

Welcome everybody. So happy to have you all here
and share one of my very favorite
topics, which is spelling share about that. I'm Nora
shabazzi. I'm the founder of Epley out in
space literacy instruction, which is a system of
Reading Writing and spelling instruction for
teachers to teach kids and for Learners to learn and
we are we have this very lofty
goal of teaching the world to read and so we come
at it from a whole bunch of different angles and from all kinds
of you guys from all over the world. So speaking of
which please do introduce yourself in the
chat and share with us where you are hailing from tonight and
what brings you here, whether
you're a parent or a teacher or what you're interested
in spelling is because of course spelling is something that
impacts all of us personally ourself as well as all
the kids that we teach so we're excited to have you and I'm
gonna go ahead and all kinds of
People popping on in I'm going to share my screen and we'll
just get Off to the Races.
alrighty
Here we go.

Okay.

Alyssa are you good with the?

Entering people. I think that's good. I just popped
up on my screen. Okay?

So spelling and Abilene, how do we accelerate reading with
accurate spelling? And of course also accelerate spelling because we're
always into that too. So that's what we're is our topic
tonight.

So again, if you would share with us who you are and
where you're from and what brings you here tonight and anything
else in the chat, please be sure to share questions. We
have Shannon here and Alyssa and Cricket
all from Epley that will be helping us gather
the questions and get you guys
all you know brought in and sharing links and
all kinds of good stuff to to get you everything that
you need. Okay, so don't be shy and
we'll we'll have questions and answers at the end.

So first I have to start out. I just got back
late last night less than 24 hours ago from
Beverly Hills where we just burst
this baby that I realized was almost two years
from to the day that this

whole documentary idea got underway,
which is pretty impressive to think that it's really only been
two years when it feels like it's kind of been 10, especially in
the middle of a of a a pandemic. So the
truth about reading documentary that was privately screened
for the first time last this on
Tuesday night and the Beverly Hills Hilton where
they hold the Golden Globes and it was just very, you know down and
I were there kind of as a date together and
pinching ourselves. Like we're like, we're having so
much fun playing tourist and like we're hanging out in Beverly
Hills as if we own the place, it was just really really cool and then
trying to ignore the fact this documentary was going
to be you know showing at 8:30 at night. We had no idea what
was gonna be in it, but it was really really
Spectacular and very exciting it's gonna be
a while before the public can see it. They're gonna have an
opportunity certain January to do some private.
Screenings and showings and stuff all around but it
will be here soon. And it's very exciting to
know that it's really really spectacular. There was a
a producer director from that
wasn't involved with the film but was they were the friend

and he came up to me afterwards and said, you know get ready to win a lot of awards with this because it is truly one of the best I've ever seen so that made me very excited and very nervous. So, please give me some Grace tonight if I'm a little bit off either how I look kind of crazy or my brain not working. So well, we may have moments but but I'm feeling pretty good, but I'm kind of on a high but also a little drained all at the same time, so exciting stuff for Literacy for sure.

Okay, so off we go. So this is what we're going to be doing in this webinar. We're going to talk about why spelling is so important it gets a lot of times pushed to the background and a lot of misinformation about it too. So how spelling is connected to other literacy areas. There's it's very very integral to all kinds of, you know, basically everything's literacy reading comprehension writing handwriting all that kind of good stuff. Why teaching spelling feels overwhelming to many if not most people and and confusing too and tips on how we can make spelling instruction easier because we're really big on

Straightforward simplified streamlined ways of applications. So talking a bit about that and a new thing that we are just starting with this webinar, which is some workshops. So I'm going to talk about that at the end and then we will do our our question and answer. We do have a spelling and evelly blog that I did that's on our Epley blog. So if you haven't seen that yet and you're interested in it, it's kind of a companion to this webinar. So do take a peek at that, too.

All right, so I'm going to start by showing you, you know, just a few progressions of spelling and some interesting things kind of via picture.

This is a kindergarten spelling assessment that one of our kindergarten teachers shared with us. This is the child in September in the same child in November and then the same child in March. So if you look at this transformation, this is the kind of thing that we can expect and very, you know kids very in degrees and different degrees. Some will do better and faster and some you know a little bit slower and we'll take a little bit more time, but we can really move our kids far and fast with you know, the explicit instruction and support that that we Utilize as far as spelling and

integrating spelling with reading too.

This one I have shared this if you guys have seen many of my webinars like oh we see Colleen's writing again. But I really this is a big motivator for me her writing piece. But point of this slide is that this was her spelling test the same year as this writing a hundred percent of these words are right check out delicious like seriously delicious. This is also on the blog if you read that but so she wrote all these and she got 100% on every spelling test all the time, but her writing consistently looked like this and so you try to read it and it's like interestingly. I mean I can read this easily now 25 years ago. I could not when it was on the wall and teachers can read easily now because we're used to trying to decipher this mystery code in every child has seems to have their own but the point here is that this over here the spelling on the test did not transfer to this over here, which is the spelling in your writing. So, why are we doing this over here when it does not transfer to this over here now if we're doing this as far as a spelling assessment and it transfers and we see that you know, they have a system and A rote memory, you know, that's a whole different story. But if we see it in it's not transferring everybody teach your

child parents all of us have done a whole lot of work for something that's not going to give us much bang for our time and energy and all. Okay, so we want to see that transference over into writing for sure.

This is another example of a fourth grader and special ed. This was his writing in August of this I think with 2018 maybe 19 and he hated writing. He hated writing. He hated reading he hated everything about it. This was in August in this story over here was actually story which I love it with the ebony bird. This is his the same student and this is his writing three months later. Yeah three months later. So and now this child wants to be an author and he wants to be a writer and all he does is right and left. Right? So this kind of transformation is possible. It's not gonna happen with the kids just on their own without, you know, explicit instruction and support but with explicit instructions support and some switching up how we do what we do as far as spelling can get these kinds of Really accelerated gains with our our spelling and especially our spelling in our writing. Okay, because that application is key. You

know, we don't want to just spell words in isolation if it doesn't transfer to her spelling them correctly in the writing.

So those are some things we're going to touch on tonight also, so

I love this this little

slide here because my niece who was putting gifted

in talented because their scores are so high and is very creative

and great at math and all those things and she's now in her 30s,

but she said I would always use like a word like good or great.

I'm not gonna use exceptional or fantastic or phenomenal.

Why would I do that? I can speak those of course,

but I can't spell them. So I'm just gonna use a simpler word. So this

is a lot of times how people you know, try to

what I want to say.

I can't think of the word but adjust that's wrong word

to be like I'm not gonna reuse the word. I really

want because I don't have spell it. So I'm just gonna I'm gonna kind of dumb

down my my spelling to go with something that's easier for me.

So this is a really good visual to to show

how that happens and and it's very

very common with kids and with adults actually.

So why is spelling so important? So first

of all spelling is the foundation of reading most people have the

perception that reading is

the foundation for spelling but truly it's the other way around and David chalk who if any of you have seen the truth about reading teaser. He's the gentleman at the beginning. I got to teach him how to read he was 62 years old brilliant man. This was a year ago May and now he reads three to four hours every single day. He's reading up for five books a day. He's he's blossomed like the most beautiful flower. It's it's so unbelievable. But he said, please get across to the people you teach this this was the key for me and out at the premiere or the screening of the of the documentary. He said this on stage when he was talking about his experience. He said when I was working with Nora and with Epley, this is the key and I I want kids to understand I want teachers to understand I want parents to understand this and he's like it never occurred to me. First of all, the English was a code. I didn't know that I was you know producing I had a TV show and I was doing all kinds of high levels major stuff for with technology and all the stuff but I'd never knew that just like with computers. There's a code that with reading and spelling there's a Code. So so what was the most profound thing to me? Is that these words I'm speaking are made up of sounds and these

sounds in words that are flying around out here can be
captured and put down in print okay
with a code. So we do
the we speak it first. We say it and then we
spell it and so it's like, oh, I've just coded
these words and then I can pick them back up off
the Page by reading them and it's a
lot easier actually to read them then spell them and he said
it was just like the light bulb went on and I'm like I get this I know the
code I didn't know the code because nobody taught it to me, but I know the
code I can apply the code based on what I have in
my mouth which are my words which I already have and he said it's
just been so easy to Skyrocket and just make
my reading accelerate more and more and more and fast and
Okay, it used to be doing a book and then she was two and three and
now I'm up to four or five at a time. So that is the key.
It's the spelling part first to put these sounds
and the words in our mouth like fly out into print
and then it's easy to lift them but eight
back up off the page if you start first with a spelling so spelling
is absolutely critical and that's the way that we teach with Emily what
we say, we put it down in the code in
spelling and then to reading and there's a misperception sometimes

that if you go from you know, what you're saying
and write it down spelling that you don't do the reading. Well, if
you do then you do so after you spell it then you read it back. So it's doing
that reversibility thing. So spelling is
the foundation of reading as opposed to the other way around so

Let me make sure I'm on the right place. Okay? Okay. So
spelling is difficult. We got that.

