



Foundational Writing Skills: Handwriting and Spelling

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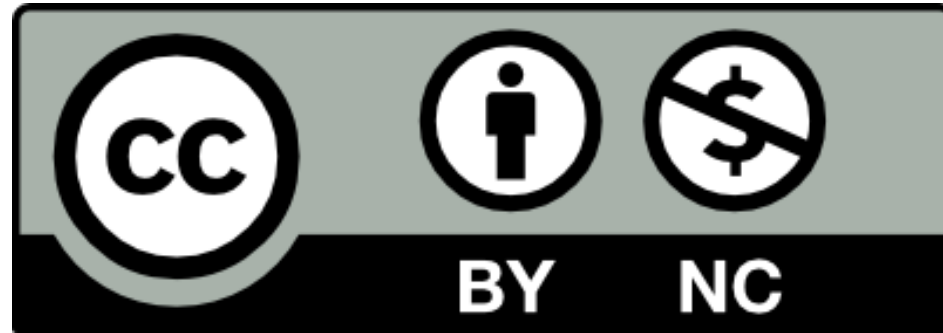


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Structured Literacy Series Overview

1. Who, What, How & Why of Structured Literacy
2. Phonemic Awareness and Phonics for Effective Instruction
- 3. Foundational Writing Skills: Handwriting and Spelling**
4. Supporting Comprehension with Sentence-Level Writing
5. Vocabulary and Morphology: Essential for Comprehension



Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

- To explore the writing system as it pertains to Structured Literacy instruction
 - The knowledge and skills required to teach beginning writing
 - Writing is an integral part of reading instruction
 - Sound-letter knowledge for writing words and sentences
 - Utilizing a spelling screener to aid in data based instructional decisions

Intended Outcomes

- Participants will summarize the writing system as it pertains to structured literacy instruction.
- Participants will apply sound-letter knowledge to write words and sentences using a dictation routine.
- Participants will evaluate student spelling using a spelling screener.

Agenda

1.0 Introduction

2.0 Handwriting

3.0 Spelling

4.0 Instruction and Assessment

5.0 Closing

1.0 Introduction

Literacy

- Reading instruction grounded in the Science of Reading
 - Handwriting and spelling included!
- Instruction that is beneficial for all
- Instruction that is essential for students at risk, including those with Dyslexia.

