

***Reading and Spelling
Pure & Simple***

***Phonics-Based Lessons
for Elementary, Teen, and Adult Students***

by

Deede Hinckley Cauley



The Real Reading Company

Big Spring, Texas

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and
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"Thy word is a lamp unto my feet, and a light unto my path."
Psalms 119:105 KJV

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Why This Book?

It is said that necessity is the mother of invention. In searching for teaching material to use with students who needed to develop basic reading skills, I discovered that most curricula were not particularly effective with my students, and so I started devising my own lessons. Through trial and error and after fifteen years of fine tuning, I was ready to publish *Reading and Spelling Pure & Simple: Phonics-Based Lessons for Elementary, Teen, and Adult Students*. This is the book that you have in front of you.

In my weekly meetings with struggling readers or non-readers, I noticed that most of them tried to read by guessing at words. This was troublesome, because guessing, instead of genuinely reading words on a page, does not constitute real reading. My students inspired me to create a program that would meet their needs and literally take the guesswork out of reading.

This book provides:

- Complete instructions for teaching students of any age how to read and spell.
- Lessons designed for one-on-one instruction that can be applied also with small groups.
- Lessons configured so that students may learn at their own pace.
- The introduction of alphabet letters in a sequence that enables students to read at least seven words by the end of the first lesson.
- An easy-to-teach format designed so that anyone who is literate can give the lessons. (This was important for our remedial reading program since the instructors differed from week to week.)
- An emphasis on comprehension and spelling. Reading and spelling are skills ideally learned at the same time.
- A format that eliminates the option of guessing. Pictures and illustrations are absent from our lessons to keep students from having clues that might facilitate guessing. Students are given no choice but to focus on the letters of the words.
- A system for documenting student achievement, using an at-a-glance format.

Reading and Spelling Pure & Simple develops reading, comprehension, and spelling skills in 90 lessons. The core of the program is a mere 77 pages. That's it! The rest of the book is support material for the tutor or teacher.

The lessons in this book have been used with success with students in public and private schools, home schools, church ministries, and literacy programs. Students learning English as a second language (ESL) have done well with this material, as have persons diagnosed with attention deficit disorders and dyslexia. By Lesson 90, students typically will be reading at an advanced level and will have a sizeable vocabulary.

I wish to emphasize that these lessons are based on many hours of research and observation from my many years of teaching experience. Educators at all levels of instruction and a broad band of professionals reviewed the material and helped hone it.

—Deede Cauley
March 2012

Reading Is All About Patterns

English is a pattern-based language. Words are constructed from letters of the alphabet, with each of the letters representing one or more sound patterns. The behavior of letters and letter combinations is actually quite consistent and reliable, and this means that students who learn the sound and spelling patterns have the tools to read and spell. In all there are 26 alphabet letters, less than 50 sound patterns, and some 250 spelling patterns. The beauty of knowing patterns is that it eliminates the need to memorize words one-by-one and truly makes every word of English accessible.

This reading curriculum methodically teaches the sound and spelling patterns of English. A cardinal rule is that letters, syllables, and words are read (and spelled) from left to right. Reading is meant to be an orderly process, a one-way, left-to-right procession. No other approach is as sure-footed. This rule seems obvious to people who have been taught it, but it's shocking how many of today's students have not been given this most basic of instructions. Again, the unbendable rule that we will teach from Day One is that we always read and spell from left to right!

Instruction begins with short-vowel words because the short-vowel pattern is easy to learn. More than half of the syllables and words in English follow this pattern. All 32 lessons of Unit 1 are devoted to short-vowel words. Unit 2 introduces most of the long-vowel patterns. A few more patterns are introduced in Unit 3, at which point your student will know more than three-quarters of the patterns found in English. Unit 4 covers irregular sounds and spellings, including so-called sight words. Unit 4 also puts all the pieces together and practices all the concepts and patterns. Practice is vital to your student becoming a self-assured reader. If you faithfully follow the instructions, by Lesson 90, your student will be reading and spelling five- and six-syllable words with ease and comprehending their meaning.

Sound and spelling patterns are like building blocks. We will introduce one pattern at a time. Most students will become excited and energized as they apply the patterns and discover that it is not difficult to learn to read and spell.

