



CAPACITY BUILDING INDICATORS & DISSEMINATION STRATEGIES

Why Teach Spelling?

Description: This publication contains three documents that explain the interrelatedness of spelling and reading development and its implications for spelling instruction.

- *Why Spelling Instruction Matters* explains the importance of spelling in relation to students' reading abilities, describes models of spelling development, and explains common approaches to spelling instruction. The information in this document was used to create the two companion documents:
- *A Checklist for Reviewing a Spelling Program* which lists key elements that should be found in a spelling curriculum including a developmentally appropriate instructional sequence. Educators can use the checklist to search their spelling curriculum to locate the suggested components.
- *Tables of Common Core State Standards Linked to Spelling* connects the information in *Why Spelling Instruction Matters* to CCSS grade-level expectations.

Intended Audience:

Regional Comprehensive Center Staff
Educators
Literacy Coaches
Professional Development Providers

To expand RCC's capacity, this activity or resource:	
Confirms what the RCC is already doing.	This resource supports the RCC staff as they work to support states who are implementing the Common Core State Standards.
Raises awareness of new developments in fields important to states' work.	This resource explains the importance of spelling and its relationship to reading success and offers practical tools which teachers can utilize.
Helps the RCC help states accomplish a goal or solve a problem.	This publication includes practical instructional resources that can be used to immediately support implementation of a portion of the CCSS in the classroom.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	As the majority of the states have adopted the CCSS, this resource supports the instructional phase of CCSS implementation.
Helps the RCC enhance states' ability to address NCLB/*ESEA requirements.	It increases the RCC staff knowledge of spelling development and instruction the research that supports it, and the relationship to improving reading performance.
Enables the RCC to carry out its work more effectively.	RCC staff are able to support their states who are implementing the CCSS by providing a tool that will deepen educators' content knowledge and assist them in facilitating their students' spelling development.

Accompanying/Related Materials:

- [*Synopsis of "Writing to Read: Evidence for How Writing Can Improve Reading"*](#)
- [*Synopsis of "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools"*](#)
- [*Webinar: Writing and Writing Instruction to Improve Reading: What We Have Learned from Research*](#)

Suggested Dissemination Strategies:

- Email link to the resource to SEA staff.
- Provide SEA staff with the resource.

*ESEA – Elementary and Secondary Education Act