Required Professional Learning Topics

Public Act 146

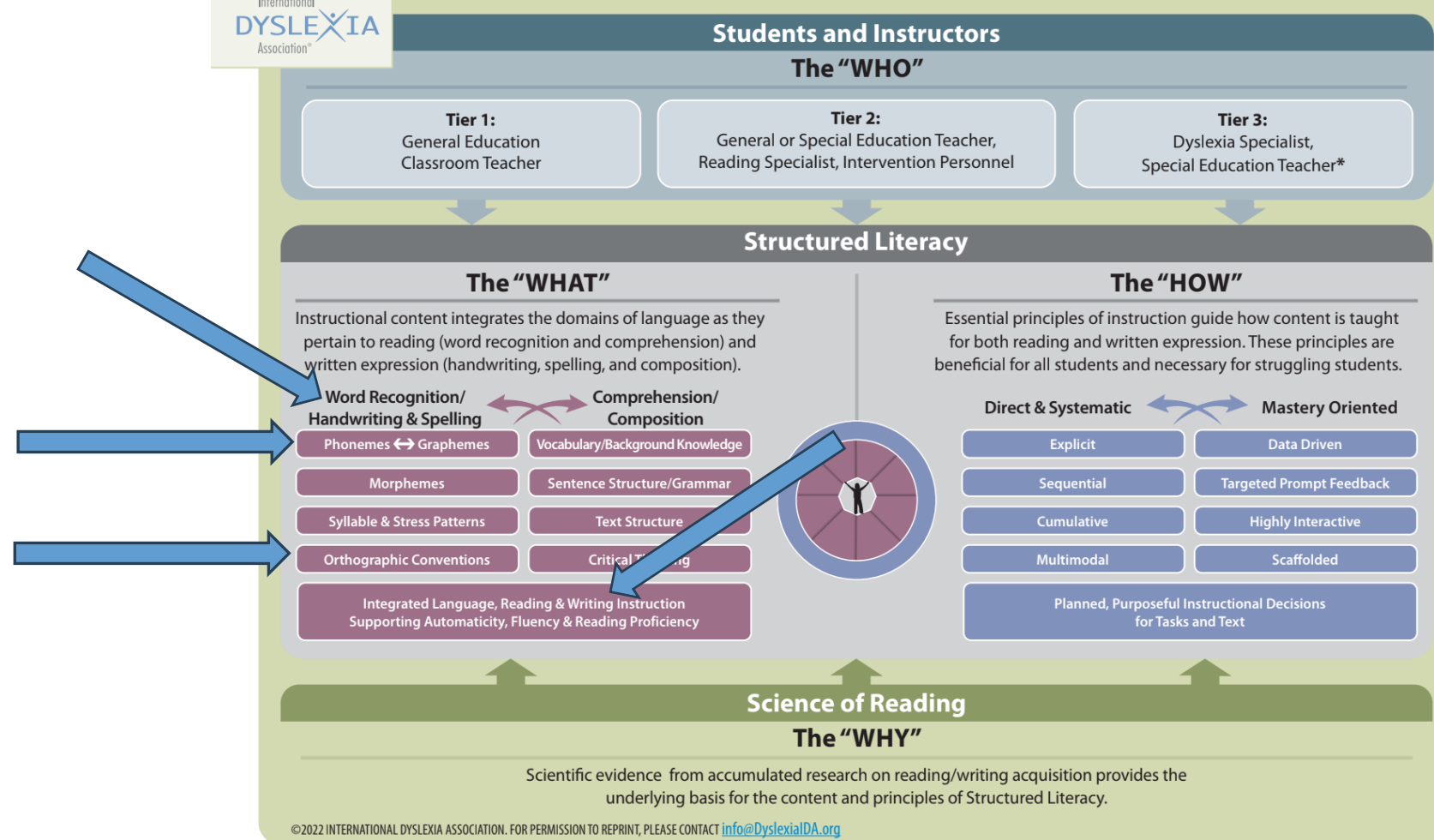
By not later than the beginning of the 2027-2028 school year, professional learning,...(is provided)... as determined by the department, regarding all of the following:

(e) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed for pupils with characteristics of dyslexia and pupils at risk for difficulties in learning to decode accurately and efficiently.

Required PL Topics (cont.)

(f) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed to effectively meet the needs of most pupils.