Accurate spelling conveys a more secure
grasp of the alphabetic code, then does reading so one of
the first questions that we ask when someone calls our reading Center,
which is Cricket can attest to lots of someone's do these days.

One of our first question is is how are they as a speller? Not
as a spell around their spelling test for the same reason. I just talked about with
Colleen stuff. But as a speller in their writing, okay, how do
they do with their spelling now, if a parent tells us like,
oh my gosh, they're horrible with spelling they can read. Okay, but they're horrible with
spelling. We know they aren't reading anywhere near to their potential because
spelling is expressive you have this Blank Slate to
go to right and you're like,

wait a minute. There's 20 ways to spell which one do
I use for? You know Chef I what's what am

I gonna use and we can hear it down to to some for sure. But
if you're not sure as far as the spelling it's much more

challenging to do that expressive piece of it. So I use
the example here of night. Okay, here's a whole bunch of choices of
ways that we could spell knife. Right? How do we
know which one especially if it's not even if we've seen it visually and
reading a lot of times especially for not going by sound when we're
selling we're trying
to pull this from this, you know file cabinet in
our head and put out what one might it be and there's
Really an endless number of choices, you know
for a lot of times especially if you get to multi-syllable words, but reading
is receptive. I have something here that I can pull off
the page so I can pull it up the page. There's I
can do a bunch of things like use context or even
if I'm if I said couldn't if I knife. Okay,
it's gonna be easier for me to manage this from Reading
than it is to manage it from spelling. Okay.
That's a really important thing to understand when you
see no matter if you have five phds doesn't
matter how brilliant bright educated you
are. If you are not spelling accurately, you're not
reading to your potential and it's a really good marker for us to to
know and see in a lot of times our people can
read and read, you know, all right, or well or

good typically could read great if they
you know understood more about the code and also about
the reversibility of the code. So accurate spelling
is necessary to adequately communicate during writing
too so we have the point of
Of writing is why the whole alphabetic system
was created quite frankly. They were drawing pictures on those
caves, you know, and you're like, I don't know. This could be a fighter. It could
be a big banquet or something. We aren't sure what they're trying to convey here. But with
writing it's precise. So you put it down somebody
else can pick it up whether you left the room left
the building left the state the country the world, you know, you
somebody can pick up what you've written
down. That's your talk right down. So that's the
whole purpose is to communicate with other people. So spelling is
pretty worthless. If you spell like Colleen Did
in a writing and nobody can get benefit from it
because you can't read it and that's frustrating. I've had many at times
actually back when she and her sisters were in school. I worked
in their publishing Center and all the kids wrote like that. They would come
and like could you read this to me? Because I was a volunteer to you know,
do this and move it to the people who would type it up all spelled
wrong too there and I can't

read it. I don't know what I said, so they kind of make up something else and we just like, oh well and send it to the typist and they type it up missp

Like they'd had it in their writing. So all of the

communication value is gone if somebody else can't read it and

that's a problem when you're not spelling accurately for sure. And and

so that's why it's really critical that

we teach our kids, you know, the spelling also

not just because it helps reading of course, but also so that we can communicate it's

the key

and then again

back to Colleen's writing because it's very very hard to

Decipher this when you don't know what's going

on, and it's interesting because I talked to Richard jettry last

week. I think he might be on there and I was coming on and he is like the

spelling Guru is written tons and tons of books and he's absolutely brilliant

and he said I can see from Colleen's writing that

was in my blog that she was dyslexic and I said,

you know, that's interesting because I didn't really know anything even really

familiar with the word dyslexia back in the 90s and

it never occurred to me. She was never tested. I just taught her and

she became a great reader and a great speller and you know,

she was fine, but she totally

when I look back on her back in these days, if you

look at the classic dyslexic, she was totally every

single thing and and now she she's

not which is yay team for sure.

Um, so how is spelling connected to decoding right

and and dealing with that code and our reading

like we're talking readings talk written down. So we want to read

like we talk and then understanding what we read. How is all of

this connected? And again, it's not all these little islands like over

here spelling and over here is you know phonics and

back there is fluency and now we deal with you know, comprehension in a

different Corner, they're all deeply and completely integrated.

So how is that spelling and so

I pulled from some different articles and

spelling in there are many many out there. So I

found some and this one is from snow in 2005

research has shown that spelling and reading build and

rely on the same mental representation of a word knowing the

spelling of a word makes the representation of it sturdy and

accessible for fluent reading. So again say

spell read okay in

that order really pretty critical and this,

you know research on this has been around for a

while, which is very exciting.

It's in since we're all very mindful of that these days for sure
fortunately and then Richard Gentry speaking of him
sweet man, who's in documentary as a matter of fact the spelling
to read movement spots and this is very recently just in I
think last month the spelling to read movement spotlights
the importance of spelling for orthographic mapping and
Spelling's role in automatic word reading which drives reading
comprehension. So not only do we come become
automatic in our spelling and accurate. We become
automatic and accurate in our reading moving to that
orthographic map and process and the self-teaching process because
of the pattern pieces that we pick up when we
deal with down and all of those wonderful things. So spelling instruction.
I agree completely with Richard should be hot
in 2022 2023 and forever should
always be hot
In my opinion because it's critical to literacy.
And left out a lot.
So why does spelling seems overwhelming? Well, here's the
deal if you want to have some spelling easy. Learn
Spanish by sound not by whole
word reading but learn Spanish, you know, there's other languages too
where there's a much more transparent system. Okay,

one letter one sound for the most part, you know,
it's just like a triangle is it a square is a and
a circle is a pup easy and it's that
way across the board not the same in English and English. We
borrowed from many other languages or countries for
their spelling for certain sounds and and all
that good stuff. So in English, we have some Concepts that
are unique one of them is one letter can spell
a sound like the in cat right? But also four letters can
spell a sound like the oh and though so one
or two or three or four letters can spell one sound so
that makes it a little complex. How do I know? When is what and which
is which so that's where That explicit instruction comes in.
The other thing is is where you can see with this all of
our sounds there's about 40. Most people have been saying 44
Area lately, I usually say 37 to 44 sounds in
English and almost every one of them can be spelled in
multiple ways. Now, we probably haven't thought of this is
spelled in different ways. Yeah, right. So here's some of the ways that this
can be spelled and they're you know, and and you'll
find that in quite a lot of words. So both vowels and consonants usually
consonants are totally left out and you know
thrown in the back corner of the room and we focused so

much on vowels, but it's consonants also, I mean the winner is
and and there's 20 ways to spell so we
have the same exact sound but there's different ways to spell it which makes
spelling more complex even than reading which is
also complex again same code using being used
here. And then the other thing is this will be looking at the same
letter or group of letters up to four letters and we're
gonna say a different sound. Okay. So here we have that. Ah,
we're looking at this letter here and it can
be ah and on or oh and no or oh and do awe and
dog or in Sun and there are others actually.
So the same exact spelling in different sounds go
with
We've tried to deal with these things with you know,
rules and and all kinds
of you know stories and that type of stuff not very efficient
if they're not consistent. There's lots of
exceptions. It's confusing for kids cognitive overload
like oh my gosh, and also, what do I do when
you know, when am I supposed to use long or short or
none or all or you know that type of thing so so we're
putting so much stuff into kids heads and even more
so when it comes to the spelling and then we have that issue of

multi-syllable Words, which everything unless it's
a very controlled decodable text has multi syllable words in it. So
we have to have a multi-silver process to use that's manageable
with our working memory that that results
in us being accurate automatic spellers. Okay
and readers too. All right. So these are some things that
make English.

