



**Title:** Evidence-Based Instruction for Low Achieving Writers Aimed at Multi-Levelled Writing Systems

**Audience:** Interventionist Specialists, SLPs, School Psychologists, General Education Teachers, Special Education Teachers, Clinical Psychologists, Neuropsychologists, Principals, and District Administrators

**Instructional Level:** Beginning to Intermediate

**Course Description:**

Currently, evidence-based reading practices have received more attention than evidence-based writing practices, but writing matters too, as shown in assessment, instructional, and brain imaging studies that will be discussed. Participants will learn about peer reviewed research that has been translated into lesson plans practitioners can use to help low achieving writers develop functional writing systems for integrating multiple levels (units) of language (subword→ word→ syntax→ text). In Part I, instructional strategies for using with first graders (or older students) who are low achieving in handwriting are described, which teach legible and automatic handwriting, transfer of handwriting to spelling, and transfer of handwriting to composing. In Part II, instructional strategies for using with second graders (or older students) who are low achieving in spelling are described, which teach the alphabetic principle in the spelling direction, alternations for spelling the same phoneme, practice in spelling monosyllabic words, transfer of spelling to composing, and use of personal dictionaries. Also, instructional strategies for using with third graders (or older students) who are low achieving in spelling are described which in addition to alphabetic principle in the spelling direction and alternations contain activities for practice in spelling polysyllabic words and in spelling words in dictated sentences, and sharing composing with writing buddies. In Part III, instructional strategies for fourth graders (or older students) who are low achieving in spelling and/or composing include handwriting warm-ups, spelling single words and dictated sentences, and strategies for planning, translating ideas into written language, reviewing, and revising compositions. In addition, activities for “writers’ play” are added to “writers’ work”. In Part IV, instructional strategies are covered for use with fourth graders and above who are low achieving in spelling and/or composing that include (a) peer review of handwriting, (b) morphological, orthographic, and phonological coding for spelling English morphophonemic orthography, (c) spelling words of Anglo-Saxon, Romance (Latin and French), and Greek origin, and (d) composing. In Part V, assessment measures that can be used to identify low achievers in handwriting, spelling, and composing and assess response to instruction will be reviewed.

**Key Benefits of Attending:**

1. Understand why it is important to teach writing to all levels of language close in time.
2. Be able to explain why it is important to teach both handwriting and transferring handwriting to spelling and composing.

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## **PROFESSIONAL DEVELOPMENT**

3. Learn that English is a morphophonemic orthography that draws on not only alphabetic principle in the spelling direction (not exactly same as in reading direction) but also morphological, phonological, and orthographic coding.

### **Learning Objectives**

1. Be able to explain why a student who can read at grade level is not necessarily able to write at grade level.
2. Explain how teachers and intervention specialists can work with speech and language specialists and psychologists, who are credentialed to conduct assessments, to identify students needing specific kinds of instruction and evaluate response to instruction.
3. Describe how speech and language specialists and psychologists, who are credentialed to conduct assessments, can translate assessment results into specific kinds of instruction.

