

## WordWorks Newsletter #98

### Headlines...

- *SWI workshops (on-site and on-line)*
- *New WW Video on SWI and instruction of grapheme-phoneme correspondences from the beginning of formal instruction*
- *Resources on Real Spellers*
  - *Real Spelling Gallery available on Real Spellers*
  - *Recent posts from Pete on real Spellers*

### Recent and upcoming SWI workshops (on-site and on-line)

We are nearing the winter [solstice](#), but it seems that WordWorks has been absurdly busy since the summer. I have an 80% completed Newsletter about learning during events this past summer. I have summer stories from Nueva Institute ([Next one June 22-23, 2020](#)), our annual Wolfe Island Course, and my keynote and workshops at the main annual literacy conference in Australia (ALEA). My attempts to catch up after the summer ran into fall trips. The first took me to Calgary, Edmonton, San Francisco and Chicago. Then a couple weeks at home before trips to Moscow and Zurich. In the middle of that has been a number of 5-session on-line courses, various research projects and planning for the upcoming workshops.

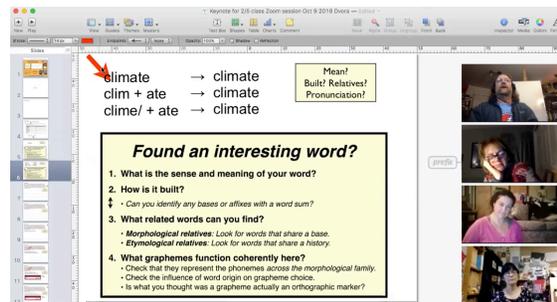
It has been exciting to see all this interest, but I am way behind in correspondences, newsletters and other important work! I am determined to get out news about the upcoming workshops.

## 2020 Winter-Spring Workshops

- 🌐 **Jan. 22 -23: Hobart, Australia.** (Click [HERE](#))
- 🌐 **Feb. 1: Melbourne.** Full-day workshop organized by David Hornsby (Click [HERE](#)).
- 🌐 **Feb. 10-24: 5-session on-line workshop** (Click [HERE](#))  
Dates: Feb 10, 13, 17, 20, 24  
Start times: 4 pm (Melbourne), noon (Jakarta, Bangkok), 5 am (London, Accra), 6 am (Zurich), 7 am (Johannesburg) 8 am (Moscow)
- 🌐 **Feb. 28-29: San Francisco.** Public SWI workshop hosted by Presidio Knolls. (Click [HERE](#))  
Classroom-embedded sessions Friday, teachers/parents Saturday. Details TBA
- 🌐 **March 5-6-7: Bangkok.** 3rd Annual workshop with Fiona Hamilton ([WordTorque](#)) Click [HERE](#) for info & registration.
- 🌐 **March 11-12-13: Hong Kong.** On-site workshop with [Hong Kong International School \(HKIS\)](#)
- 🌐 **March 14-15: Hong Kong**  
Keynote at [12th Annual Literacy Institute Conference](#) hosted by [Hong Kong International School](#).
- 🌐 **April 25: Vancouver** (Details TBA)

I'm particularly excited about the interest and learning going on in my on-line sessions. The Zoom video conference program allows for direct discussions and investigations with fairly large groups that are extremely effective at getting people to try ideas because they can come back and ask for guidance between classes. It is the questions and observations between sessions that drive the next sessions and each question is relevant to the whole group. Some of those questions have turned into Real Spelling posts described below.

Below is an image of one of my on-line sessions showing how we can all talk together in real time, and how I can share my screen to walk through investigations.

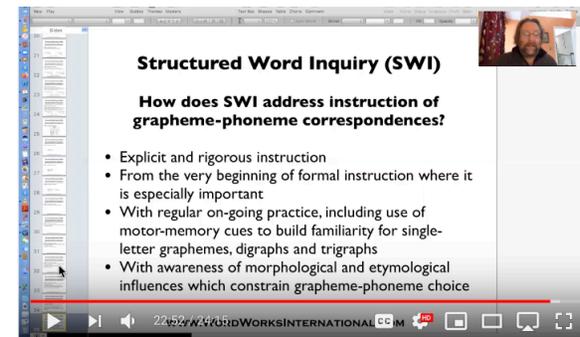


I'm about to start a special 4-session course organized by the Calgary Regional Consortium as a result of the interest from my workshop with them this fall.

I'm also very excited about the [5-session coming up in February 2020](#). This one was the result of requests from people in Australia who were unable to join my sessions built around North American requests. This timing should make it easier for teachers in Asia, Europe, Africa and the Middle East to join.

Video conferences are also extremely powerful for introductory sessions with schools on their own, or in conjunction with planned visits. It is especially rich to be able to meet with teachers after a school visit to that they can ask questions that come up and even create sessions for planning lessons, teaching model lessons etc. These courses begin by someone setting up a time that works for a small crew and then we add others. [Email me](#) if you are interested in getting one of those going.