A little bit crazy complex type of thing.

The cool thing is there's a logic to them. That's the really
really good news and it's a logic that can be taught and it's a logic
that can be picked up quickly when we're going from what we're saying as
opposed to starting from what we're looking at. Okay and doesn't
mean we're not going to go with what we're looking at and read but it means we're
going to start from what we're saying and that's where explicit instructions gonna be
also over here. We have about 40 sounds
in English and about 250 spellings.

Well, this is not a good match made in heaven, right? That's interesting.

It's because there's so many ways to spell every
sound that we say so we've got to have a system
to teach our kids how to deal with that when they're matching
their their sounds to the spellings in a word and if
you look at this, these are some examples I love this that I read. I don't remember
where I read the boat. Oh, it was recently in something. I was reading if you

look at dogs and cats now if a child is reading the word dogs or
if they're gonna say dog,

that's what they docs. Oh dogs. They're gonna
do that.

You know switching flexing of that consonant

sound because that dogs is in there, but then they're gonna go

to spell dogs. Hmm. Okay, duh. Oh, I

know that all I can saw good and then that would

be more commonly how a child you're gonna see it may

be an hour and a and there's all kinds of different options. And

those of you who teach have seen most of them. I'm sure but the

spelling is just much more complex, even though it's using the

same system cats same thing. Okay, it's gonna be much more straightforward except

for a lot of times the kids are gonna use that for the

cats and peace. This would be very much. So how a child

would spell peace if they're just going from there, you know

sound to spelling thing put East when

they don't understand all of this over here where up to four letters

can spell a sound and there's different ways to spell sounds and and the

same spelling can be different sounds so that would be peace or Bridge or

caution. All right, that would be very in to look

at that when somebody's writing you like what on Earth are they trying

to write but it makes perfect sense if you go by sound so they

could even be going by sound very much. So if they spell it like this

Ah, if you look at Colleen spelling, you can see she's totally

going by sounds she even knows that more than one letter can spell a sound shouldn't have

a clue which ones are for what though and all of that kind of stuff.

Remote control of my screen. No.

Susie I don't know if you did that by accident

Maybe we're gonna fix it. I don't know. So anyway,

the reading is much less of a cognitive load

and the spelling is going to lag behind the reading almost

always the more you teach it interchangeably and in

integrate integrated the quicker

the spelling is going to come but it's much more challenging in a

legs behind the reading and fixing it. Once

you try to explicitly the best way to expand it

when the kids understand this whole cold thing is to have kids

right in spelling writing and then get

them Corrections on it too. So these this is why

spelling seems overwhelming to learn and overwhelming to

teach right, especially if you don't have a system to do it

Okay, so the code and I've

talked about this a little bit already is reversible. All right for was

well, all right, we're reading this and if we

read it a lot of times kids might say well ass wax was you

know, they have to change those sounds but reading decoding would be saying what the so we're going from the print taking it off the page from that code that we know hopefully and saying it out of our mouth spelling is encoding. So we're saying those sounds was what ah now if you don't know that this can be and this can be a spelling present. Most likely you're gonna spell it like it looks up here under the decoding you're gonna spell it in that, you know, kindergarten spelling I call that the one that most kids learn in kindergarten when you just know that basic one-to-one correspondence code, but this is reversible. So with Emily we teach it reversible in the same activity. We teach reading and spelling and the kids pick up even if we didn't ever say it that these are this is the same process that we used to do both things. You just do it, you know in a

Current different number of steps, but using the same code same skills same Concepts all that good stuff.

So integrated instruction, this is really really really really important and it's really hard.

To change our thinking around this as far as the concept of this but instead of

building a car we don't we would never want to
build a car with the engine over in
this corner and the wheels over here and the chassis over there
and the other stuff over here. We have to integrate them for them
to work. Okay, so we want to do that
as much as possible as soon as possible. Now some
things we are going to have to build that engine over in this corner before we put them
all together kind of thing. But we want to put them all together very very quick
quickly. So what we want to do here
when we're segmenting the sounds we're doing phonemic awareness
when we're blending we're reading them and putting together. We're blending them when we are saying
what and then changing
that we're doing that phoning substitution stuff.
So when you're segmenting segmenting the
sounds and doing that funny awareness skill
as you're writing the letters, you're not gonna insert a
sound and write grass when the word is gas, right
or like right gas when the word
Grass because you're saying each sound is your hand is writing it
absolutely critical. Then you have to decide what
spelling. Okay, I'm going to do gas. I'll
go here's a good. All right, pretty much that is the gun. And then
there's a couple ways for do I do a double letter do I

do a SE switch one do I do there's patterns and tendencies for that and we teach those to our kids but it's something that you have to decide again making it more. That's what the segment more challenging then then reading and then with logical and acceptable spellings. We'll say to kids if they were to spell cheese like this cheese. We're like, this is cool because I know you're going by sounds we know you've got eh, what you don't have is the acceptable spelling for e and they acceptable spelling for this now if they were dispel teeth, you know to IET H or whatever. That's an acceptable spelling free and it's a two letter spelling that's exciting. Right? So we're moving closer to that. So we it's a process.

It's not like one day. I'm a horrible speller in the next day. I'm great at it. It's like a lot of things learning.

Abby teaching Abby learning all kinds of things. It's a process to get you to, you know, becoming automatic and accurate at it.

And then always in each activity. We're going to talk about what the word means now if the word is cat. We're probably really not gonna talk too much about that or tomorrow or that type of thing.

But if it's a word that we think even some of our children might not know or the child that we're working with it for working with one or a few we're going

to talk about what it means or even if
they know unhappy means like this is not good. I'm not happy. Well, I'm
means not we can talk about those prefixes and suffixes and
root words in the context of what they're already learning. It's
meaningful. It's relevant. It's already great there. So we want to
do that and we can talk about vocabulary in these
two sentences give you you know, the same word
meaning different things. We Overlook the
hotel because it was hidden by trees. Okay. So look that
at the end it means they happen in the past. We'd already gone by it
over. We're past it in our in our lucky or the
hotel overlooked the trees, right? So
it's looking over these two things mean different things.
But so and so we have to talk about that with
vocabulary, but also talking about that morphology.
Prefix suffix root words in the context of
what they're already going to be doing instead of putting it in a different corner and
saying now, this is our vocabulary time and over here is our phonemic
awareness time. Now, we're going to do phonics over here. You can manage
it. All right in the same activity, which is really really fun.
And then you apply it. All right, you apply it to either read
or write?
Which is the whole point?

So integrated instruction leads to accelerated learning that is
key not isolated island instruction
because the it you know, not only
are they not integrating it these things can't all run together basically
like a car running together, but it's hard.

They don't realize that they're even supposed to. Oh, I'm
supposed to actually use that spelling when I'm doing, you know
by writing or I'm supposed to try to count or
do you know my phonics and fanemic Awareness stuff when
I'm I'm trying to be fluent all those things. We want to integrate that
instruction as much as possible to accelerate that learning and
especially with spelling.

