

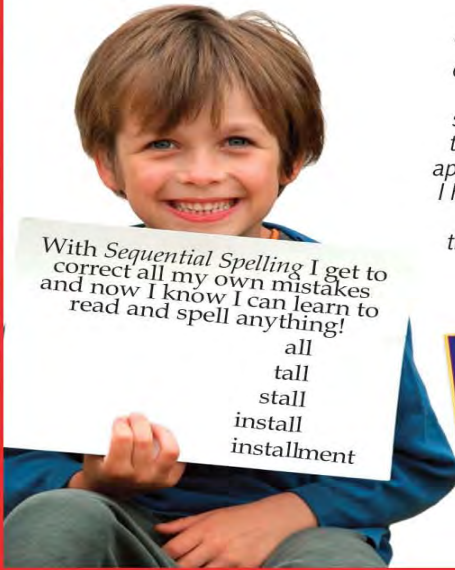
# AVKO Foundation 2009 Catalog

Corrected 9.17.08

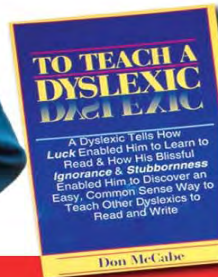
## GET HELP

### TEACHING YOUR CHILD TO READ & SPELL!

If your child is dyslexic, or has difficulty reading or spelling, Don McCabe can help! A dyslexic himself, Don has devoted his life to researching and developing materials that can make reading possible—even for those who have previously had great difficulty learning.



*"With eleven years of homeschooling, six children and a special ed. degree this is the greatest approach to spelling I have ever seen for anyone, not just those with learning differences."  
Sandra D.*



>> Visit [www.avko.org](http://www.avko.org)

## Don't just take AVKO's word for it: Try *Sequential Spelling* before you buy!

1. Ask your students to spell: **beginning**. Let's start at the **beginning**. **beginning**. Tell them that all they have to do is put down some of the letters they think might be in the word **beginning**. Collect the papers. You will want to compare these misspellings with the spellings you will get on the 5th and 6th days.

2. Give the following tests on separate but consecutive class days. You say the word. Use it in a sentence. Give the word again. Every student must at least attempt to spell the word. After each student has tried and before going to the next word—give the correct spelling. Let each student correct his own paper. He is to erase any mistake and end up with each word correctly spelled before going on to the next word.

	1st day	2nd day	3rd day	4th day
1.	<b>in</b>	<b>in</b>	thin	thins
2.	<b>pin</b>	pins	pinned	pinning
3.	sin	sins	sinned	sinning
4.	spin	spins	an inn	spinning
5.		kin	shin	shins
6.		skin	skins	skinned
7.		<b>win</b>	wins	winning
8.		twin	twins	inner
9.			<b>be</b>	<b>be</b>
10.			<b>begin</b>	<b>begins</b>
11.			chin	chins
	<b>5th day</b>	<b>6th day</b>	<b>7th day</b>	<b>8th day</b>
1.	thinned	thinning	thin	thinner
2.	thinner	thinnest	<b>in</b>	<b>ins</b>
3.	sinner	sinners	<b>inn</b>	<b>inns</b>
4.	spinner	spinners	spin	spinning
5.	fins	tin	tins	tin
6.	Mr. Skinner	Mr. Skinner's	skin	skins
7.	winner	winners	winning	winner
8.	<b>be</b>	<b>bee</b>	<b>bee</b>	<b>be</b>
9.	inning	innings	inner	being
10.	<b>beginning</b>	<i>beginnings</i>	<i>beginner</i>	<i>beginners</i>
11.	chinned	chinning	chin	chins

Nearly every student, no matter what grade or how severely learning disabled, will learn to read, write, and spell the word **beginning**. Note: Even the very gifted students can learn vocabulary from this program that uses many words to teach a few simple patterns. An example of this is the word kin.

# Sequential Spelling

Each of the 7 levels contains 180 lessons

Each level plus 1 free Response Book only \$19.95

Member's Price: \$14.96 ea. (8½x11 72 pages)

All 7 plus 7 Response Books, a **\$139.65** value for only **\$134.95**

Member Price **\$101.21**

- Utilizes **student self-correction**.
- Builds **from easier** words of a word family **to** important **power words** that build **self-confidence**. Each of the seven levels contains 180 spelling lessons that teach phonics through the backdoor of spelling. Students learn the patterns without having to learn rules.

