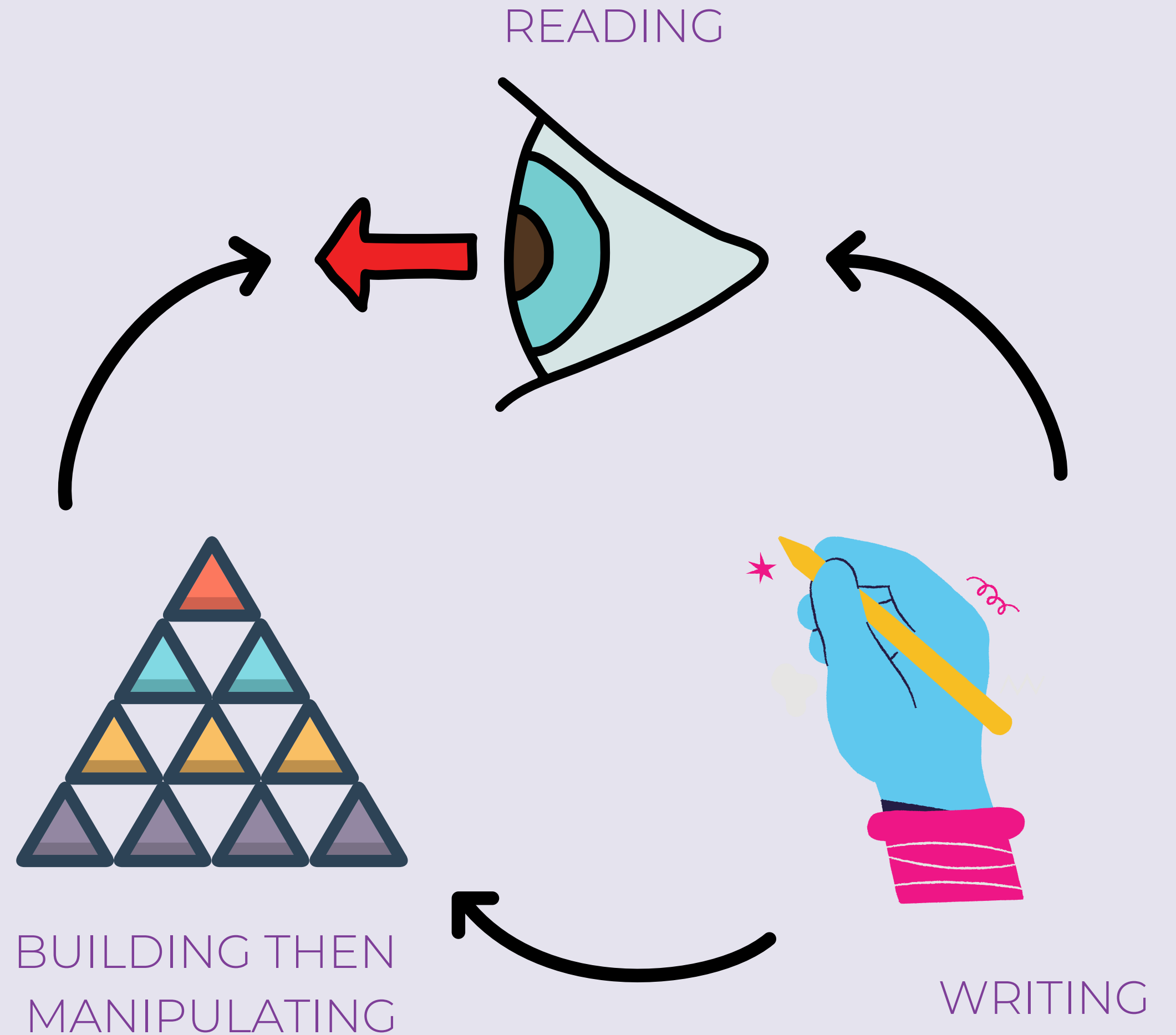
Learning to Read Words Formula





As Treiman (2018) notes, spelling instruction sharpens attention to detail, requiring precise representations of each letter in a word—especially helpful once decoding is fluent. It is analytical work that serves both decoding and encoding achievement.

How can we rapidly help the child make these connections?