To sound versus the letter name. This is a big topic of
conversation. A lot of times. Do we do
one or the other? Well, it doesn't have to be one or the other you can do
both but it is is it a good idea to do
both at the same time? Is it a good idea to do both in spelling? Is it
a good idea to do? You know how when
what do we do with this? The sound is
what comes out of our mouth not the letter. I mean, I could say BCD right?
Of course, but the words that come out of our mouth are based
and sounds not letter names. So that
is intuitively we know that what

we have to do is spelling is based on the sound and the letter name in The Sound has traditionally been taught at the same time. Typically even the letter name before but a lot of times the letter name this out integrated together which can cause some confusion because I use the letter name or do I use the sound when I'm going to do this reading piece thing. How does that work now when you're teaching by the words that are coming out of your mouth and you're going by sounds you don't have a choice to use the letter names that you can't even do it, but sound is what's natural.

What we have to do. So what we've got here from Diane McGinnis or from her early reading instruction book. She quotes to these different research studies that showed long ago. So not recently. So in 1967, it was well, I guess the her book was written in 2004. So I guess long ago for men but longer ago from now the learn that learning the letter sound relationship cut the learning time to decode words spelled with those letters by about 50% compared to letter names now this does not and I don't want any discussion really about you. Don't teach letter names. That's not true.

We teach letter names we teach them in handwriting. We do not use letter names when we're reading and spelling and I'm going to show you why that is and how that can trip kids

up. Okay, so we don't mind that the kids know the letter names they most of them a lot of them come to school knowing letter names that's perfectly fine. When we are doing reading and spelling explicitly teaching it and applying it. We're going to go with the sounds because that's what we need to access both with reading and with spelling Okay, so

We are very big sound, you know, when we're teaching those literacy pieces for sure. So words and sounds are natural right letters and letter names are man-made. Not natural. Okay, sounds are what we need to access because they're the basis of our reading and spelling system. And then again another example of of a lot of logical spelling as opposed to the acceptable spelling.

We want to move our kids as quickly as possible to the acceptable spelling. We see lots of times and teachers see this and we see this from K through 12 actually through adult through senior citizens where that inventive spelling piece is hooked in and its state.

People continue to misspell and oftentimes use what we call the kindergarten spelling the one letter spelling association thing. So we've got to give some

support instruction error correction

to move them from this, you know,

logical spelling or invented spelling

to acceptable spelling. So the other

interesting thing that's important for spelling and that mocks up

a lot of things is that every single constant letter

name without exception is at least two sounds long every single

one. Okay. Some of them are like w I think

is six so two to six sounds for every letter name and

we have to isolate to this specific sound. So

these are some examples of spelling errors that will

happen when you're overusing the letter name or you're thinking

letter name first, which a lot of kids. That's what they learn first. That's

the important thing. That's what I'm gonna go for right and it shows

up really really strongly in spelling. So for large,

oh are letter name are okay and

every constant letter name is at least two sounds

So R is our so they do

that for large. So they use that letter name for R. And

then G the first sound in G is just so

large. This is how that would be spelled. Right because G

by itself is never the spelling for just by the way. So this is

a very good example of that letter name interference that shows

up in spelling. Okay. Spell speaking of
spelling.

Spa L. Well look it out. That's cool. I'm gonna put
it now right and you can see instead of LS2
sounds eh, oh, so

they're not gonna segment that and they're gonna spell that like
that. You can see this is my favorite and a teacher show. I
shared this one with me with one of her children, her students had
spelled obedience this way check this letter name interference out.

Oh b d and four

letter names in a row and then oh see

see starts with e it starts with so this

is how they would spell obedience letter name

interference all the way through okay for four,

you know, four different in the oh, sometimes the

constant errors about can be it's like the same as it's lettering

so problem.

And we'll see it in their spelling and kids get stuck

in that and that the older that they get the deeper

that letter name interference gets to so we

don't want that.

The now the other thing is

This is big. And this is one of my pet peeves. Our

team here always is like we love we're talking about spelling especially this part because of Colleen's how I got into this whole thing in the first place. Is that dog story. If you could read any of it that dog story that was my you know, Gateway into literacy and this passion that I've had for these last 25 years and this is this the importance of Errors making them but correcting them not making them and leaving them there to linger forever never being corrected and there's a couple of things on this was from the annual review of psychology about learning from errors when people have made an error corrected feedback is crucial we have to show them the correction, right? How would they know how to do it? Right if we don't give them the correction it's not enough to Simply. Tell them whether they're right or wrong. We don't want to say that's not how you spell that right? That doesn't give them any feedback about how they actually do spell it people get no, but virtually no benefit unless the feedback they receive provides the correct answer and I would go one step further not just providing it but having them replicate it, okay.

Says that spelling for Jeff now you write it because when I write it I get better at spelling just but when you write it, you're gonna get better at spelling. Just so having the student be the one to fix the error themselves after

you've shown them what the correction is Corrections are huge
and this is another one from one of my very favorite books that I love and I
know I talk about it a lot many of you have heard many
of my webinars and this is make it stick and excellent
book on the science of learning right the whole
thing is about what are you learning? So this talks about the aversion
to failure maybe reinforced by instructors who
labor under the belief that when Learners are
allowed to make errors. Oops misspelling. Sorry about that.
It's The Heirs that they will learn. Okay. So we think oh
if they make errors, we don't want to make you know, they they're
gonna learn that error or they're gonna you know be I don't
know anxiety about it or whatever. This is not the
key when Learners commit errors and are given corrective feedback.
The errors are not learned the last
thing and put it on that brain is the correct.
Information. I'm obsessive if I've ever taught in your classroom, or
if I've ever talked a child or you've learned from me
as far as teaching spelling. I'm obsessive about correcting
spelling.
And we do that, you know starting small by doing
a word really a sentence. We don't go
by we're gonna write three pages or colleagues 40 words and have

so many Corrections that it's overwhelming for me and for her, right? So we're gonna do this as a process but fixing the errors is absolutely critical and that is not what happens hardly ever in spelling and Colleen stuff with her spelling she has and I haven't read over here still sitting in my office. She has hundreds of stories. She loved to write stories. Nobody could read any of them, but she practiced the mistakes over and over and over and over and never where they corrected in school. I corrected them when I could but they were never corrected. So even though it took a very short amount of time for her to learn to read it took two more years for her to learn to spell correctly and it would have taken less than two years. Probably if I wasn't the only one correcting them but when you keep repeating the same errors, here's the next thing you oh, I'm gonna talk about this too. I have some very inappropriate writing.

Things but I'm like, oh yes, this is supposed to be of course Santa probably a little inappropriate but the misspelling stuff these kids are so proud and sometimes there's writing things that are you know, you guys swear words all along the hall probably displayed with kids thinking they've written some one thing when they've really written a very different thing. So when you

see misspelled words this results and we're
spelling and I was reading something in Diane McGinnis talks about this lunch too,
but reading about and it makes total sense and teachers like that's so
true teachers who were great spellers and then they teach
a great especially even an older grade where they read so many papers and
things with misspellings in them. They start to be like
is that I was there because seeing misspelled words
make you a word speller. So obviously that's
gonna be the same for our children the more they see
the misspelled words the better they get it misspelling and I
don't think that's what we want. Right? That's not what we want. We want
them to be able to Spell accurately. So they can communicate in a
way that other people can read it so that last thing we want them to
see is the correct spelling so that they can
Except and this again practice makes
perfect. The more calling practice misspelling was
the more perfect. She got at misspelling was right. So
the more we practice something especially if there isn't any
feedback on the errors the better we get at the errors.
So we want to be really mindful not to do
that. Are we going to teach our children to correct how to misspell or
how to spell accurately right and we
are always of the mindset that we're going

to in a way that's respectful low anxiety
and and assuming we're
not going to say oh that's wrong. And you know, what else could it be? Well
you already show me what you thought it was gonna be. Let me show you what it is
and let me have you correct it then cool. Now let's move
on. So that's what we want to do because we want the practice to
be of the accurate information not of
an accurate information because you just get
too good at an accurate information and then it's really really hard.
It's just like guessing in you know, if you ever had kids that
have guest amount of you really work with readers. You all have kids guess it's
so hard to undo you have kids that
misspell. It's so hard to do. It's a whole lot
easier to teach you how to spell accurately from the beginning then it
is to undo after they've been doing it after hundreds or
thousands of repetitions. So we want to be really
mindful of that with spelling
and this is really a good wondering that
we all should be asking ourselves when else
ever an education or in Life or any
time. Do we not only encourage and
allow but encourage oftentimes or even sometimes
model how to do something incorrect besides

in spelling?