## 301 Sequential Spelling 1

all  
tall  
stall  
install  
installment

## 302 Sequential Spelling 2

end  
tend  
intend  
attend  
attendance

## 303 Sequential Spelling 3

rain  
train  
strain  
restrain

## 304 Sequential Spelling 4

serve	servicing	service
reserve	reserving	reservation
preserve	preserving	preservation
conserve	conserving	conservation

## 305 Sequential Spelling 5

include	inclusive	inclusion
exclude	exclusive	exclusion
intrude	illusive	illusion
conclude	conclusive	conclusion

## 306 Sequential Spelling 6

democrat	democratic	democracy
aristocrat	aristocratic	aristocracy
diplomat	diplomatic	diplomacy
bureaucrat	bureaucratic	bureaucracy

## 307 Sequential Spelling 7

decorate	decorative	decoration
demonstrate	demonstrative	demonstration
interrogate	interrogative	interrogation
legislate	legislative	legislation

**Student Response Books (#310) \$9.95 each.**

**Member Price: \$7.46 each.**

*The same Response Book fits all 7 levels.*

# Join AVKO and SAVE.

For just a \$25.00 yearly membership fee,  
you will receive over \$190.00 worth of E-books  
as a membership bonus

- **Five Free E-books:**

1. *The Teaching of Reading and Spelling: a Continuum from Kindergarten through College,* \$49.95 value
2. *Starting at Square One,* a \$59.95 value
3. *To Teach a Dyslexic,* a \$14.95 value
4. *The Patterns of English Spelling,* **\$359.90 value**
5. *Reading Teachers List of Over 5,500 Basic Spelling Words,* \$29.95 value

- Members also will have complete access to **all** the FREEBIES and the **AVKO Newsletter on [www.spelling.org](http://www.spelling.org)**
- **25% discount** on all AVKO materials.

## The Tricky Words

C-500 \$14.95 Member's Price \$11.21 8½x11 ISBN: 1-56400-505-4 90 pages

A Collection of Teacher-Directed, Student Self-Corrected Fun-filled & Information-packed Non-graded Exercises Designed for All Ages.

ant/aunt/Aunt be/bee/Bea beat/beet hear/here heard/herd made/maid bear/bare  
new/knew/gnu no/know hair/hare sea/see/si/C seas/sees/seize/C's break/brake  
by/bye/buy tea/tee/tees/tease flew/flu/flue him/hymn were/we're/where/wear  
knows/nose sight/site/cite wood/would right/write/rite

- Each lesson has ten sentences with blanks for the targeted tricky word.
- After each sentence, each student corrects his/her own mistakes. Key: Immediate Student Self-Correction
- Student answer sheets may be easily photocopied.
- Each lesson **previews** other tricky words that will be coming in future lessons.
- Each lesson after the first lesson **reviews** some of the previous words. All the tricky words are reviewed many times.

Each level has ten lessons with both pre and post tests.

# The New Patterns of English Spelling

Now Combined with Word Families in Sentence Context  
C-100 Ten Volumes in Two Binders \$359.90

Member Price: \$269.92

8½ x 11 1,603 pages in 2 2½ inch 3 ring binders

See Sample Pages on pages 6-7

- "A copy of this book should be in every classroom. It's a reference that can and should be used by **every** reading teacher at **every** level." —Dr. Patrick Groff, San Diego State University.
- "A **complete resource** for word families...a Godsend when I developed the *Bare Bones Exercises*. I can't imagine teaching spelling or reading without it." — Judith Dettre, Ph.D., Director Reading Clinic, UNLV.
- **By using the handy index** any teacher (or parent) can quickly look up any word and find a complete list of words that follow its pattern. Look up *battered* and find all the *-attered* words such as *scattered*, *flattered* and *spattered*. Look up *malicious* and find all the *-cious* ("shus") words such as *precious*, *suspicious*, *delicious*, *gracious*, *ferocious*, *atrocious*, etc.
- Each volume has its own indices. They may be purchased separately.

