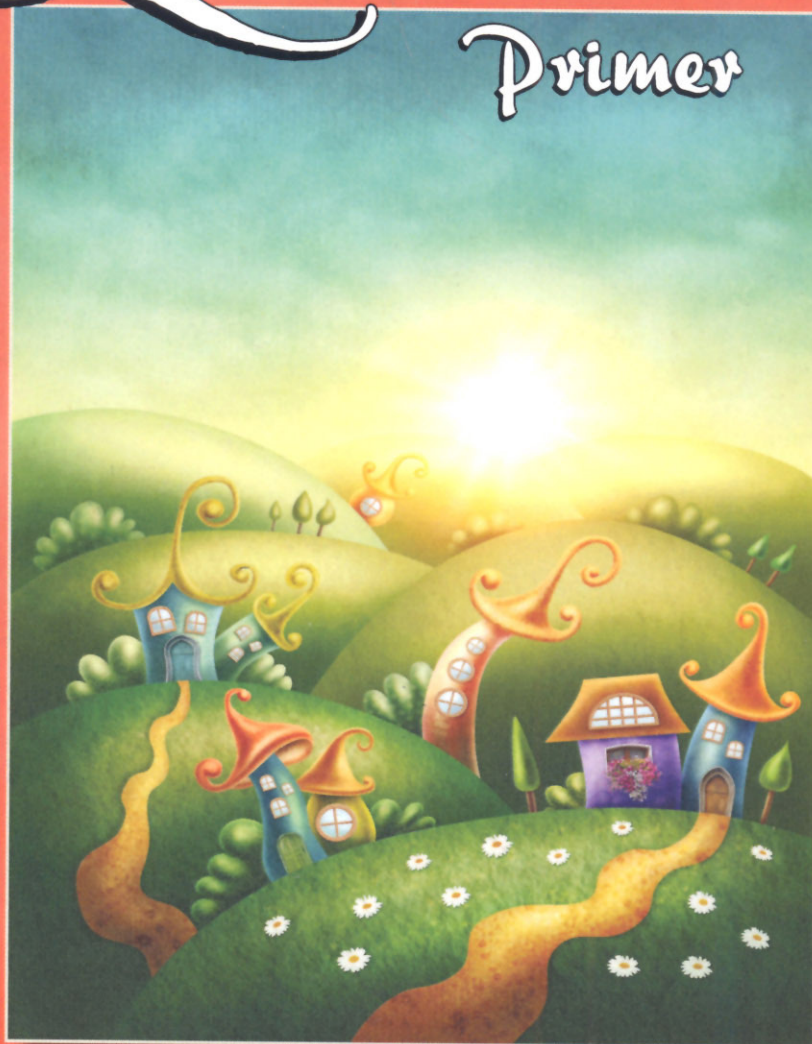


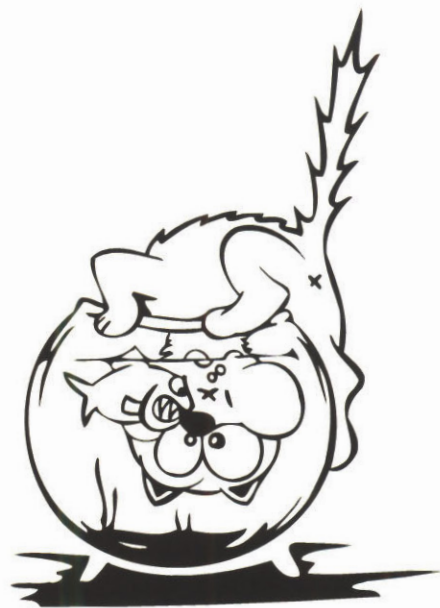
Reading & Spelling Through Literature Primer



