



# Mouths Before Pencils

(If they can't say it, they can't write it.)

## Rehearse



**Language must be spoken before it can be written.**

Students speak the language first—hearing and trying out key structures with support.

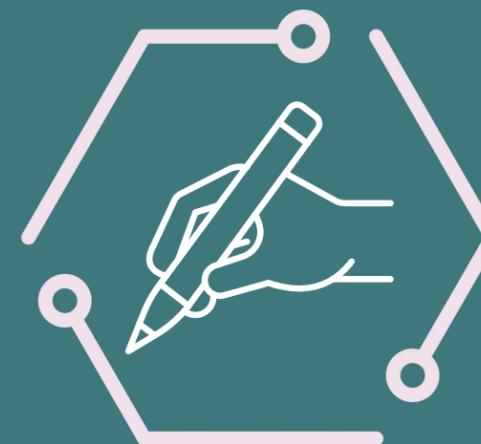
## Repeat



**Repetition builds the mental model that writing draws from.**

Students internalize academic phrasing through choral repetition, stems, and structured talk.

## Retrieve



**Without oral language first, writing becomes a test of memory—not thinking.**

Students retrieve and stabilize language orally so that writing captures thinking, not memory struggles.