It's allowed we've had I've had pictures

of you know, it being modeled in classrooms how

to spell it wrong. So the kids could replicate that right and

we want them to do it and we it's the number one thing that's

not corrected. We don't say if the kids are doing I

don't know two plus two and they say seven we let them

know that's not the way right. That's not the correct answer. Let me show you

what this is but in and spelling we do it and then

what do we do? We do tons of writing. So the kids just get so good

at misspelling and then we have a society which

we're there of very

Subliterate as far as spelling and often reading too but definitely

spelling people who are adverse to spelling and

writing and then even people say, oh we can do Google or we can

Google it or do whatever that thing is where you touch

on it. Well, then you have a list of actually in the movie. There's a really great

example this there's a list of words which ones just shoes

row. They all kind of look alike to me any man. Well,

let's click that one. Right? So we want to help our

kids by giving them explicitly giving them the

correct information and when it's not correct just like anything else

in life redirecting them with the correct information

and then having them replicate it. That's it.

That's what we need to do with spelling because we are in a
real big big.

A crisis I would say even more

so is spelling because spelling is more difficult than reading and then we're just
like yeah, you know everybody I don't know.

they can just do voice memos or

that type of thing, but no not if you

You can't read your birthday cards can't read a love letter. You can't

read the menu. It was interesting. We're sitting in

we're out in California and an adult

that was in the movie Matt David, but another one.

I'm saying let me tell you what it's like when you can't read to go

to a restaurant this situation. There's nobody around us. I

can't look at their food. Okay, and I you know, so I'm

gonna have to go and go to the bathroom so I can look around the restaurant to ask

about other people's food. They come to me first. That's a problem. I

want to hear what everybody else says. So I know at least there's a couple of choices I

could ask him. What are the you know specials or

whatever then what if there aren't any so sitting in

this restaurant here 10 years ago 20 years ago

would have been an absolutely terrorizing experience

for me and most likely I would have

left I would have left or I would have said yeah, I'm having a headache. I
got it, you know go here do that just to read a menu and
get some food and she said if they're this is bad
because there was really nobody at all it they were all outside and that
inside and she was saying, you know think of
that all of the things you need to read a sign
when you're driving down the road. I know not sure what that says. So we've
got to that that spelling things gonna help the
reading thing's gonna help the spelling thing and we've got to
people the correct information and this is pretty isn't this
kind of sad that school sign right there on the
Street but we don't want to have that happen. I just
literally like last within the last week.
I read this great. It was phonic books actually
posted it our lovely friends from from England. And I meant
to put their code they're having a 10% off sale too. I don't
know if I Alyssa, will you check and see if I put that in the links? I
know I thought about it, but if not, we will have to get it to you. But these
are the seven spelling sense and the guy he had that British
humor is pretty funny. I thought but a little river in
a little bit of ways, but he said these are the things that please don't
do this anymore and he elaborates on them. So check out the article in
the link that will send you tomorrow also put this

in the in the chat, but don't look

cover right check. Okay, look at the word now, we're gonna

cover it up. So what do you think? Guess what you think it might have been now right now

check and see so looking at the whole word and then trying

to hold it in your memory. That's what coming was very good at Forever. That's not

going to transfer. It's not it's not a strategy to

be able to spell forever. If you only teach, you

know, you give them a fish.

You got a fish if you teach them to fish you can always get fish same thing.

We got to teach them a strategy so that they can spell and not

just do this for a spelling test or something spelling rules

talks about that word coffins. I'd never heard this word.

I'm like word coffin. So they had a visual there. I had to put visual there

in case any of you also didn't know what we're coffins were but

these these guys I have seen these things but I've never heard them described as

wordpressants would be interesting so Numa numonics

like, oh you lovely deer or whatever that is for like

could and wood and should also not doesn't go really well. Does

it look right? Well,

That's what I wrote. So I guess it looks right he talks about this, you know, like I

say a little bit irreverently word searches backward writing

the pyramid writing all

of the rainbow writing he had he said there was something with perfume. I'd

never heard of that one. But just spray perfume on it. It helps you like supposed to your memory for that word or something. But the oh maybe that was under the other horstors backwards spelling like spell the word backwards and other horror stories. So there's a bunch of things here. Unfortunately, they're almost all the things I ever did for was taught for spelling in school. Unfortunately, so we will show you this so you can see his whole thing, but we want to know and ask yourself. Why are we doing what we're doing? There's a lot of busy work that can happen with spelling both in the classroom and at home and we don't want to waste our instructional time or our kids time at home doing things that are not going to stick. You know, I was always thrilled when Colleen spelled all over words, right? We like whoa, let's burn the list because now we don't have to go work so hard we work so hard to get help here memorize all those words, but she was memorizing strings of letter names and then Immediately forgetting of them. She couldn't even spell them by the times you got home on Friday. That's not what we want. We want to teach our kids explicitly and teach them A system that they can use not just with these words, but with other words to and then be able to apply it. Accurately and automatically, okay. So oh and this is our new thing that many people

have been talking with us about teaching people
and I resisted it a lot. So we're gonna try this out. This
is this is a pilot test. I'm gonna
do a spelling Workshop in October and October
11th, and it's a mini course and it's actually gonna be
three activities that I'm gonna teach to be very interactive
and then it will be a recorded course, but you
can also do it live very interactive to learn these three simple
things whether you're trained in every not trying to ugly parent teacher
Community member anybody can do it to be
able to help your kids improve their spelling whether they're
new learner readers as in the young grades older
you needed to you know work on that spelling so
that is what what is going to be taught and I'm
gonna show you some of these the three activities that it's gonna
be three activities. I'm gonna teach one of them are these are
three. So spelling words how we're gonna go about doing that and doing
it accurately or Salinas with
spelling words high frequency words,
In any words, there's one of my brain. I was up
too late last night think so sound lines. If you're with
Emily, you're familiar with soundlines and we're gonna teach you how to do
this with any words out there any words that your kids have? Okay, there

was those high frequency words that you're not a
process that takes long at all. You're gonna say You're Gonna spell you're
gonna read. Okay. So this is this is actually with the
word please at the top. I think that's what the first greater. This
is a kindergartener here at the bottom writing the word caterpillar. So
this is the process that we do and I'm going to teach you that and give
you a little, you know, very simple steps to follow and
and teach you so that you know, what we're doing too.
Of course. The other thing is time spelling. This
is something that we do at our Center if we
have a student it's like, you know what they really have in a
hard time with that like at the end of ice. So we
give them a spelling we do this time spelling activity.
We do some repetition we do error correction
we give them so when they get that 16 to 22 repetitions
or more to hook,
At into their long-term memory and
this was a little girl who was very much a one-sound speller,
you know or like reader she'd do like
foot. Ah, she really no two letter spellings.
So this is why we we did the that o
spelling and she you can see her the whole thing is recorded. So
you can see her progress which was really pretty spectacular. So

that's something that you're gonna get and then the materials for it
of course and then how you do how do you correct this spelling and
writing? Okay, how do you go about doing that with your
kids? So I'm gonna teach you that and and how
you do an application with your students or your own children. So
that's what we're gonna do and this is just some of
the visuals from the course that you go through in our new platform, which
is fun and we give you like I said
the the script to do stuff follow materials when
you need it this little dealing about that. I
showed you in some other resources. So we're really excited
about that. We already have several people that I never like how they sign
up for this but it was the links were buried into our blog so
We're pretty pumped and I hope that you can join us. It is
actually going to be \$25 and you have access to it forever.
So
do come and Alyssa will put that link in the in the
chat while have it for you in your email tomorrow.
And next webinar. I don't know if Nikki prady is on here. But this is Nicky cratty
suggestion. She's like this is what I want you to do
and I'm like, oh, I'm like, okay, I'm gonna do it. So she said I
want to see I want people to see what you
do with supported.

