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# Writing to Read 2000 V3.0 for grades K - 1

**Writing to Read 2000  
integrates listening,  
speaking, writing, and  
reading while capitalizing  
on children's natural  
desire to communicate.**

## Writing to Read:

- Updated to meet today's standards but same successful philosophy as WTR & WTR 2000
- Appropriate for use in classroom or lab
- Includes thematic and context poems to extend learning
- Encourages independence and success
- Seamless mastery (early exit) option for students
- Teacher options include bookmarking, partner support, student management, and reporting information
- Teacher Guide provides cross-curricular connections, curriculum integration, thematic unit suggestions and supports Teaching and Learning with Computers (TLC)
- Extensive ETS research shows Writing to Read to be "an effective education program"

Young children seldom have trouble expressing themselves verbally; they usually know several thousand words when they start school. So, if they can write what they can say, they can read what they write. With that simple, yet innovative premise and 35 years' experience in how children learn, Dr. John Henry Martin created **Writing to Read**, a computer-based, multi-sensory, learning centers program that has helped teach literally millions of children to write and read since 1984. Now, through IBM Canada and Bright Blue Software, **Writing to Read** is back—and better.

**Simple. Innovative. Effective.**

With **Writing to Read 2000 V3.0**, children use their own natural language to express themselves through their writing. They learn the sound/letter associations needed to write words the way they sound. That means they can write any word they can say—even though they don't yet know standard spelling. Students, excited about reading and writing, become confident in their ability to write—and write fearlessly—because they are not held back. Later in the program, children make the natural transition to standard spelling. In fact, once they've learned the basic writing and reading skills with a consistent phonemic system, children understand the peculiarities of standard spelling even better.

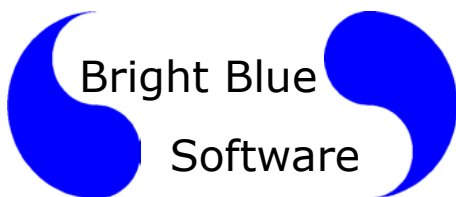
Upon completion of **Writing to Read**, students have worked through 10 instructional cycles, each built on three common words that show the 42 phonemes in a familiar context. Each instructional cycle begins with an illustrated context verse using the three cycle words in the unit. This helps students gain meaning as they see how words are used within the context of written and spoken language.

Designed to be used in both a lab setting and in the classroom, students work through several **Writing to Read** centers that reinforce the sounds, letters and words learned at the Computer Center and engage in multiple modalities—visual, auditory, tactile and kinesthetic.

At the Writing/Typing Center, students use the word processing program **Write Along**. Designed especially for Grades K-3, **Write Along** contains a full-featured word processor as well as a drawing program for students who are not ready to communicate strictly through words. The word processor offers text-to-speech audio support, multiple borders, fonts, and colors and a "Sounds" option correlated to the phonemic sounds in **Writing to Read**. The drawing program provides students with drawing and text tools as well as a graphics library including a wide range of familiar pictures from a number of IBM courseware products including **Writing to Read**.

The **Writing to Read** Teacher's Guide supports a cross-curricular, centers-based approach in both the classroom and lab and includes thematic units that extend learning experiences, as well as offer teachers the opportunity to customize the program for their curriculum.

Another Instructional Solution



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**Writing to Read is based on this simple yet powerful idea,  
"Anything I can say, I can write.  
Anything I can write, I can read."**