Structured Literacy: An Approach Grounded in the Science of Reading



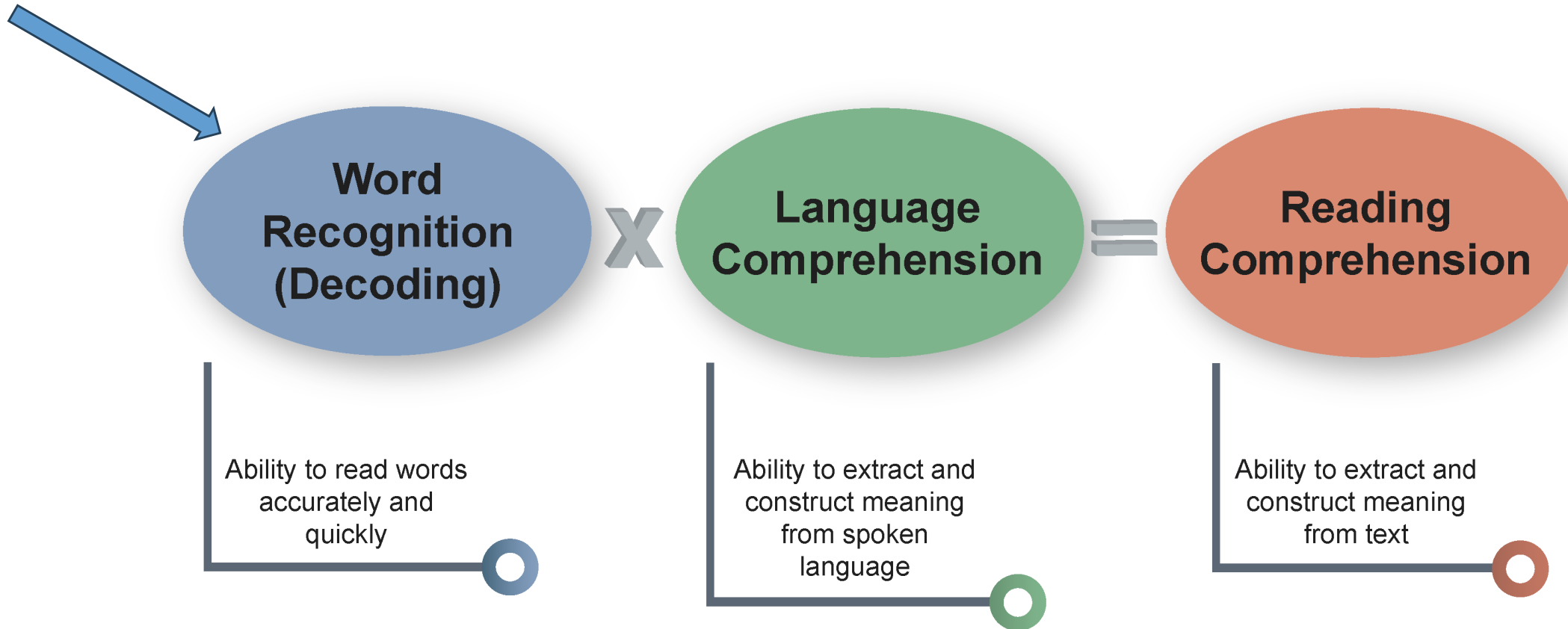
Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor.

See Accreditation ^{Plus} <https://tinyurl.com/2p8v3hcf> and <https://tinyurl.com/5bvr8hz>.

(rev. 10/25/23)

Simple View of Reading



Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019

Reading and Writing

- Unlike reading, writing involves:
 - Deciding what to say
 - Which words to use
 - How to spell them
 - How to write the letters
 - What order to place the words in

Development of Writing

The Strands That Are Woven Into Skilled Writing (Sedita, 2019)

Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

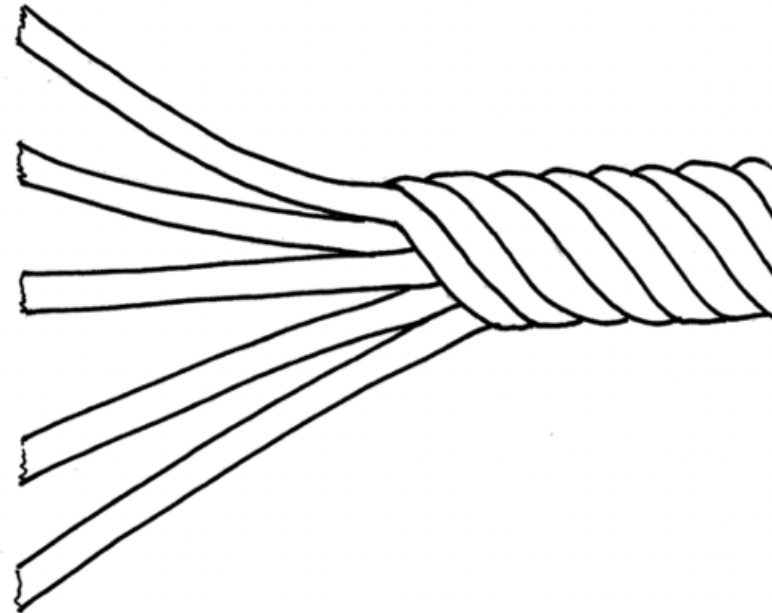
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription