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REVISED EDITION

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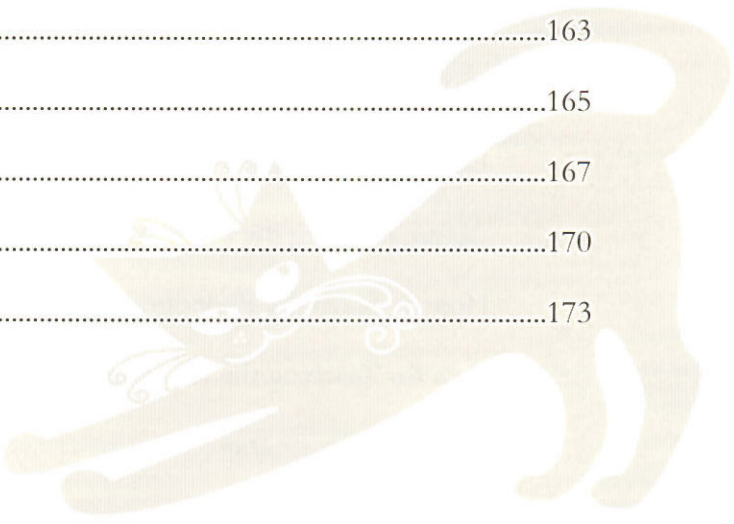


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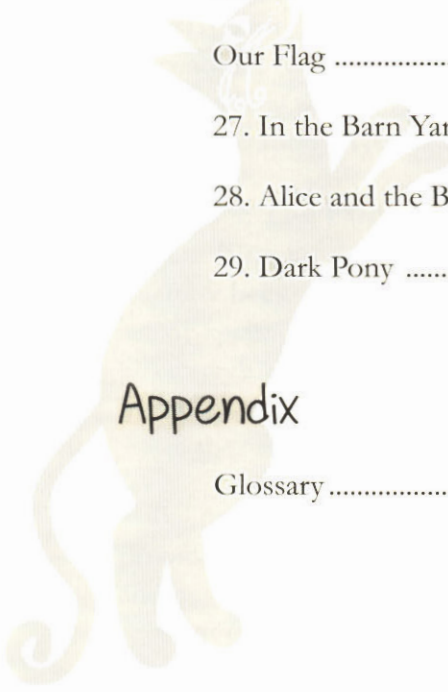
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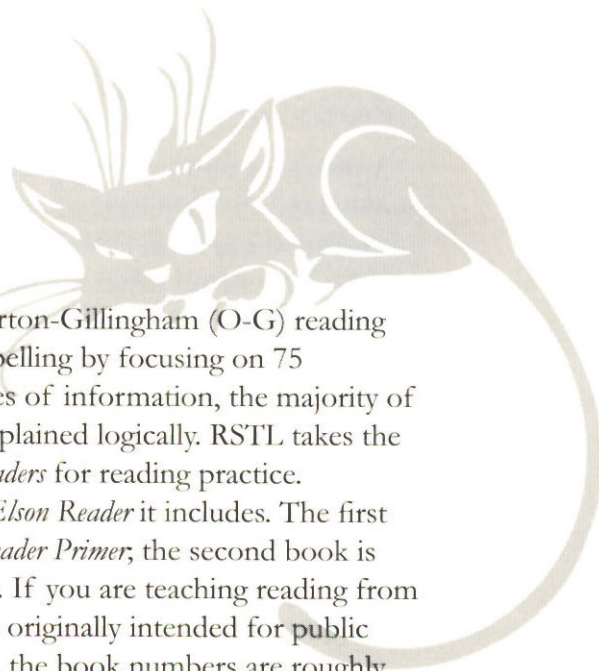
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Quick Start Guide



Reading & Spelling Through Literature (RSTL) is an Orton-Gillingham (O-G) reading and spelling program that teaches both reading and spelling by focusing on 75 phonograms and 30 spelling rules. With just 105 pieces of information, the majority of words in the English language can be analyzed and explained logically. RSTL takes the O-G methodology and combines it with the *Elson Readers* for reading practice.

Each level of RSTL is named according to which *Elson Reader* it includes. The first book is the RSTL Primer, which includes the *Elson Reader Primer*; the second book is RSTL Book 1, which includes *Elson Reader Book 1*; etc. If you are teaching reading from scratch, begin with the Primer. The *Elson Readers* were originally intended for public school usage, so if you are primarily teaching spelling, the book numbers are roughly equivalent to grade level—Book 1 for 1st grade, Book 2 for 2nd grade, etc.