When you support students with reading and text, how do you move from decodable text to reading and text so quickly and I said, I can't teach that in the webinar. That's not even possible. She said I just would you please just show it and talk about what you had taught before that led to that and I'm like, okay, so I'm going to talk about that what it what we had taught before to these kids and I've got one student who's you know, a significant struggler and then I'm going to use another student or group that is it a little bit less so that you can see what that process looks like and we'll use some videos and all of that kind of thing. So Nikki is actually the founder of the the speech to print linguistic phonics exploration page.

If you haven't joined that I highly recommend that you do always phenomenal resources on there and very well organized and very well managed and it's just really really a great resource. So that's what we're gonna be doing next month in October and then I'm going to be being a grandmother to my new little by then they will be coming in November identical twin boys. So I'm gonna be not that webinar.

Ink for November and December. So this will be our last one for 2022 which is weird to think that it's gonna be a whole another year coming here. And now we're on to questions and answers

my favorite part. Hopefully you guys have shared some questions down there. All right,

Miss Alyssa, how are we?

I'm catching up. Hold on my friend. Okay, I'm good. Let me pull up.

One second. Sorry here.

Shannon I don't know if you have if you want me to read yeah, will you read the first one at least the first one is from Wendy? No, and it is I'm wanting to become a tutor. What do I what all do I need to do to start this process?

and Abby tutor

I think that's what she means. Yeah, I think that's actually tutor you go to the our evely website we have information but also registration for you. We have an online teacher training and student instruction piece.

I would say I don't know where you are in your journey, but I would say look at some of our webinars and some of the things that you know for free before you make that jump and and get to know I provide a lot of stuff really in the webinars and a lot of information. So educate yourself is really the first thing and then if you you're welcome to email us and we will help you out with anything that you wonder or you

can check out our website and under our Epley for you

teacher training Pages. We have the intervention Emily.

Well remediation intervention training.

Yeah, that would be for you. It's for anyone. Okay, really through adult.

So thank you for asking.

All right. What else ladies I'm ready for work for one here.

This is from Jen Newman after you've taught a

spelling pattern and a student spells a word with a logical but incorrect

option like for crowd OU

instead of ow, would it be worthwhile to ask them to try

both options and see if they can recognize which one looks correct?

I do that a lot in Reading Jen. I don't in spelling

because it takes up a lot of time it takes so I just show them.

You know what that's really smart for that how but in this word. This

is it and a lot of times you know before this is more common

like in loud and proud and

But that and proud so that you know, but you can tell them that

or not but this is this one and then you might have to you know, just have them

right that spelling or write the word over whatever. Yeah, so

I don't normally

and even in Reading sometimes I'll do

that what other sound you know, you know that can be what other

Sun could be but it just takes a whole lot more instructional time, especially

when you're doing remediation, which is what you do. I know we gotta be really streamlined in that so I don't you could but it just would take a little bit more.

More time. Yeah.

Okay ready for another I am?

Suzanne says does anyone here use a sound wall?

I bet a lot of people my we don't well we use a sound wall in a different way. I called some our wall a sound wall for many many years until the mouth sound walls came along our sound walls are something different that we do where we you know, so I don't know if that was answered in the chattered app. We do a bunch different ways to spell sound and then this the words underneath that the kids can use for reference but not we you we do articulation movements and all of that for at our reading Center, maybe one percent of the kids that we work with and we all of our most all of our read people coming here have struggled or struggles very significantly. So there's a few that need that are some kids maybe need it for a couple of sounds type of things. So we use it as needed but it's not something that we teach explicitly but other teachers can answer that online.

Next from Janine Smith OG instruction

uses things like rainbow spelling and

pyramid spelling are you saying that is wrong?

I am I'm saying it's not effective or

efficient I'm saying it's using up a lot of if you

busy work, but it's not a good way to get somebody to be

a good speller.

So am I saying it's wrong? I mean, that's a little that's kind of.

Harsh but I am saying it's not an efficient way to get kids

to be good spellers. There's much many better things that you

can do.

Much more effectively and much more efficiently to get them there because

that's always good. I mean you think about that. It's like the kids,

you know, we'll do that rainbow spelling you write a c for I

mean and like if you and rainbow you write

our for all of them than a a forum. It's nothing but hand cramping work

really instead of the I mean,

I guess if you did the her and then the a two letter A was a different color, but

that's all that crayons which and we're gonna use four times more time. Even if

we did it by that and by sound why not just write it right is

what I would say and do I've never done rainbow

writing now Katie. I don't know if Katie Curtis is

on here. She's one of our team and she does

a great like it's called role of word. I think it's called and she'll have like kids have six of their spelling words and they'll roll the dice and they get a six the word is rainbow or whatever and they'll say as they write it, you know the word and then whoever and then they move their little movement up a thing and so they get practice saying as they write their words when they're independent or in a little small group kind of thing. Well, she's working with small group.

Being so that kind of thing but different than rainbow and pyramid writing that's going just by Visual and by lettering neither of which is going to be the most efficient way to get them to what they need and to have it stick right not using a system per se.

Good question though. Okay. Next I have a student who is really good at logical spellings, but struggles with acceptable correct spellings great reader exclamation point is this something that is just going to take more exposure and practice to make that leap from logical to correct spell. Yeah, and and if you're teaching them explicitly and by sound and they understand those Concepts, right and they're applying them and they know that you getting them to do their writing starting small like with a sentence and

then showing them the corrections because getting that
patterning into where it's you know, you've got nothing there
and you have to put it down as much
more challenging and if it's an older student and I don't hold the
student is they practice spelling wrong for a long time. And
so getting that undone is gonna be just as
challenging probably more challenging than undoing guessing and
reading so you're gonna have
to do a lot of guided help and fixing not
that they can't write independently, but we are going to
want

Write a whole page of print and when they have lots and
lots of logical spellings that are not acceptable so talking.

All right, this is this remember after two letter
vowel spelling. It's going to be this one or you know, this is one of the two so you
want to you know, be sure to use that or if you're going to use this it
has to have an effort because otherwise it's gonna be cut all of those
types of things. So giving them information applying it an actual
writing just like applying what you learn in explicit
instruction and actual reading is much better than listing
reading a list of words and it's much value then spelling word in
isolation or spelling a list of words.

And and you're going to get more bang for your buck really and

your time for doing that. So yeah you it's
a lot of work. It just is it's work and if you are
an interventionist and they're going back to where they're misspelling
and it's never fixed. So you fix it once and
then they misspell it again another 10 20 30 times before you
fix it. Once again, it's gonna take that much longer to remediate
and honestly when kids
get up into junior high, especially Senior High
and they practice misspelling so long
they're going to have to be real motivated to become a
better speller much less a really accurate speller.
It's a lot a lot a lot
of work and you're not gonna have enough time to be in front of that student to do
that for them.
You know, ideally you can get it in elementary
school and some kids are motivated, you know to do it. You
can definitely improve it but improving it to the point where we want which is
90 to 100% accurate. In other spelling is
going to be much more of a challenge. So just keep working on it
and teach their parents if you're a teacher, you know show their
parents how to do this, too.
Well, okay. What about kids with dysgraphia? Can
you still depend on writing to learn spelling?

Yeah, absolutely. Please watch our handwriting for whatever. It's called webinar Alice. Can you put that as Shannon? Can you put that link or quickie in there our most recent one? I don't I forget what it's called. I'm sorry, but do that and do that at this we do that at the same time that we're teaching spelling and reading quite frankly is is fix that handwriting. We have a lot of dysgraphia like a lot it's graphic. So again that integrated instruction, but watch that and you will have an X actual process and all to fix that.

We're just cranking through them. I'm gonna keep going. Okay, you are cranking through that.

You're on fire looking at the spelling Workshop activities are these activities good to do before students are good decoders.