- Spelling
- Handwriting, keyboarding



2.0 Handwriting

Fluency and Legibility

- Handwriting fluency
 - Production of letters, numbers, and punctuation is quick and easy
 - Decreased fluency increases cognitive load
- Handwriting legibility
 - The ease in which a reader can read what a writer wrote
- 85% linguistic
- 15% fine motor
 - Berninger & Wolf, 2009, as cited by Moats, 2012

Explicit Handwriting Instruction - I Do

- I do it
 - Model the letter formation
 - Stress orientation to the lines
 - Model the formation a number of times using verbal prompts

Watch me make a lower case p. I start at the belt line. Touch down. Touch around. Watch again. Touch down. Touch around. Say it as I write a lower case p. Touch down. Touch around.

Adapted from the work of Anita Archer

Explicit Handwriting Instruction – We Do

- We do it
 - Using the verbal prompts (e.g., touch down, touch around), guide the students in forming the letter
 - Monitor the student's letter formation

Adapted from the work of Anita Archer

Explicit Handwriting Instruction – You Do

- You do it
 - Have the students continue writing the letter as they say the letter name
 - Continue until the letters are consistently formed

Adapted from the work of Anita Archer

3.0 Spelling

Foundations of Spelling Instruction

- Phonology
 - The speller hears all of the sounds and plays with the idea that /jumpt/ without /t/ is 'jump'
- Syntax
 - 'jump' can be used as a verb; verbs have tenses
- Morphology
 - 'jumped' consists of two meaningful units.
 - Base word: <jump> Suffix: <ed>
- Orthography
 - /t/ will be spelled <ed> and not <t>

jumped

Dictation Routine

- Say a word, segment each sound in the word, and students to write the word as they say each sound
 - *pet*
- Dictate a short sentence. Have students repeat the sentence and hold it in memory while they make a line for each word they will be writing.
 - *Tim pets the hen.*
- Reminders for capital letters, punctuation. Reference sound spelling cards
- Model correct sentence. Student self-correct any errors

Moats & Tolman, 2019

Phonetically Irregular Words

- “Highlight the tricky to make it sticky”
- “Highlight the heart (hard) parts”
- All new words are taught with direct reference to their sound-spelling correspondences
 - Decoding is how we learn to read
 - Encoding is how we learn to spell

How to Teach a Rule Breaker

1. Explain to students they are going to practice reading and spelling a rule breaker
2. Write the target word on the white board
3. Say the word.
4. Say the sounds in the word.
5. Point out the sound that is “breaking the rules”
6. Say the word again.
7. Say/write the letters in the word
8. Repeat the whole word

Gillis, & Eberhardt, 2018

4.0 Instruction and Assessment

Spelling

Instruction

- Spelling intervention was found to support struggling readers more than decoding intervention alone
- Not all methods of spelling instruction are equal

Such, 2021; Uhry & Shepard 1993

Practices to Pause

- Spelling identification tasks
 - Find the correctly spelled word in the group
 - Word searches
- Anti-spelling method
 - Write several spellings and select the one that looks “right”
- Teaching spelling “rules”
 - Unlikely to support spelling
 - Unlikely to support reading

Practices to Promote

- Explicit instruction routines
 - I Do, We Do, You do
 - Say the letter sounds as they write the word
 - Provide corrective feedback
- Follow a scope and sequence
- Highlight the “tricky” or “heart part” of the word
 - Ensure that other phoneme-grapheme correspondences are recognized as decodable
 - Focus on critical content
 - Frees up cognitive space

Spelling Screener

- Quick indicator of basic skills
- Identify student difficulties to inform support
- Does not give information regarding the underlying problem

5.0 Closing

Summary and Review

- Letter formation, handwriting and spelling are foundational to skilled writing
- Explicit instruction required for handwriting and spelling
- Student spelling gives us insight into what a student knows
 - Is our instruction sticking?

Resources

- [The Not So Simple View of Writing](#)
- [Writing as a Tool for Improving Foundational Reading Skills An Overview](#)
- [How Spelling Supports Reading](#)



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Next Up: Structured Literacy Series

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