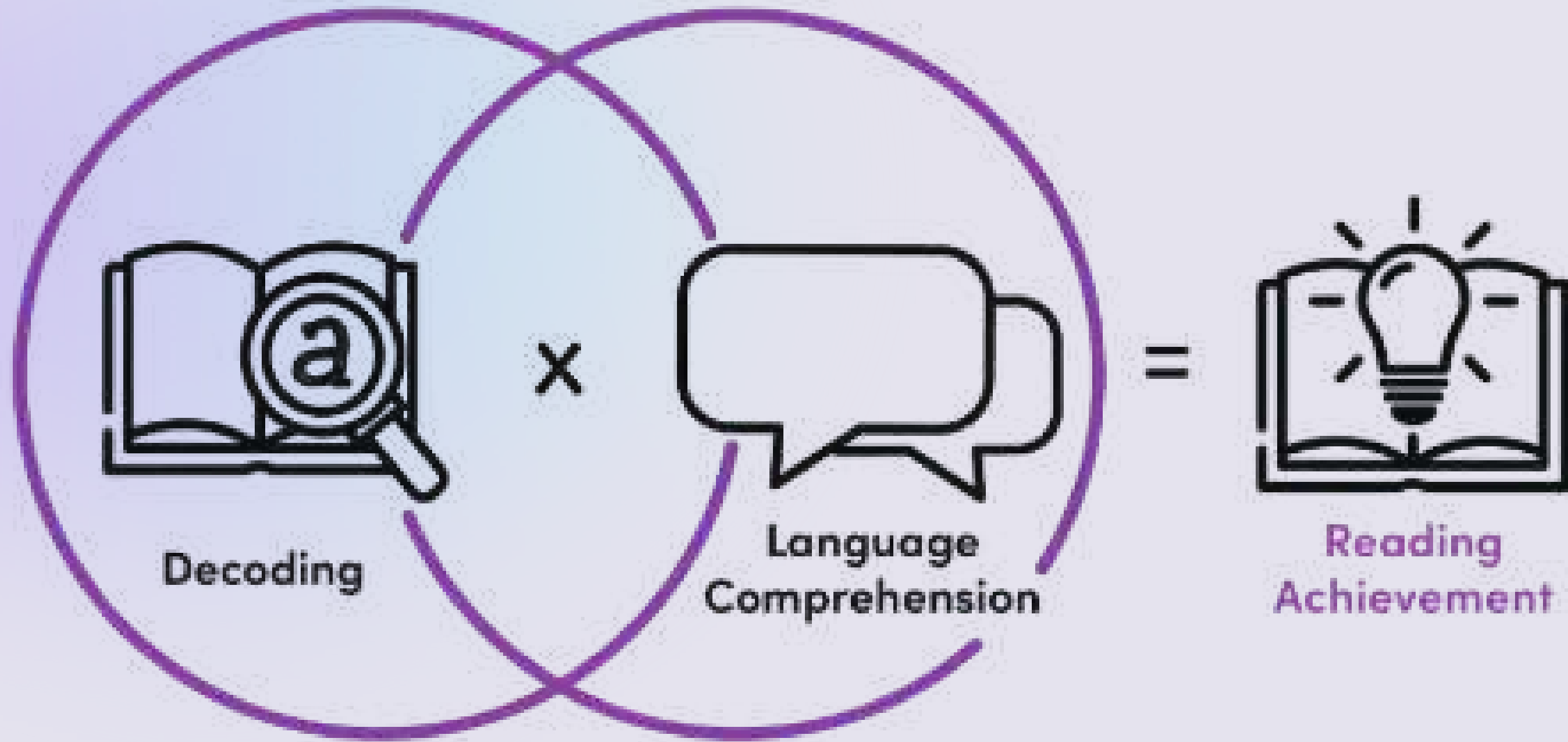




“I think it is important to realize that you can learn to read and not learn to write. In fact, historically we've known of many people who have read but writing wasn't part of the instruction that they received. However, you can't learn to write without learning to read.”