Vol.	Word Types	Examples	Individually
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1 (C101)	Short Vowels: CVC	dad      get      tin	39.95
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**Vol. 1 FREE as an E-book to AVKO Members**

2 (C102)	Short Vowels: CVCC	band      went      itch	39.95
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3 (C103)	Long Vowels: CV/CVe	go      nice      tube	39.95
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4 (C104)	Long Vowels: CVVC	raid      seem      roam	39.95
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5 (C105)	-R & W- controls	car/war      for/word      card/ward	<u>39.95</u>
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Total if purchased separately 199.75

**1-5 (C101-5) First 5 volumes in one set (Savings of \$19.80) 179.95**

6 (C106)	Basic Suffixes	batter      battle      dreadful	39.95
----------	----------------	----------------------------------	-------

7 (C107)	The Ending Y's	destiny      simplify      trickiest	39.95
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8 (C108)	Power Suffixes	precious      partially      permission	39.95
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9 (C109)	Advanced Patterns	techniques      chauvinist      fiancée	39.95
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10 (C110)	Prefixes/Suffixes	psychic      telegraph      synthesizer	<u>39.95</u>
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199.75

**6-10 (C106-10) Last 5 volumes in one set (Savings of \$19.80)**

**179.95**

**1-10 (C100) All 10 volumes in two sets (Savings of 39.60)**

**359.90**

A sample page from *The Patterns of English Spelling* reduced from 8½x11 so as to fit on this page. See Page 214B on next page

## 214A

## ACK BLACK (“BLAK’’) FAMILY

AK	AK-ss	AK’t	AK ing	AK’ee	AK’ur
<b>back</b> <sup>(1.55)</sup> Jack	backs Jack’s	backed	backing	Jackie Blackie	backer
<b>black</b> <sup>(2.00)</sup>	blacks	blackened	blackening		blackier
<b>pack</b> <sup>(3.10)</sup>	<b>packs</b>	<b>packed</b> <sup>(5.25)</sup>	<b>packing</b> <sup>(3.30)</sup>		packer
<b>rack</b> <sup>(5.35)</sup>	racks	racked	racking		cracker
<b>crack</b> <sup>(5.70)</sup>	cracks	cracked	cracking		cracker
<b>track</b> <sup>(4.25)</sup>	<b>tracks</b> <sup>(6.65)</sup>	<b>tracked</b> <sup>(7.20)</sup>	tracking		tracker

## Power Vocabulary

hack	hacks	hacked	hacking		hacker
shack	shacks	shacked	shacking		
whack	whacks	whacked	whacking		
jack	jacks	jacked	jacking		
hijack	hijacks	hijacked	hijacking		hijacker
<b>lack</b> <sup>(3.70)</sup>	<b>lacks</b>	lacked	lacking		
slack	slacks	slacked	slacking		slacker
clack	clacks	clacked	clacking		clacker
smack	smacks	smacked	smacking		smacker
snack	snacks	snacked	snacking		
unpack	unpacks	unpacked	unpacking		
<b>sack</b> <sup>(3.90)</sup>	<b>sacks</b> <sup>(6.80)</sup>	sacked	sacking		
tack	<b>tacks</b>	<b>tacked</b>	tacking	tacky	
stack	stacks	stacked	stacking		stacker
attack <sup>(9.75)</sup>	attacks	<b>attacked</b>	attacking		attacker
<b>quack</b> <sup>(7.60)</sup>	quacks	quacked	quacking		quacker
yak	yaks				

## More Power Words (Mostly compound words)

bookrack	gun rack	hat rack	off-the-rack	tailback	swayback
quarterback	rick-rack	touchback	hunchback	hogback	halfback
kickback	crackerjack	bareback	hatchback	horseback	blackjack
biofeedback	coat rack	knickknack	tamarack	thumbtack	laidback
soundtrack	Cossack	runback	rollback	razorback	outback
paperback	playback	cutback	scatback	feedback	racetrack
drawback	flashback	skyjack	slapjack	flapjack	wetback
lumberjack	lampblack	gunnysack	knapsack	hardtack	piggyback
<b>backward</b> <sup>(5.80)</sup>	backwards	<b>background</b> <sup>(6.15)</sup>	backdrop	backhand	
backroom	backache	backfire	backfield	backlash	
backlog	backtalk	backdoor	backpack	blackboard <sup>(7.20)</sup>	

Difficulty Levels on Scale of 1 to 21 are placed within parentheses ( ).

Spelling Demons: attack attacked

Related Families: See p. 215 for locations of -eck, -ick, -ock, and -uck families.

NOTE: -acks rhymes with -ax family on p. 265. -acked rhymes with -act family on p. 223

Homophones: packs/pax tacks/tax sacks/sax lacks/lax packed/pact tracked/tract tacked/tact

Compare this page to the -ack pattern as listed in Edward Fry’s the “World’s Greatest List of Major Phonograms” in *The Reading Teacher’s Book of Lists* (NY: Prentice Hall, 1984, pp. 81-90) which lists *only*: back hack Jack lack Mack pack quack rack sack tack black clack crack knock shack smack snack stack track whack. Because *The Patterns of English Spelling* is in a loose-leaf binder, reproduction for home or classroom use is made easy.

