From i.t.a. Spelling by Sound to Traditional Orthography:
The i.t.a. writing program

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The core of the i.t.a. spelling intervention is creative writing!

- Student dictates story sentence by sentence.
- Tutor dictates back each word in a sentence.
- Student writes word in i.t.a. or TO, depending on spelling protocol.
i.t.a. Writing Program

Phase 1: Spelling by Sound (ALL words in i.t.a.)

Phase 2: Known words in TO, unknown words in i.t.a.

Phase 3: Advanced TO writing, Slash and Dash for vocabulary
PHASE 1: SPELLING BY SOUND
ALL WORDS IN I.T.A.
What did you notice?

• Get started writing right away—in the first session
  1. Introduce the major sounds and pictures (short and long vowels, consonants)
  2. Teach how to make each long vowel as the child needs it
  3. Introduce the more complex vowels, digraphs, and consonant sounds as needed
• Child produces a story the very first session
PHASE 1: SPELLING BY SOUND
INTRODUCING I.T.A. WRITING TO OLDER STUDENTS
What did you notice?

• Quickly introduce the consonant-picture matches, short and long vowels
• Short practice on how to make the long vowel symbols
• Begin a dictated story right away
• Introduce the complex vowels, digraphs, and other sound-picture matches as needed
Spelling by Sound (i.t.a. only)

raes tracs
bie Reed
1st gr. spring '13

ie wash mie dad ræs cars at
the ræs tracs. ie am hapee
when hee wins. hee has a blu
car. his numbr iz red.
Spelling by Sound (older student)

wen thu bæbe criez

thu bæbe cried aul that dæ
thu pæn and hungr wod not goe uwæ
thu fæthr gaun, and not cumig bak
muthr and sun liv in u fhak.

noe job, noe munæ, oer luv tw fæer
asking on thu streets oer munæ tw spær
fær duz drugs, with thu munæ biez cocæn
hr hoel wied wrld is u pudl uv fæam.

fæ she just left him fæer in thu park
keviæ hiz wrld srounded bie dark.
noe soræ oer gilt at aul that dæ,
just turnig hr hed and waukiæ uwaæ.

as hæ græ ældr and nwo fæ wuz gon
hæ nwo it wuz not hæ hæ went rog.
his nwo familiæ waught uwaæ his pæn.
heæ noe laugr had tw liv with thu bææm
ov his muthr hæ dæsied tw giv him uwaæ
thu muthr hæ left him in thu park that dæ.
PHASE 2: TRADITIONAL ORTHOGRAPHY WITH I.T.A. FOR UNKNOWN WORDS
SLASH AND DASH SPELLING BY PATTERN
if i could change something, i would make it so that pink was not a girl color. if it was not a girl color, i would pick it more. i know a lot of boys that like pink and a lot of girls that do not. pink is my favorite color!
TO WITH I.T.A. FOR UNKNOWN WORDS

“SLASH AND DASH” FOR POLYSYLLABIC WORDS
Teaching Spelling by Pattern

**TUTOR:**
- Start with a sound that has two or more spellings (beginning/k/ = k or c)
- List 10-20 words that fit that pattern
- Encourage “YA BUTS..” Why don’t they fit the pattern?

**STUDENT:**
- Sort according to how the SOUND is spelled
- Discover the PATTERN
- Find more words that fit the pattern
Example: Sort for /æ/
Spelling by Pattern Sequence

Beginning /k/
  k, c
Ending /k/
  ck, k
Long vowel --/æ/
  a, a_e, ai
Open-closed syllables
  one-syllable words
Long vowel—/ue/
  u_e, u, ui
Long vowel--/œ/
  o, o-e. ow, oa
Endings
  -ed

Long vowel—/ɛ/
  e, ee, ie, y
Long vowel—/ie/
  i_e, y, ie, igh
Open-closed syllables
  Two-syllable words
Endings
  Consonant doubling
Vowel Diphthongs
  ow/ou, oi/oy
Endings
  tion/sion/cian
PHASE 3: TRADITIONAL ORTHOGRAPHY
“SLASH AND DASH” FOR VOCABULARY DEVELOPMENT/UNKNOWN WORDS
SENTENCE PATTERNS
GENRE WRITING
Compound Sentence Pattern: FANBOYS

SENTENCE, **Conjunction** SENTENCE.

*He was very sad, for the memory was never far from his mind.*

*for, and, nor, but, or, yet, so*
Complex Sentence Pattern: AAAWWUBBIS

Although he was very sad, he tried to appear happy.
Image Grammar
Harry R. Noden

• “Painting” with words
Participles = an –ing verb tagged on the beginning or end of a sentence
“The diamond-scaled snakes attacked their prey.”
“Hissing, slithering, and coiling, the diamond-scaled snakes attacked their prey.”

“Hissing their forked red tongues and coiling their cold bodies, the diamond-scaled snakes attacked their prey.”
Appositive – a noun that adds a second image to a preceding noun
“The raccoon enjoys eating turtle eggs.”
“The raccoon, a scavenger, enjoys eating turtle eggs.

The raccoon, a midnight scavenger who roams lake shorelines in search of food, enjoys eating turtle eggs.
MONITORING SPELLING PROGRESS:
WHEN TO MOVE UP TO NEW PROTOCOL
# Spelling/Writing Phases

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<td>Young children: Pull down sounds</td>
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<td>Writes one and two-syllable words in i.t.a. without</td>
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i.t.a. Writing Program

PHASE 1: Everyone starts with Spelling by Sound (i.t.a. only)
- K-2nd: Slide Down Sounds
- 3rd and higher: Dash the sounds, Slash and Dash for polysyllabic words

PHASE 2: Traditional Orthography for known words/i.t.a. for unknown words
- Slash and Dash
- Spelling by Pattern

PHASE 3: Traditional Orthography genre writing/Slash and Dash for vocabulary
- Sentence patterns (FANBOYS, AAWWUBIS)
- Genre writing (e.g., editorials)
- Complex narratives, descriptions (Image Grammar)
www.youtube.com/readingdocflynn

www.youtube.com/initialteaching

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