– Steve Graham

https://youtu.be/A0q5TCZw6H8?list=TLGGNhYlrC5g_RowODAxMjAyNQ



Simple View of Reading

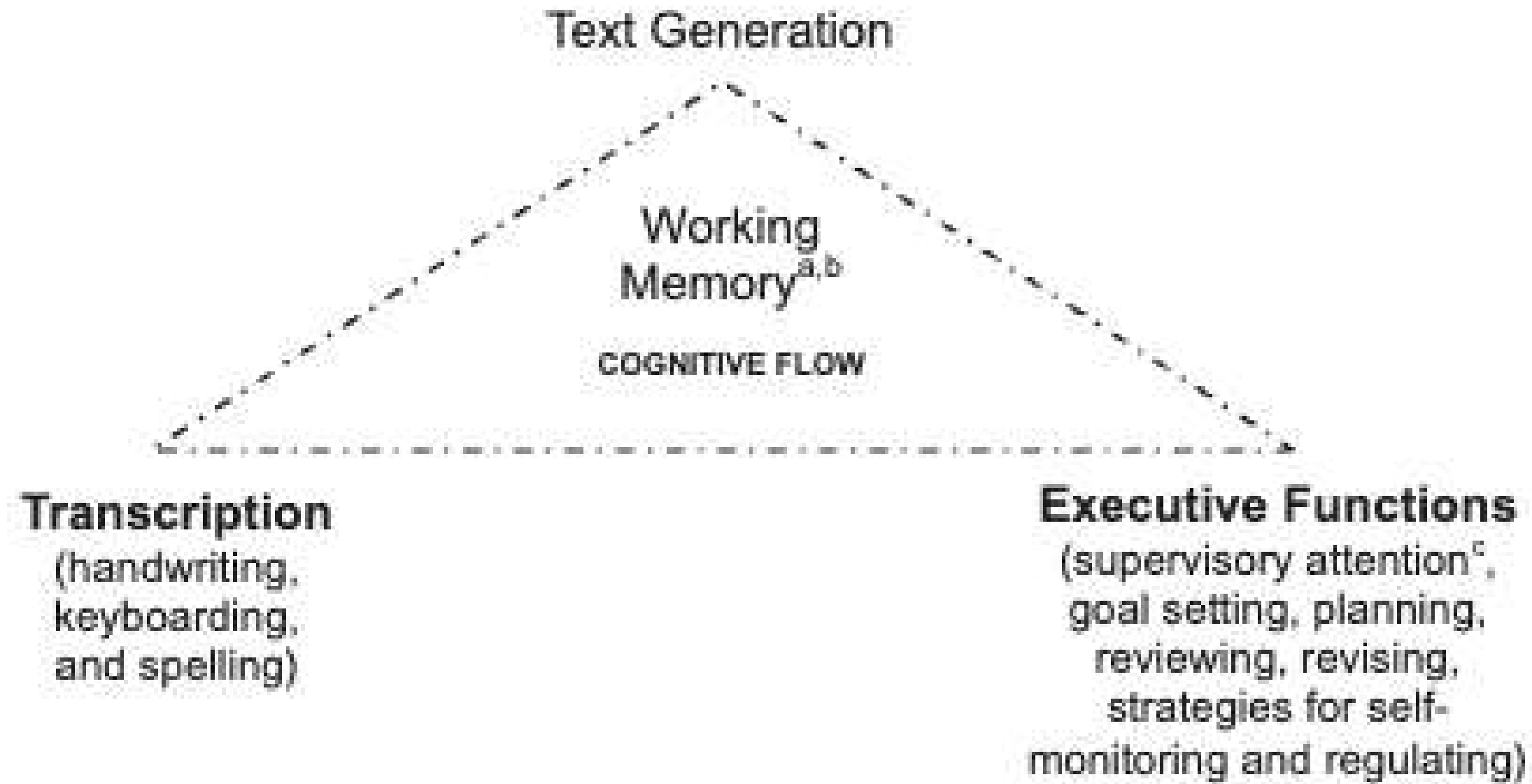
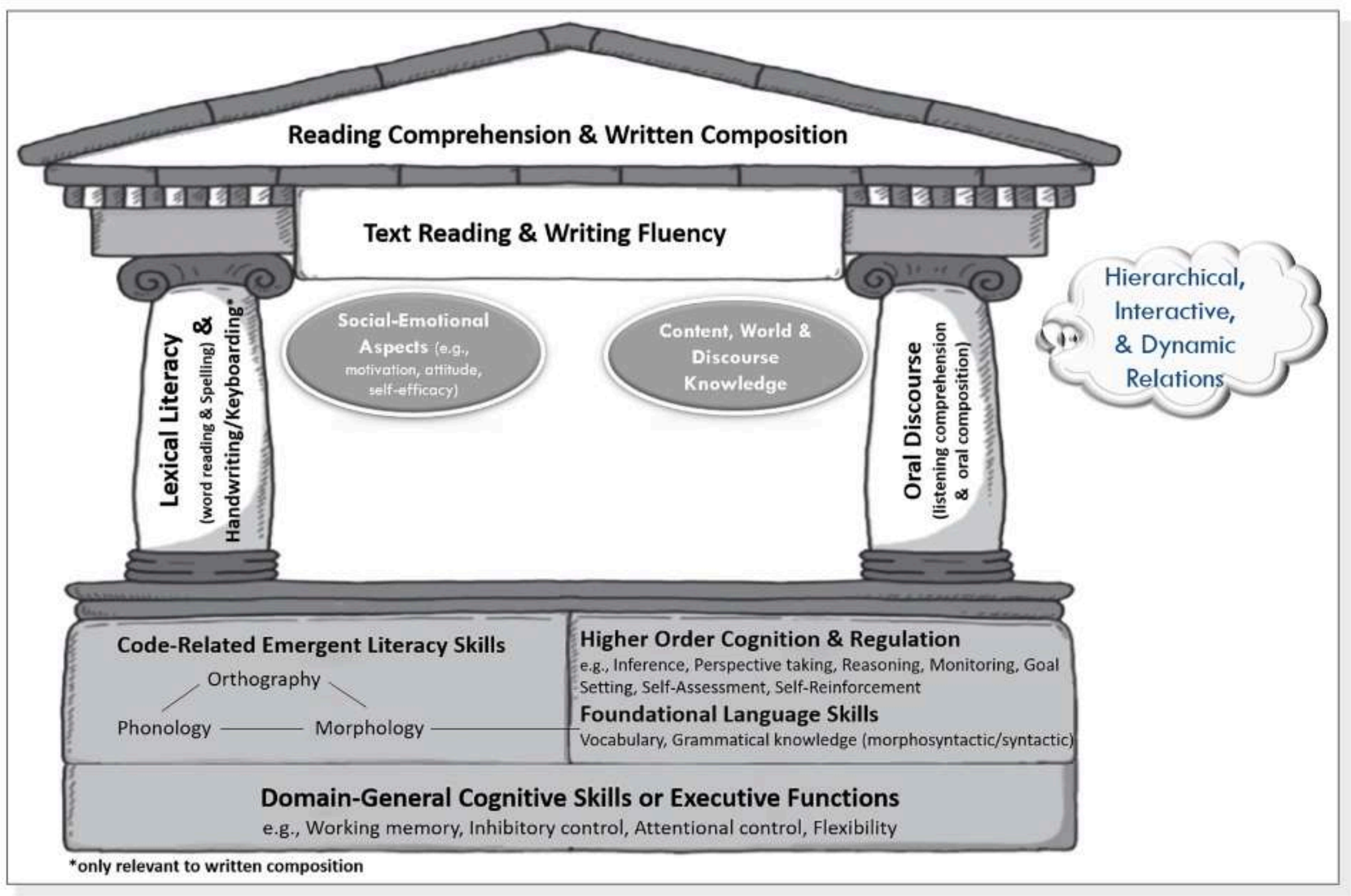