Each volume of *Reading & Spelling Through Literature* has three parts:

Part 1: The Phonograms. Reading and spelling instruction begins with teaching the phonograms. There are some slight differences between Orton-Gillingham (O-G) programs regarding which phonograms are taught, each dependent on what makes the most sense to the author. This program teaches 75 basic phonograms. You can download a free set of phonogram flashcards from our site. This book contains only a one-page reference page.

Part 2: The Spelling Lists. Dictating the spelling words begins after students know the phonograms, and Part 2 includes full instructions on how to do this. In the Primer, you begin teaching the spelling words after you've taught the first 26 phonograms (*a* to *z*). In later volumes, it is assumed that children know the additional phonograms taught in previous levels—any previously taught phonogram may appear in any list. If you're new to O-G programs but want to start with a more advanced level, never fear! Instructions are included for quickly teaching the phonograms. This is a quick process for students who can already read since they already know the sounds the phonograms make; we're just providing an organizational system for knowledge they already possess.

Part 3: The Elson Readers. The spelling lists are arranged around the stories in the *Elson Readers* in order to give students practice reading with words that they have been explicitly taught. Each story corresponds to a spelling list or a series of spelling lists—e.g., to read Story 1, children need to learn the words in lists 1A through 1H. Students may read a story when they have learned all the words in a story and are comfortable reading the words from their spelling notebook. It is fine if they still need to sound the words out, but they should not be struggling.

Following is a more detailed overview of each part. This overview is intended to provide a basic roadmap of where the program is headed. Feel free to skip to Part 1 and begin teaching phonograms if you'd prefer, but I do encourage you to read the sections on **Necessary Materials** and **Non-Writers** first. You can return to this **Quick Start** section once you are comfortable teaching the phonograms.

Necessary Materials

A place for handwriting practice: Children learn to both read and write the phonograms in this program, so they need a place to practice handwriting. This can be in a composition book or the optional workbooks, but it can also be on a white board, in a sand tray, or any other method you wish. Instructions are included later in this introduction for adapting the program for a child who is unable to learn to write while learning to read. See the section on **Non-Writers**.

Composition book or notebook with loose-leaf handwriting pages: Children will need a place to write spelling words or (for non-writers) to have the instructor write them. Preferably, this will be a composition book. Primary composition books are available that are lined for grades K-2 and nicely bound already. However, you can use whatever writing paper you normally use. If you use loose-leaf pages, keep the spelling lists together and separate from other work. Students should read their spelling words for practice, so it's best if they don't have to search for them.

Part 1: The Phonograms

A *phonogram* is a symbol that represents a sound, so each letter is a phonogram, but we also have phonograms that are made up of multiple letters, like **ch**, **sh**, **igh**, etc.

You've probably heard the quote from Canadian writer James Nicoll concerning the English language: "We don't just borrow words; on occasion, English has pursued other languages down alleyways to beat them unconscious and rifle their pockets for new vocabulary." So because English is a tad insane—and possibly violently unstable—we have multiple ways to spell each sound our language makes, and many of the phonograms make more than one sound, including all of our vowels. Step one in the O-G style of reading instruction is to learn the sounds that the phonograms make. RSTL teaches 75 basic phonograms. The basic phonograms are the ones that are most common as well as most likely to be found in words that a beginning reader will encounter.

Once the first 26 phonograms—**a** through **z**—are learned, children will begin to learn spelling words, which eases them into reading, one word at a time. They learn which phonograms make up a word as well as which spelling rules apply to that word. This takes place somewhat passively as the instructor dictates spelling words and simply reads applicable rules to the student; they learn many spelling rules through sheer repetition alone. RSTL teaches the other 49 phonograms in the Primer and Book 1 as they appear in the spelling lists—*not before*. Because of this, students will always have at least one example word to practice that contains the new phonogram.