Will they help decoding first before spelling?

hmm

That's interesting. Yeah, if they're if their whole word readers and and

That type of thing and and misreading a lot it's gonna help. Actually the spelling is going to

help with this. It's not the explicit instruction to the degree. Obviously what we typically do with the people that we train but it's gonna give you enough information

to be able to make it it help them

improve. So this when I

say as far as what I'm gonna teach you well, I guess yeah what

the sound lines we are gonna do that. So yes actually but it's not

gonna be the extensive thing with you know, it's why I

worry and haven't done this before because it's it's, you know,

kind of like taking the arm and like we're gonna be able to this arm kind

of thing, but they are

And it depends on the age of your student and all that type of thing so that

real sure how to answer that to be perfectly honest. So

is it going to if they are not decoders and they can't do that yet. Will this

work out you can start simply start simple with new

new non-readers for sure and you

can do that. Yep, or older ones

to improve that spelling and many of

these kids are in quite frankly many of you almost always when

I train teachers about half of them are like this is

completely new to me. I don't this is not something that's ever

even been in my realm, you know, so it's gonna be new a

lot of times to you too. So it's gonna educate you to help you educate your children

and then you apply it to a lot more things that I'm going to

be able to teach it to you teach you I guess.

Okay, next I think one of the reasons teachers are

opposed to correcting spelling every time for poor spellers

is that they worry that the student will feel badly about themselves. Do

you have tips for things to say when you are making

constant Corrections? Yes absolutely don't have

them write a ton always have them right on a whiteboard first.

Okay, it's work. It is definitely work,

but it's work that's worth it.

For you know short amount of

time to make a long amount of time of you know

Improvement and I can tell you that I

I can't remember I can

remember everything over all these years, but I can't remember a time where I

stressed a student out with fixing their spelling, but I was

I would never have Colleen's writing on a paper

like that and fix that spelling like that.

Right there and all that red kind of stuff. I might show

her. Okay, you know what? This is. This is how you're gonna spell this

and write it over here now transfer it to paper type of thing. But

so you've got to back it up and right. We have a

lot of ways to sneak the pill in the pudding with starting with a sentence even in high school

kids, you know using homophones and and that type

of thing summary sentences all of that but you guys slow it

down. You got to put it in a whiteboard right there that decreases anxiety like crazy.

I'm gonna show you this there's no red marks. There's no cross. Now. There's
no all that erasing, you know, so the Whiteboard is gonna be
really big key and not I never
say the word that's wrong or no or
and I because the anxiety I
don't know why over the 25 years that it is just risen
risen risen and now and I don't
know if it's covid too but we were like what is going on? We thought
it was high anxiety three five ten years ago. That was nothing
compared to now so being really respectful and
saying, oh my gosh, I see that you put that that was so smart because that's the
most common way to spell that, you know, whatever who but
Word. It's this one. So using your and don't
ask them. What else can it be talk about raising anxiety
because
especially if they're a pretty poor speller because they're like, oh I showed
you what I thought it was. I don't know what else it was, especially if
you haven't taught them, you know, if you've taught them that you know,
remember we just work on those ease. You want to try another one or do you want
me to show you I give them that choice too because sometimes they may want to try it but
I'll said you want to try a different spelling. I really don't do that quite honest
I show them but you could do that but respect and gentleness
and and really good

choice of words and a lot of praise. That's what we do and a whiteboard.

Whiteboard is key.

Yeah.

Okay, we have some questions about sentences. So

one person said teacher generated sentences

or student generated.

or a combination

you can go ahead and do that. We start with

dictated sentences, isn't it? Such in a classroom? Because you just fix

all their sentences at the beginning is very tough. So we

have a very scaffolded writing system that we

do in our training anyway for our teachers and

interventionists, but we start with a sentence

and we start with dictation if you have more than one child

now if there's one child, they can write whatever they want. And and

then you can do the fixing much easier on

the Whiteboard with that.

Yeah.

You answered both in that so that was perfect. Okay, then do

you do writing in small groups or to be able

to catch their misspellings?

I do a lot of writing whole class when we're starting with a

sentence and it's dictated. I do a lot of writing whole class quite frankly when it's not dictated when they start with their own but with little kids I'll start with like a set and starter. I did this one one. I think I have a video of it my teacher is and I'm like row maybe I shouldn't have done that because I really don't know what your teacher might say about which teacher is but it was pretty it's stayed pretty safe. But after I did it, I thought that might not have been the best set and starter but they start with that and then they write one word a teacher can easily fix 28 kids one word, but easily fixing even a whole set and this might might take some time. So I bop around and fix that or they could write their sentence they can come do in small groups while you got other ones doing other things. They illustrate it. I mean, there's a lot of ways that you can make it so that it's manageable having them right as much as Colleen wrote and have that times 25 or 28 or even 20 that's not that's not doable for you know, if it's you're doing one-on-one that's still a bad idea quite frankly, I think because you have to teach them how the system works and then, you know teach them how to write a sentence. Every great piece of writing no matter what it is started with a sentence. We have to start with a sentence and then we just have a whole bunch of sentences. Right and we can get really good quality with a sentence and then we can get really good quality

quantity with quality. But you know,
we've got a scaffold that and provide that
support so it's not too overwhelming either for the student or the
or the teacher or parent. Yeah.

Okay, like the questions keep rolling in they're great.

My kids bring home sheets with inventive spelling
Galore. Would you venture to say when spelling goes uncorrected?
It is harmful to our kids reading and writing progress.

I'm wondering how to best phrase this to teachers
without coming across as one of those mom.

Welcome to my world. That's what
I was in 907 when I saw Colleen's thing. I just
was stopping because I thought she's great speller. I thought
she had a brain imagery or something. So fortunately the teacher
did see me, but she did tell me she's fine. You know, that's what all
kids do that's what we want. We want their creativity and it's all good.
and what I
don't know I teachers maybe would know more from their perspective of
how we can don't be.

You can't go in and say what the heck
are you doing? Obviously?
and I don't know I don't there's not
a good answer to this but

Maybe honesty real honesty say,
you know what? I want to talk to you but I'm uncomfortable a little bit about this and
you know, I've been learning more about spelling and
this get the book make it stick and give it to her for Christmas. Maybe that's
good idea. Um, it's you know, I've been learning about these
things and let me show you some of this and how can we I'm very
concerned about this misspelling staying in printed
because it's really bad and plus I can't read it. How can
we work together to fix this? I have some ideas
and I'm doing some learning and I'm wondering what you can do. I know
is Molly on here you guys
Do we know I know she had something and with her kids, but she
would be a good one too to she does
a really good job. She's done a really good job navigating that with her
kids, you know, because teachers are like this is what we have to do or
this, you know kind of thing. So if any teachers have thoughts
on that or suggestions, I don't think that there
is one because all humans are different including teachers, of course
that there's one answer that would work with everything or
You know, can you help me out? I'm going to be correcting
these and using a whiteboard at home. How can we transfer that
so that she's doing something that or he's doing some of that in school
maybe?

um, I don't know that is a tricky one and

I don't have the best, you know, perfect answer.

I'm sorry to say but yeah.

Hopefully somebody will say something in the and give

us a really good answer in the in the chat.

Okay, is there any research with how

immediate to correct the spelling as a classroom teacher? It's

difficult to correct many students at the same time with different writing topics.

Absolutely it is and plus they're writing a

whole lot. There's a lot of again research and learning

that shows about not correcting anything that

just spelling but anything not allowing errors to

go on.

Either not making any errors or allowing errors

to go and corrected how how that is not good for

Learning and how that's important. I don't know as far

as is there any research I certainly I'm not a researcher and I'm I'm more

of the practitioner person and I've read 25 years ago.

