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*Sincerely,
Karen Haag*

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Compiled by Karen Haag, www.liketowrite.com 2010



"The Error Beast is to be welcomed and tamed, not slain."

-Constance Weaver

- Students may be capable of spelling 70% of all the words in the spelling text before the school year starts. (Stetson and Boutin, 1980)
- The best spelling came from students in schools with lots of reading and writing and NO formal spelling curriculum. The worst spelling came from students in schools where the spelling was unrelated to reading and writing. (Callaway, McDaniel, Mason, 1972)
- Spelling is not just a courtesy to the reader. Knowing how to spell makes a more proficient writer and reader. (University of Virginia, Henderson, Chomsky, Read, Templeton)
- Separate vocabulary studies from spelling studies. Children do not need to know how to spell a word to understand how to use a word. (Rebecca Sitton; Article 3: Understanding the Differences)
- Teachers must teach students strategies --- to think, not to spell. Always begin in context, move to word work, and then back to context. (Wendy Cheyney)
- Students develop much of their spelling knowledge from reading and writing. (Gentry pamphlet quoting Goodman, 1993; Laminack and Wood, 1996; Smith, 1978, 1983; Wilde, 1992)
- For many children, spelling is *not* caught --- it must be taught. (Gentry)
- The term "invented" spelling comes from Piaget whose theory showed how children 'reinvent language' as they go through the constructive, developmental process of learning to speak. [It] is the same as "temporary spelling," "creative spelling," or "sound spelling." Gentry pamphlet --- five questions teachers ask about spelling, "An Interview with Richard Gentry," Zaner-Bloser, Columbus, Ohio
- There is no point in learning to spell if you have no intention of writing. (Frank Smith)
- Spelling will improve more dramatically if taught as a classwork activity and not as a homework activity. By 4th grade, students should be able to spell 85% of the words they use in *first* drafts correctly if they have spelling support in the room. (Sandra Wilde)
- Students are better able to form and retain a visual image of a word if it is presented in print, not cursive. (Rebecca Sitton)
- Learning to spell a word involves forming a correct visual image of the whole word. Words should not be introduced initially in syllables or structural parts. (Rebecca Sitton)
- Do not emphasize oral spelling drills. Spelling is a subskill of writing and is best reinforced through the writing of words. (Sitton)
- Spelling concepts are most effectively developed through activities that engage students in two forms of critical thinking – comparison and contrast. *The Research Base for Spell It – Write!* Jerry Zutell, Zaner Bloser, Columbus, Ohio.

Sources:

- Lester Laminack and Katie Wood, *Spelling in Use*, NCTE
- Department of Public Instruction, *Spelling in Use*
- Colin Hudson and Mary O'Toole, *Spelling: A Teacher's Guide*, Rigby
- *Theory Into Practice*, Turbill, Butler, and Cambourne, Frameworks
- *Spelling Sourcebook 1*, Rebecca Sitton, South 2336 Pittsburg, Spokane, WA. 99203
- Marie M. Clay, *What Did I Write?*, Heinemann
- Richard Gentry, *SPEL is a Four Letter Word*, Heinemann
- Pat Cunningham, *Making Words*, Good Apple, 299 Jefferson Rd. P.O. Box 480, Parsippany, N.J. 07054-0480.