A sample page from ***The Patterns of English Spelling*** reduced from 8½x11 so as to fit on this page. See Page **214A** on page 6.

**214B**

lack	Does Jack lack a concern for others named Jack or Jackson?
lacks	What the world lacks is love.
lacked	Zack's sister has never lacked for anything. She has everything.
lacking	Something is lacking in your answer to my question.
slacking	At times, almost all of us are guilty of slacking off.
slacked	My brother Jack has really slacked off in his work. He retired.
slacks	I really like the pair of slacks you're wearing. They're cool.
slack	The rope is much too slack. Tighten it. Take up the slack.
black	I don't mind watching TV programs in black and white.
Blacks	I know Blacks named White and Whites named Black.
sacks	My sister carried in all three sacks of groceries by herself.
sacked	My brother Jack got sacked by his boss for being an hour late.
sacking	My sister thinks sacking groceries can be a fun job.
tacking	My sister Jackie is always tacking up some stupid papers.
tacked	Did you see what the teacher tacked up on the board?
tacks	Did you know that they charge sales tax on thumb tacks?
tack	It's not so funny when it's you who sits on a thumb tack.
attack	Everybody should learn how to attack problems.
attacks	Heart attacks can be serious. Do you know C.P.R.?
attacked	Jack and I were attacked by a pack of angry caterpillars.
attacking	You shouldn't always be attacking what I say.
stacking	Zack must be stacking the deck, but I can't catch him at it.
stacked	I know Zack stacked the deck. He packed it with aces.
stack	It's not nice to stack a deck—unless it's for a card trick.
back	Jack doesn't like to back up—or back you up, either.
backs	I hope Jack backs down and backs you up.
backed	Jack backed his car into a tree. He really racked it up.
backing	I hope Jack gets some backing pretty soon.
snacking	Birds around here are snacking on grubs, worms, and maggots.
snacked	My crazy brother snacked on ice cream with mustard.
packed	Jack should have packed up his things an hour ago.
racked	Last night Jackie racked up Jack's car and blamed me for it.
cracked	When Jackie looked at herself in the mirror, it cracked.
tracked	The last time my brother tracked in dirt, he got smacked.
quacked	The duck quacked for crackers.
whacked	Lizzie Bordon's father was whacked with an ax forty times.
shacks	The Irish lived in shacks on the wrong side of the tracks.

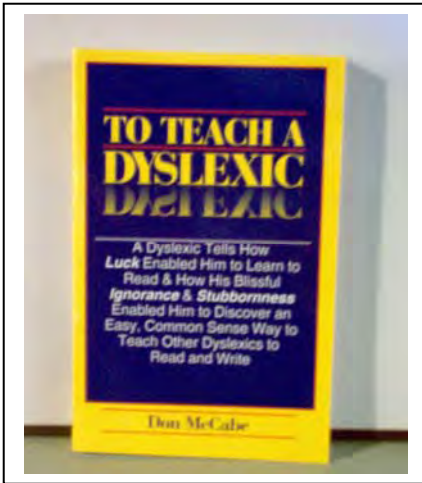
# To Teach a Dyslexic

by Don McCabe

C663 – \$14.95 Member's Price: \$11.21—5½ x 8½ 288 pp.

ISBN 1-56400-004-4

**FREE as an E-book to AVKO members**



● It takes a dyslexic like Don McCabe to teach us what dyslexia really is. It can be more a gift than it is a handicap. What he has achieved, other dyslexics can achieve— with the proper help from teachers and/or parents who understand the logic behind the dyslexic mind. All dyslexics may not make *Who's Who* (as McCabe did), but they certainly can become good readers, good spellers, and good citizens living happy and productive lives.

Eldo Bergman, M.D., Texas Reading Institute.

● Flint, Michigan can be justly proud of being more than the home of General Motors, Michael Moore (*Roger and Me*, *Bowling for Columbine*, & *Fahrenheit 9/11*), the great sit-down strike, and the C. S. Mott Foundation. From a Flint Public High school that had no gymnasium, no swimming pool, no auditorium, no cafeteria, no library, and no athletic field has come a teacher, scholar, and researcher whose ideas, if accepted by the academic world, could lead to the eradication of illiteracy and even the elimination of the word *dyslexia*. His name is Don McCabe. Read his story and you'll see what I mean.