I read like gazilla. The research is it's getting you know evolving for

sure. But what was there 25 years ago

is is pretty much the foundation of all what's evolving

and you know allowing for a little bit of tweaks in here and

there but the main step is still the same and and

I'm sure there's research that shows if you

I mean

allow misspellings. I don't I don't know that I'm not a

good research coder for sure. But some of these things that I

these we're gonna share a lot of links that reference for

researched out Richard. If you're on here you think that

he's on here if you have any suggestions on that that would be great too. But

it is hard and this is what hat what

we do with our ebony teachers. Let me we're gonna coach

you and I'm gonna teach your kids first actually on a video how to

start small whether you're teaching a 10th grade class or

kindergarten class. We're gonna teach you how to start start small so it's

manageable for you and it's manageable for them and it's gonna be dictated quite

frankly in a 10th grade class Santa kindergarten class and we're gonna

teach you how to do this in a way that's respectful to

your children and manageable for you and ends

up with the corrections for all so that

what we have is the correct spelling what happens is teachers

are like no. No, we have to have a five paragraph essay. For

example, we have a five paragraph essay that we provide in

our training and I did the five paragraph essay

actually in the same day two and a half hours, which is not nice

to those.

It's and these kids were third grade classroom. None of them are reading about the first grade level. So you can imagine that they're spelling and writing was and when I told the teachers I was going to do a five paragraph step essay writing they were like, you've lost your mind. They don't even know how to write a sentence. They can't do this and it was very handheld. And very scaffolded and very it was all dictated. We did a group story but it was in a way so that they knew what a sentence was but what several were but it was very very handheld so that then they and then as we did got this paragraph three and four and five. It's like well, look at how easy this is getting we didn't have one little girl raise your hand said can we maybe stand up I really had him sitting for probably an hour and 45 minutes before they were going to stand up bless their hearts. They were amazing, but you can't do it and it is gonna be work but it is not having everybody right independently when they don't know how to write and trying to fix their spellings when you can't read that how do you do that? I mean they tell you and there's very degrees of that misspelling. So you have to it has to be scaffolded and you have to have a gradual release piece with it quite honestly or you just have to move them on to the next grade, you know with continually practicing this spelling

and and that's tough and I do understand how

that's tough. But my focus truly with training teachers

is K3 classroom teachers, I mean

Classroom teachers really but K3 we have that pens at the top

of the hill. We can avoid all of this problem with high school

teachers saying they can't write anything. We can't have them right? I can't

read any of it and they can't do it. So we just don't write we don't read dials either

because it can't read. So that's how that has been solved.

In the minds of high school teachers because they're like they're hot

mess and there's too many of them that you know, this isn't

gonna go with so we've got a scaffold it I guess.

Yeah, it's tough though for sure.

Okay, someone wrote Our Jen

wrote. Sorry I missed it. The Whiteboard for correcting spelling is

that for Learners to First write the correct spelling or

for the teacher to use and show the student how it's spelled

the teacher the student writes on the Whiteboard and then

the teacher shows them the corrections and they fix it.

Yeah.

Okay, it's all done in the Whiteboard and then you can't transfer that

once it's correct over to paper. We do it with a

process that's again gradually released to where you are doing independent writing and

guess what if they've been learning how to deal with the you

know the code and all of that then there's
few misspellings so we can get to writing. I mean
I misspell words. I'm sure we all do I just didn't that
error on the on my slide but we all misspell
words, but if you have a few to fix it's different than you have
half of 40 words to you know, 20 words out of 40
to fix and you get 20 plus kids. So yeah.

What else how about two more Alyssa? Okay.

Oh goodness and Eenie Meenie.

Hey Nora. Oh, hey Richard. Hi, dear. Did you hear my
question? I don't remember what it was. I did I did and
all I want to say is

This presentation has been brilliant and
guys. Let's listen

to Nora. I mean for goodness sakes.

This is just fantastic goodness. Well here
you say that. Well, it's

true and we're not gonna be able

to answer all the questions that everybody has

I'm sure but

Honestly, this is one of the best presentations on
spelling that I've ever been a witness. So

Richard I could cry. Thank you

so much.

Keep up the good work. Oh you're a doll. Thank

you.

I will do that. So happy if there's anything that I'm going sideways

on feel free to jump in. Okay, Alyssa,

two more.

Okay. Now I feel like that was a good way to end. However, okay,

so let's see. So the older

upper elementary and middle school students who regularly misspell

and writing is assignments. Immediate correction

is not possible. But are you saying use those words to

focus on how the acceptable spelling should be? Yeah

good plan. And then it

says and yes about I'm sorry. Go ahead. No, I just if you can get them

some instruction that they would know how the code works. That would be really helpful. Yeah,

and yes about students being

conscientious about the wrong spelling. They're concerned about

using better vocab which we

and they want.

They do want to use that more they use phenomenal

and they're speaking they can use it perfectly easily. But to spell

it. It's too overwhelming and intimidating and nobody

likes to be wrong and they know they're gonna be wrong in a lot of ways and in

a way that oftentimes you won't even be able to read it. So what you're what you're getting in their writing is not what they're capable of writing. You're just like that little boy who wrote whatever he wrote on the first one and they wrote three pages three months later. He was capable as telling a story that's you know, really rich like the one that he did. He wasn't capable of spelling. I'm pretty sure I wasn't very capable at reading either so it's very intertwined and we've got to give these because their Foundation has holes all over the place. The house is falling apart. We've got to fix that foundation and fill in those holes really if we're gonna the spelling is not going to improve it's not if they don't understand how the code works, you know, we have an app. There's a it's \$4.99. This would be a great idea. Actually this everybody could do this. It's called what's the app called you guys. I just had a total brain.

Vacation sight words made easy. Thank you. Gosh, that was really weird.

Okay. Yes sight words made easy because it's gonna teach those three concepts to them and then it's going to teach sound words homophones and high frequency words by sound and you're also going to do writing in the homophones. So they're gonna be writing

and it's gonna correct their writing and we'll do handwriting though. You can turn off the handwriting that's

another whole other thing. That's a problem with like it's so

this is like a spectacular instruction for

kids that do tons of of misspelling and

they also misspell all those high frequency words too.

So I would highly recommend that app so that they at

least have an idea that this is even a code and like, oh the sounds

that I'm saying here are represented here and and

it teaches them, you know, it's really for second grade and above

so in many adults and teachers are

like, wow, I learned a lot from that myself. So it's

it's a good thing if it can

be in any device not on computers, but on, you know

iPads or

Tablets or phones or whatever?

So that's a good plan, too.

All right. Last one Alyssa what you got? Okay, wait a

minute because then I have to answer all these other ones and that might

not be happening this time. I have to leave in the morning for

my baby. My daughter's shower in Illinois. I'm like, oh this week.

I'm like, I did not do plan very well on this week there.

Okay, let's see.

I'm sorry, when you teach transfer to

acceptable spelling do you then use the letter name? This is just
this was earlier one and I just kind of came back into it, but
Yeah, we're always transferring to acceptable spelling even with our
preschoolers quite frankly definitely with kindergarteners and their
writing is really unbelievable by the end of the year. I mean, they're writing
well and a lot it's really pretty
crazy. So what was the question it was
like do you use the letter name then? Well, like yes, you
know. No.
I've seen enough of the damage from the letter name with now and
I'm gonna say if this is if this is a I'm thinking
I guess from people who misspell a lot if you
have a child who's spelling pretty well and they misspell a little bit here. You
can say hey Jason, that's that TI spelling go ahead and
do that. If it's one that misspells a lot like the one we just
talked about. I don't because that letter name interference
is really bogging them down a lot
and causing them issues and in this
cognitive overload confusion. So what
I would do with that is I'd say, oh my gosh, Jennifer. You know
what that is a spelling for. There's 20. How crazy is that? This is
the one that you're gonna use here and I write it on that whiteboard or if
they're writing on paper. I would write it above you know, and then they can

rewrite it and and fix it so that again if it comes
out of your hand and your mouth it's going into your brain. It's got
to come out of their hand and their mouth to go into their brain.
So yeah, okay, so I know you said last question, but Anna wants
to know which daughter is having identical twins congrats. Thank you
Colleen my one who's the struggler? Yes. She
has a 18 month old and we got identical twin boys
coming in about seven weeks. Yeah, so
It's an exciting time for literacy and exciting time for this Grandma's
gonna have five grand babies in two years. So
life is good. Yeah.