### ***[New WordWorks Video on SWI and instruction of grapheme-phoneme correspondences from the beginning of formal instruction](#)***



Click [HERE](#) for a post on Real Spellers with a link to this new video and some important context on this topic and purpose of the video. As the interest in and awareness of SWI has grown with practitioners and researchers the common misunderstanding regarding the role of explicit instruction of grapheme-phoneme correspondences in SWI, especially for early literacy has grown as well. This video, and the post on Real Spellers is the beginning of a new attempt to counteract this spreading misunderstanding.

## Resources on Real Spellers

With all the stories popping up this fall, I've been posting more and more on [Real Spellers](#). Here are some goodies that I highly recommend to everyone.

- [Real Spelling Gallery available on Real Spellers](#)

The Real Spelling website is currently down and under construction. In the meantime lack of access to the Real Spelling Gallery was a serious loss. Matt Berman got permission from Real Spelling to archive those Real Spelling Tutorial videos at [THIS LINK](#) on Real Spellers. I can't overemphasize the value of this resource for orthographic understanding for those working with SWI.

- [Learning from "travelog" Click HERE](#)

Have a go at announcing the spelling <travelog> out-loud for a second. Do you notice something interesting?

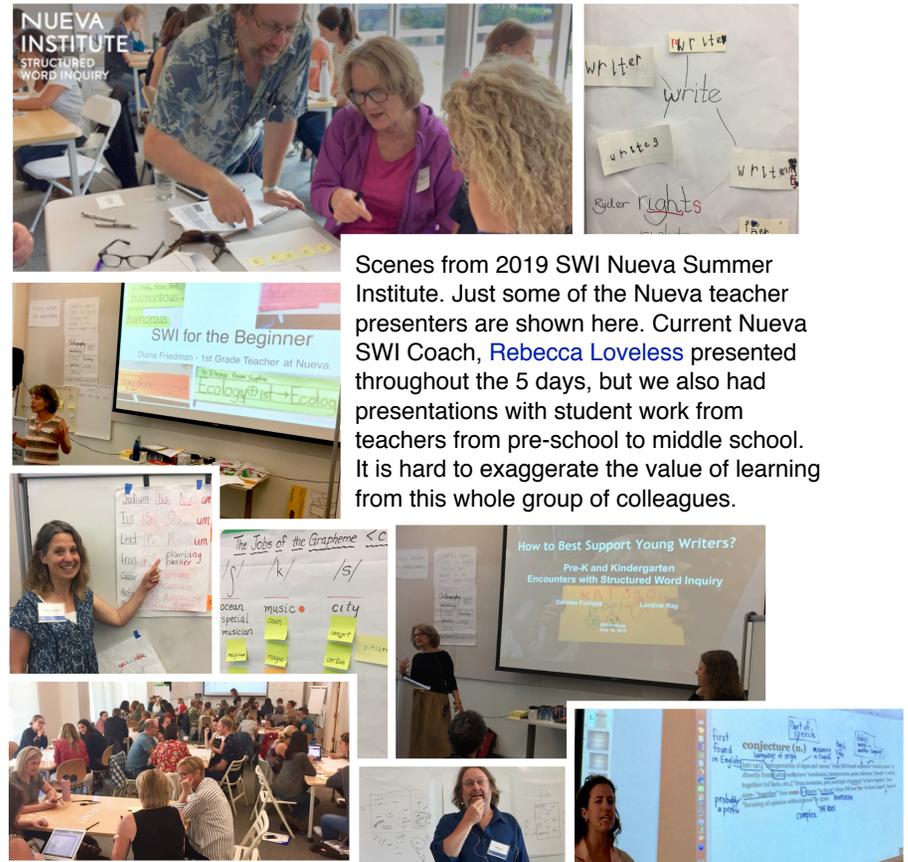
A teacher new to SWI and diving in beautifully with her students did, and they emailed me with a question. I didn't even notice the fascinating issue with this spelling, until I started to attempt to make a word sum myself. Then the issue was obvious. My search to Etymonline allowed me to gain an understanding -- and thus to share it with the students and teacher who brought this (and another word they asked about). Thanks to Real Spellers, I can share it with you.

- [Working with Pete's book: What is a word? Click HERE](#)

A teacher posed a question on one of the FB groups asking about students proposing a word from a matrix in my book a little while ago. This is such a common question - and it is one I address in the book. But I think many people will find this post helpful.

- [What's in the Family? Understanding base and root Click HERE](#)

Understanding the difference between a base and a root / morphology and etymology is essential to understanding spelling. I spend as much time with teachers on this concept as just about anything else. In one of my recent 5-session SWI on-line courses, a wonderful question came up that prompted me to produce the document I've posted on Real Spellers. See what you think!



Scenes from 2019 SWI Nueva Summer Institute. Just some of the Nueva teacher presenters are shown here. Current Nueva SWI Coach, [Rebecca Loveless](#) presented throughout the 5 days, but we also had presentations with student work from teachers from pre-school to middle school. It is hard to exaggerate the value of learning from this whole group of colleagues.