Figure 1. Schematic of the Not-so-Simple View of Writing as a theoretical model. From Berninger and Winn (2006, p. 97). Copyright © 2006 The Guilford Press. Reprinted by permission. ^aActivates long-term memory during planning, composing,

Not-So-Simple View of Writing



Interactive Dynamic Literacy Model by Kim





INCREASING DIFFICULTY

- **CVC**
- **Digraph & CCVC**
- **Advanced Phonics**
- **Sentence**
- **MS words**

Teachers can use spelling errors as diagnostic clues:

/fn/ for fan → Revisit Switch It to strengthen phonemic segmentation.

bote for boat → Use Sort It & Search for It to focus on the Advanced Phonics /oa/ sound spellings.

wisht for wished → Add Morph It to highlight affixes.

Variation of Read It and Write It for showing larger orthographic patterns and morphological units

Morph It

Basic Phonics – ar/or

Once you can read certain words, you can more easily read the same words with special endings (suffixes) added. The word "sharp" can be changed into "sharpen" just by adding an "en." This ending "en" can change the word from a noun (a thing) to a verb (action). For example: "I will sharpen my pencil." When you add "er" to "sharp" it becomes "sharper" which means more of something. For example, "My pencil is sharper than it was before." When you add "est" to the end of "sharp," it becomes "sharpest" which describes the most of something. For example: "This is my sharpest pencil."