A note to those familiar with other O-G programs: Some traditional O-G programs, including the original version of RSTL (*Reading Lessons Through Literature*, RLTL), teach all the phonograms in the beginning at a fairly rapid pace, without regard to when those phonograms appear in the spelling lists. If you are more comfortable following that path, please feel free to do so. I have taught two children to read this way myself. However, my own experience has proven—to my own satisfaction, at least—that it is through the practice of reading the spelling words that students truly start remembering the sounds of the phonograms perfectly. Therefore, I personally no longer see the point in introducing the phonograms prior to introducing words that include those phonograms, so I now advocate a slower introduction.

30 Spelling Rules

Vowel and Vowel Sound Rules

1. **Q** always needs **u**, and **u** is not a vowel here.
2. **C** says /s/ before **e**, **i**, and **y**. Otherwise, **c** says /k/: picnic, picnicking.
3. **G** may say /j/ before **e**, **i**, and **y**. Otherwise, **g** says /g/.
4. Vowels **a**, **e**, **o**, **u** usually say /ā, ē, ō, ū/ at the end of a syllable.
5. Vowels **y** and **i** may say /ī/, /ī/, or /ē/ at the end of a syllable.
6. Vowel **y** says /ī/ at the end of a one-syllable word: by, sky, why.
7. Vowel **y** says /ē/ only at the end of a multi-syllable word: baby, candy.
8. Vowels **i** and **o** may say /ī/ and /ō/ when followed by two consonants.
9. At the end of a base word, /ā/ is usually spelled **ay**. There are ten exceptions when /ā/ is spelled **ey**: convey, hey, ley, obey, osprey, prey, purvey, survey, they, whey.
10. At the end of words, vowel **a** says its third sound: ma, zebra.
11. The **gh** phonograms **ough**, **ough**, **igh**, and **eigh** can each be used only at the end of a base word or before the letter **t**. The **gh** is either silent or it says /f/.

End of Base Word Rules

12. English words do not end in **i**, **u**, **v**, or **j**, but **YOU** and **I** are special.
13. Phonograms **dge** and **ck** are used only after a single vowel which says its short sound.
14. Phonogram **tch** is used only after a single vowel which does not say its long sound.
Phonogram **tch** is the phonogram usually used to say /ch/ following a single vowel at the end of base words, but **ch** says /ch/ after a single vowel at the end of six base words: attach, spinach, rich, which, much, such.
Phonogram **ch** is used at the end of base words following two vowels (teach, preach) and after a vowel followed by a consonant (church, bunch).
15. We often double **f**, **l**, and **s** after a single vowel at the end of a base word. We sometimes double other letters.

5 Reasons for Final Silent E

16. (1) The vowel says its name because of the **e**.
17. (2) English words do not end in **v** or **u**.
18. (3) The **e** makes **c** say /s/ or **g** say /j/.
19. (4) Every syllable must have a written vowel.
20. (5) Miscellaneous silent **e** covers all other silent **e** usages. This can include preventing a word that would otherwise end in **s** from looking plural, making a word appear larger, making **th** say /TH/, and making homonyms appear different.

Affix Rules

21. When added to another syllable, the prefix **all-** and the suffix **-full** each drop an **l**: almost, truthful.
22. When adding a vowel suffix, drop the final silent **e** unless it is still necessary according to other spelling rules, such as making **c** say /s/ or **g** say /j/: charge, chargeable, charging.
23. When adding a vowel suffix to a word ending in one vowel followed by one consonant, double the last letter only if the word is one syllable or the last syllable is accented: begin, beginning; worship, worshiping. Do not double **x**, **w**, or **y**.
24. The single vowel **y** (not part of a multi-letter phonogram) changes to **i** before adding any ending unless the ending begins with **i**: happy, happiness; try, tries, trying. This is because...
25. English words cannot have two letters **i** in a row.
26. To form the past tense of regular verbs, add **ed**. **Ed** forms a new syllable when the base word ends in **d** or **t**. Otherwise, **ed** says /d/ or /t/.
27. Use **s** to make regular nouns plural and to make the third person singular form of a regular verb. Use **es** after phonograms that hiss: **s**, **ch**, **sh**, **x**, and **z**. Refer to rule 23 when adding **es**. **Ch** does not hiss when it says /k/: stomach, stomachs.

