Title: Mental Orthographic Images (MOIs): How They Develop and Their Role in Reading & Writing

Audience: All K-12 educators and administrators

Course Description:
Robust MOIs, also called mental graphemic representations (MGRs) and mental orthographic representations (MORs), are critical for accurate and fluent word-level reading and spelling. A robust MOI of a word allows individuals to automatically recognize a word when reading and to quickly and accurately spell a word when writing, which in turn frees up cognitive resources and allows for better reading comprehension and writing organization and expression.

In this webinar, you’ll learn what an MOI is and isn’t, gain an understanding of the role MOIs play in reading and writing, and become familiar with theories of MOI development including Ehri’s amalgamation hypothesis, Share’s self-teaching hypothesis, and more recent multi-linguistic theories supported by the research of Trieman, Apel & Masterson, and others. You’ll learn what makes a “sight word” a “sight word” and what types of activities contribute to and facilitate the development of MOIs. You’ll learn about best practices in teaching word study so that you can use best practices to develop students’ MOIs, while eliminating common practices that don’t work.

Key Benefits of Attending:

1. **Acquire knowledge about the role of MOIs in reading and spelling and ways in which MOIs develop.** Understand traditional and current views on the development of MOIs and how these views impact the way we teach.

2. **Discontinue practices that interfere with your students’ development of MOIs.** Gain insights into best practices and eliminate practices that don’t work.
Learning Objectives:

1. Define “mental orthographic image”.
2. Explain the basic tenets of Ehri’s amalgamation hypothesis, Share’s self-teaching hypothesis, and more recent multi-linguistic theories supported by the research of Trieman, Apel & Masterson, and others; explain how each model impacts the way we teach our students.
3. Distinguish between “sight word” and “irregularly spelled” word.
4. Explain why three common teaching practices – guessing a word from context when reading, writing spelling words multiple times, and flash card drills for sight words – may limit or interfere with students’ acquisition and development of MOIs.
5. Use best practices to teach two new word study activities with your students.