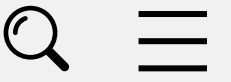
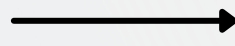
Try adding special endings to make new words yourself.



sharp + en = sharpen
+ er = sharper
+ est = sharpest

	+ en	+ er	+ est
1. quick	_____	_____	_____
2. fresh	_____	_____	_____
3. dark	_____	_____	_____
4. thick	_____	_____	_____
5. stiff	_____	_____	_____
6. hard	_____	_____	_____
7. black	_____	_____	_____
8. sick	_____	_____	_____
9. soft	_____	_____	_____
10. short	_____	_____	_____





Teachers Speak

“I notice that the students are pretty consistently correcting their own errors if they write a word incorrectly. I like how the teacher is scaffolding by giving them clues and if they do not remember the sound she gives them the correct spelling. The student still has to write it correctly on their own though. I can see that these students are thinking and not just repeating what they think is the correct answer.

I like the encouragement she gives along the way and that the session does not feel like the student is pressured.”



Multiple Exposures in Multiple Exposures



Our Goalposts Shift with the Child's Development

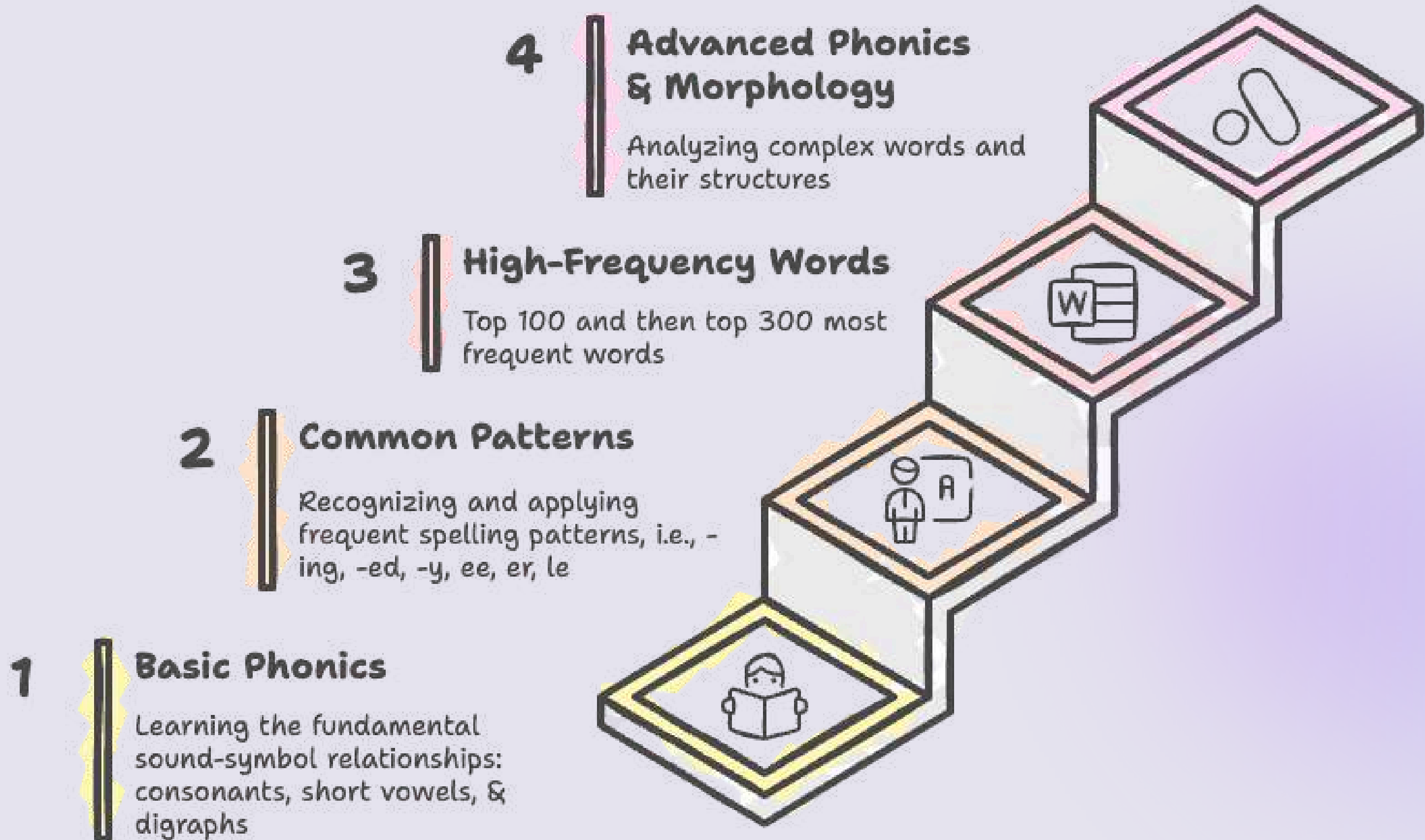


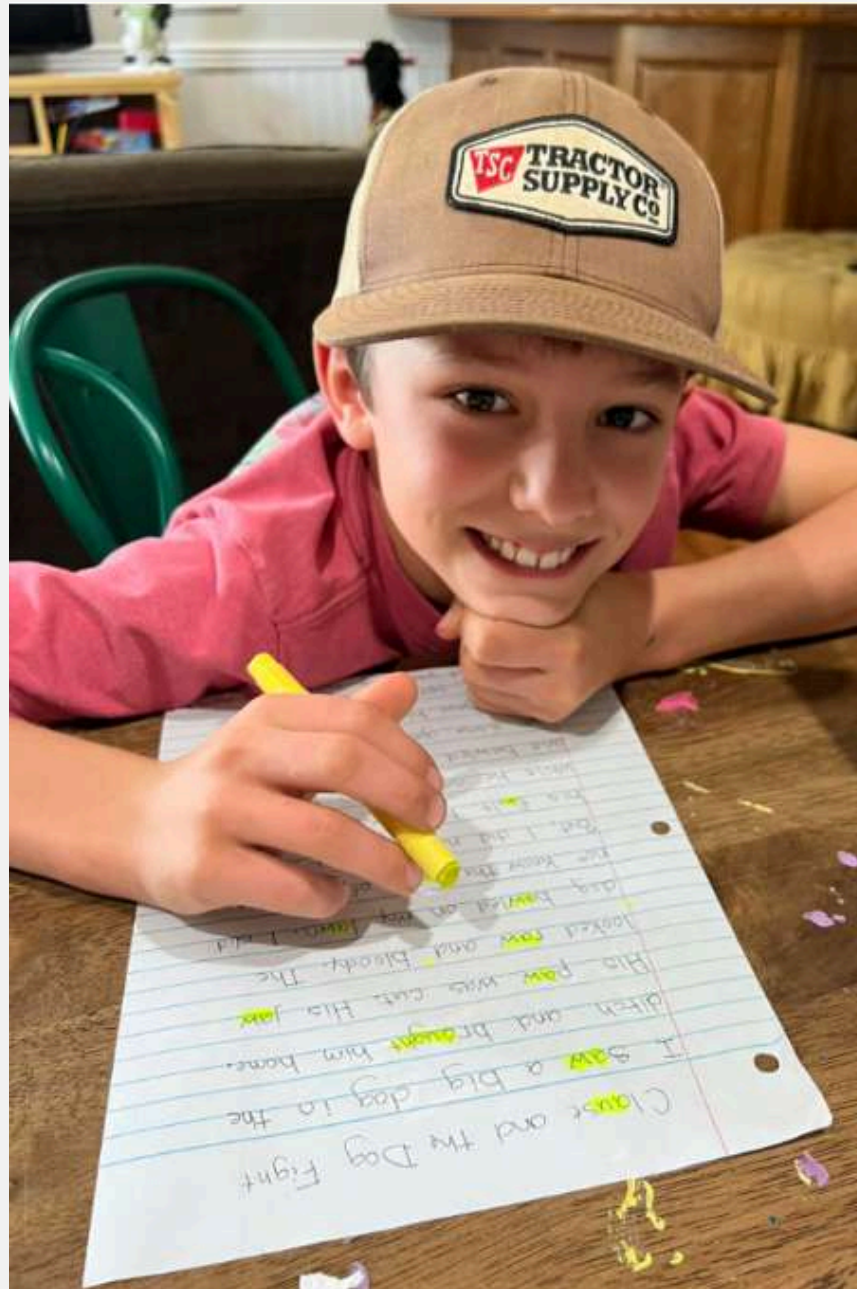
Our Goalposts Shift with the Child's Development