We have structured this program to develop and improve literacy in persons of any age. **Success is attainable by students who have a willingness to learn, a caring tutor, and a well-designed reading program.** With *Reading and Spelling Pure & Simple* an instructor has all of the tools needed to promote reading and spelling success.

*In this book, we refer to the student as "he."
The instructor may use "he" and "she" interchangeably.*

General Information About the Program

1. You do not have to prepare lesson plans for any of the lessons in this book. The planning has already been done for you. The teaching protocol, consisting of four steps, is the same for all 90 lessons.
2. Every lesson has a brief set of instructions, never more than one page long. Included are teaching tips, insights about learners, and explanations about our teaching method. Your effectiveness as an instructor will be enhanced by your knowing the reasons we approach the teaching of reading as we do. Rest assured that our method is thoughtfully designed, systematic, sequential, and research-based. We try to explain fundamental reading concepts succinctly, giving you the information you need to help your student be successful. (The aim of the support material is to equip you to be an effective reading instructor, not necessarily to be a scholar.)
3. There are some excellent teaching tips in the Pre-Unit! (You have the option of skipping the Pre-Unit if your student already knows the alphabet letters and their basic sounds.) If you will not be using the Pre-Unit, we encourage you to thumb through this section to capture the instructional nuggets. For example, the overview contains a sample dialog for teaching a letter sound. In Lesson B, we suggest a way you can help a distracted student gain focus. We also explain how to use a No. 2 pencil to control lesson flow and give your student positive, non-verbal feedback. There is also a note about why it is important for you to monitor your student's eye movement. More teaching tips are interspersed throughout the book. The first 23 lessons are especially so endowed. Take a few minutes to scan these pages before you begin teaching your first lesson. You will gain a sense of how the program flows. Practical and easy-to-implement ideas for the classroom teacher are provided on pages 201-205.
4. Signposts are provided on all of the instruction pages to guide you. You will see headings like these:

NEW CONCEPT	LEARN
NEW PATTERN	PRACTICE
INTRODUCE	REVIEW

Just follow these markers. The lessons are progressive, meaning knowledge of reading and spelling patterns will build. Review exercises are presented frequently to help your student achieve mastery. Feel free to share some of the background information from the instruction pages with your student. Use your judgment in deciding what to mention.

5. This reading program has no speed limits! *Please do not rush through the lessons.* DO STAY on a lesson for as long as it takes for your student to become highly proficient. (You even have the option of doing a “go back” and starting over if you think it wise.) Proceed at a pace that enables your student to excel.

The next several pages provide a bird's-eye view of the curriculum and will help you get ready to teach the lessons.

Procedure for Teaching the Lessons

The teaching template is the same for all 90 lessons. More detailed instructions are available at the start of the Pre-Unit and at the start of Unit 1. Here is a brief overview of the four steps for teaching each lesson.

Teaching Template for All 90 Lessons

1. Read.
2. Discuss word meanings.
3. Spell.
4. Mark the chart.

Step 1 READ. To begin a lesson, point with a sharpened pencil to the first letter (left side) of the first word in Roman numeral I, so that your student knows where to focus his eyes. Tell him that, in English, we always read in one direction, from left to right. Direct your student to sound out the letters in the word and not skip any letters. Next, in the same manner, point to the left side of the other words in the list and have your student read these words out loud.

Step 2 DISCUSS WORD MEANINGS. Discuss the meaning of words as you go through each lesson. This is important! Keep a dictionary handy for reference.

Step 3 SPELL. Call out (recite) the words in the lesson and have your student write them on notebook paper. Continue practicing the lesson words until your student writes them accurately and without hesitation.

When you are finished with a lesson, ask your student if he wants to read the entire lesson again or reread one or more of the word lists. *Total mastery of the word patterns is more important than speed!*

Step 4 MARK THE CHART. Use one of the completion (progress) charts supplied at the back of this book to keep a record of your student's achievement. Enter a 100 each time he succeeds in accurately reading and spelling a word list.

Advice for Teachers and Tutors: Relax. Smile! Keep It Simple

An instructor does not need to have all the answers or instantly understand every concept in this book. The teacher just needs to be able to read the words in the current lesson and follow simple instructions.

Do check a dictionary if a word's meaning is unknown or difficult to explain.

Do not let the information in this curriculum overwhelm or stress you. Can you read the words in the list? If so, you are qualified to teach the lesson.