Spelling Sh Rules

28. **Sh** spells /sh/ at the beginning of words and at the end of syllables. It never spells /sh/ at the beginning of any syllable after the first one except for the ending —ship: she, fish, hardship.
29. **Ti**, **si**, and **ci** say /sh/ at the beginning of any syllable except the first one. Look to the root word to determine which one to use: **part**, **partial**; **transgress**, **transgression**; **face**, **facial**.

Miscellaneous Rule

30. **Z** says /z/ at the beginning of a base word, never **s**.

75 Basic Phonograms

a	/ă/, /ā/, /ä/.....at, acorn, wasp	n	/n/ no
b	/b/ but	o	/ō/, /ō/, /ö/ pot, go, to
c	/k/, /s/ cat, city	p	/p/ put
d	/d/ dog	qu	/kw/ queen
e	/ĕ/, /ē/ best, me	r	/r/ run
f	/f/ four	s	/s/, /z/ sass, has
g	/g/, /j/ garden, gem	t	/t/ tap
h	/h/ hat	u	/ŭ/, /ū/, /ü/ umbrella, unit, put
i	/ī/, /i/, /ĕ/, /y/ igloo, ice, radio, onion	v	/v/ vowel
j	/j/ jam	w	/w/ water
k	/k/ kite	x	/ks/, /z/ fox, xylophone
l	/l/ lot	y	/y/, /ī/, /i/, /ē/ yellow, gym, sky, baby
m	/m/ mat	z	/z/ zoo

ai	/ā/ — 2 letter /ā/ we may NOT use at the end of English words; */ī/, /ā/ hail
ar	/ār/ car
au	/ā/ — 2 letter /ā/ that we may NOT use at the end of English words pauper
ough	/ā/, /āf/ caught, laugh
aw	/ā/ — 2 letter /ā/ that we MAY use at the end of English words paw
ay	/ā/ — 2 letter /ā/ that we MAY use at the end of English words play
bu	/b/ — 2 letter /b/ build
ch	/ch/, /k/, /sh/ chat, chasm, chef
cei	/sē/ receive
ci	/sh/ — short /sh/ (“short” because it begins with a short letter) facial
ck	/k/ — 2 letter /k/ back
dge	/j/ — 3 letter /j/ dodge
ea	/ĕ/, /ĕ/, /ā/ beat, dread, break
ear	/er/ as in pearl pearl
ed	/ed/, /d/, /t/ waded, slammed, picked
ee	/ē/ — double /ē/ tee
ei	/ā/, /ē/, /i/ their, protein, feisty
eigh	/ā/, /i/ eight, height
er	/er/ as in her her
ew	/ō/, /ū/ dew, few
ey	/ā/, /ē/ they, key
gn	/n/ — 2 letter /n/ that we use at the beginning or the end of a word gnome, sign
gu	/g/, /gw/ guest, language
ie	/ē/ — 2 letter /ē/ thief
igh	/ī/ — 3 letter /i/ sight
ir	/er/ as in dirt dirt
kn	/n/ — 2 letter /n/ that we use only at the beginning of a base word know
mb	/m/ — 2 letter /m/ comb
ng	/ng/ ding (nasal sound)
oa	/ō/ — 2 letter /ō/ boat
oe	/ō/, /ō/ doe, shoe
oi	/oi/ that we may NOT use at the end of English words toil
oo	/ō/, /ū/, /ō/ food, hook, floor
or	/or/ cord
ou	/ow/, /ō/, /ō/, /ū/, /ū/ our, four, tour, famous, could
ough	/ō/, /ō/, /ō/, /ow/, /uff/, /off/ bought, dough, through, bough, rough, cough
ow	/ow/, /ō/ plow, bow
oy	/oi/ that we MAY use at the end of English words toy
ph	/f/ — 2 letter /f/ phonics
sh	/sh/ shell
si	/sh/, /zh/ transgression, vision
tch	/ch/ clutch
th	/th/, /TH/ think, that
ti	/sh/ — tall /sh/ (“tall” because it begins with a tall letter) nation
ui	/ō/ fruit
ur	/er/ as in turn turn
wh	/wh/ wheel
wor	/wer/ worm
wr	/r/ — 2 letter /r/ wreck