1. Reading Goal – Alphabetic principle
2. Reading Goal – Basic Phonics
3. Reading Goal – Advanced Phonics
4. Reading Goal – Multisyllable words
5. Writing Goal – Essential mechanics
6. Spelling Goal – Expected patterns
7. Spelling Goal – High Frequency words and More difficult patterns



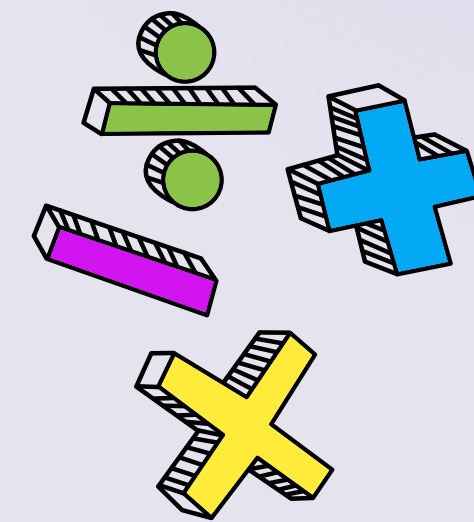
The Phases of Spelling Development



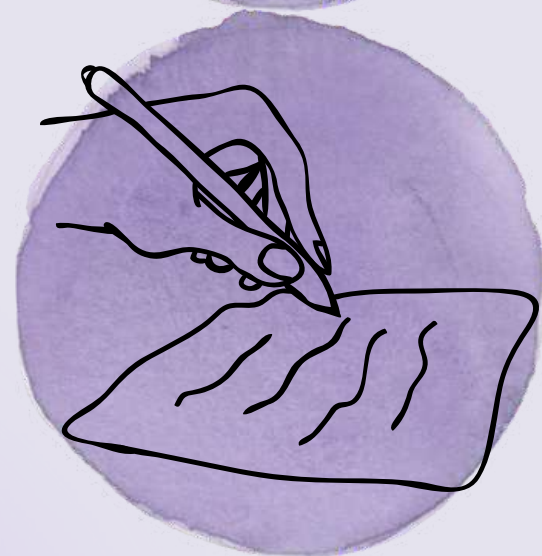


“My son and I have been using words from our lessons to make our own decodable stories. We focused on the ‘aw’ sound for this story. I gave him a list of ‘aw’ words and we took turns writing sentences and adding to the story. I wrote the final draft and he highlighted all the ‘aw’ words as he read aloud back to me. I think using some creativity has really helped him solidify the concept. His younger brother is behind him on the pathway so he is excited about writing them for his brother to read when he gets to the concept.”

-Lindsay

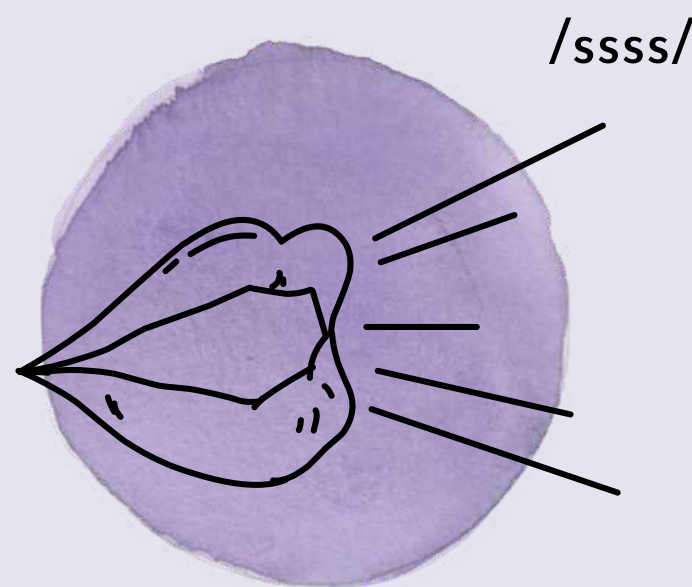


Write & Say Strategy Across the Day



Write

+



Say

=