—Linda Nevin, President, Tri-County Literacy Council

● In this personal and somewhat irreverent look at his life...Don McCabe reminds us of the diversity and strengths of (dyslexics.)...He emphasizes the importance of family support and the need for preparing teachers who understand dyslexia and its effects. Especially useful is the section on effective teaching strategies based on the structure of written English.

—Marcia Henry, Ph.D., Former President, International Dyslexia Assn.

# Let's Write Right

## *Manuscript & Cursive*

### Lesson Plans & Work Sheets

C332 – \$39.95 Member's Price: \$29.96 8½x11 165 pp.

### Extra Student Worksheets

C333 – \$14.95 ea 8½x11 81 pp., \$12.95 ea. in quantities of 15 or more.

AVKO Member's Price \$11.19

- A research-based approach **designed specifically to teach reading and spelling skills** through the backdoor of penmanship exercises:
- **Emphasis** is on **legibility** — Wide latitude is given for individuality (even other methods such as Getty-Dubay Italic) provided the letters cannot be mistaken for another.
- Students learn spelling/reading sequentially as the alphabet is taught—not after. With just the letters *a b c* and *d*, we have: *a cab*, *a dad*, and *bad*.
- Just by learning to make the connecting strokes, students learn to write cursive. *abc* and *d*, we have: *a cab*, *a dad*, *a bad cad*
- Teachers can help their students learn to **read cursive** as they are learning to write *manuscript*. The text does not have bunny rabbits and balloons that tend to be demeaning to older students. Yet, there is room for students to illustrate their own text. This can be fun for both the younger and the older students.
- Students practice letters **in context of phonically consistent patterns** rather than in isolation within unrelated words. As they practice their handwriting they are **learning to spell without having to memorize** words or spelling rules. Vocabulary can be systematically taught through patterns such as Greek and Latin roots. If your school needs help in combining these three, contact the AVKO Foundation. We do inservices on this.

# Rimes and More Rhymes

A Great Resource Book for Writing Poetry

(And Learning Spelling Patterns by Practicing Handwriting!)

C331 – \$39.95 Member's Price \$29.96 8½x11 258 pp.

C330: Examination Set of Both Let's Write Right and Rimes and More Rhymes:

\$69.90, a \$10.00 savings Member's Price: \$52.42

Use

# Individualized Keyboarding

to improve Reading & Spelling Skills

C-400 – \$14.95 Member's price: \$11.21

In Quantities of 15 or more \$12.95 each.

8½x11 96 pp.

Try this little experiment, PLEASE!

Have Group 1 copy this

Have Group 2 copy this:

tNo:e dGoo rdrseae hvae bltui-ni  
rspnsseoe ot lpsnlgei ptnsr,ae os hyte  
cna syleai rdea nda pllse nn-orwsdo  
lki:e dptnei,o pctnii,o ncradtn;kioaio  
nda cglngi.i dGoo tpstysi rai gdoo  
rdrseae hwo qckylui bldui pnuo ehtse  
bltni-iu rspnsseoe ot dvlpoee wne  
pptrsna.e

dGoo rdrseae lrdyaea knw"o  
sbcnscsl"yuoiou hte pptrsnae os htye  
dnto' ndee trnngaii ot tpye yb ptrts.nae

rPoo rdrseae dnto' nkwo hte ptrtsnae  
nda nt'do nwko hte wrdso os hyte mtsu  
ypte lttree-yb-ltrr,ee srtkoe-yb-srtko.e

rPoo rdrseae ndee gtnrnaii ni ptrtsnae  
ot bcmeoe gdoo tpsyt.si

Note: Good readers have built-in responses to spelling patterns, so they can easily read and spell non-words like: depotion, piction, incordation, and cligging. Good typists are good readers who quickly build upon these built-in responses to develop new patterns.

Good readers already "know subconsciously" the patterns so they don't need training to type by patterns.

Poor readers don't know the patterns and don't know the words so they must type letter-by-letter, stroke-by-stroke.

Poor readers need training in patterns to become good typists.

If Group 1 can type or copy longhand the scrambled words as fast as Group 2 can, AVKO's theories are all wet. If not, doesn't that demonstrate to you the importance of teaching patterns? Try it. Please

- "Besides teaching typing and keyboard skills, it teaches reading and spelling skills through the context of patterns rather than isolated key positions. A fantastic concept that works." – R. J. Rayl, Flint, Mich.
- Even the most severely dyslexic / dysgraphic student can begin the learning to read and spell process while he thinks he is just learning the keyboard so that he can make better use of a computer.

Page greatly reduced in size to fit this page.

**Each** line is to be done **three** times before going to the next.

## Level one

## Lesson Three

### Exercise A

fff fttf fttf aaa ttt at at at fttf fttf fat  
 at fat fats; fl fl flat flats; fttf fttf fat;  
 at; flat; a slat; slats; flat flats; sat fat;

### Exercise B

fft fttf all fall falls; all tall stall stalls  
 all tall; all tall stall; all fall falls; all tall;  
 fast last; last fast; fast last; fast fast;

### Exercise C

fff fad fads; ddd dad dads; lll lad lads;  
 ttt at fat fats; flat flats; sat at fat; ;;;  
 a fat dad sat; at last a fast lad; alas;

### Exercise D

as fast as a lad; as fast as a lass; alas;  
 as sad as a dad; as tall as a dad; fttf;  
 all a tall stall; all a fall falls; at flat at;

## **The Teaching of Reading & Spelling: a Continuum from Kindergarten through College by Don McCabe**

C650 – \$59.95 Member's Price: \$44.96 8½x11 364 pp. ISBN 1-56400-650-6

**FREE as an E-book to AVKO members**

**A Textbook for Teachers (& Parents who Home School) with Practical Classroom Diagnostic Tests and Answers to the Phonics vs. Whole Language Controversy. You can find some of the chapters in their entirety at [www.spelling.org/freebies.htm](http://www.spelling.org/freebies.htm)**

### ● **Section 1: The Nature of the Learning-to-Read Process**

Chapter 3 Definitions of Dyslexia: Official Definitions Defined. If it looks like a duck, walks like a duck, and quacks like a duck, it's probably a duck.

Chapter 6 Common misconceptions about dyslexia

### ● **Section 2: Phonics, Phonemics, Phonetics, and Phunny Ideas about Teaching Reading & Writing**

Chapter 7 A Phonics Test for Good Readers

Chapter 9 A Comprehension Test for Good Readers

Chapter 10 A, Ma, Mag, Magi, Magic, Magician, dem, demo, demon, demons, demonstrative, demonstration

Chapter 15 220 Dolch Words are too many for students with memories like mine. ([www.avko.org/Freebies/dolch.htm](http://www.avko.org/Freebies/dolch.htm))

Chapter 17 Statues and Sanctuaries or a Practical Use of Miscue Analysis: Building Egos/Self-Esteem.

Chapter 18 Comprehension/Schema Theory: a Practical Application

### ● **Section 3: The Nature of the Learning-to-Write Process**

Chapter 19 A Common Sense Approach to the Teaching of Handwriting

Chapter 20 A Rationale for Teaching Reading/Spelling Through the Side Door of Handwriting

Chapter 23 Techniques for Teaching Handwriting

### ● **Section 4: The Nature of the Spelling / Reading Connection**

Chapter 25 The Mechanics of English Spelling

Chapter 27 Ewe Kin Awl Weighs Spill Chick Yore Dock You Mints

### ● **Section 5: Diagnostic & Prescriptive Tests**

Chapter 30 The AVKO Pre- & Post Diagnostic Spelling Test on 100 of the Most Common Phonograms in the English Language.

Chapter 31 A Sentence Dictation Test Covers Over 300 of the Most Commonly Used Words.

# The Teaching of Reading & Spelling Starting at Square 1

by Don McCabe

C450 – \$59.95 Member's Price: \$44.96 8½ x 11 315 pp.

ISBN 1-56400-000-1

**FREE as an E-book to AVKO members**

This is the only mastery learning curriculum ever devised that methodically teaches:

- reading
- spelling
- handwriting (manuscript and cursive)
- keyboarding
- phonics, intensively and systematically

**AS** it teaches the alphabet—not after.

It is the only curriculum that uses only words that are truly decodable.

Students learn to read over a thousand words after just 9 letters have been introduced in this order: abcd rst y e.

AVKO recommends that this be used right from the beginning.

Don't waste your time and your children's time teaching the letters of the alphabet separately. Teach reading and spelling and writing and keyboarding **AS** you teach the alphabet!

This is where your teaching of reading and writing should start whether the learner is a small child or an adult learning the English language as a second language.

It is **FREE as an E-book to AVKO members.**

# Readings for Fluency

C260—\$14.95 Member's Price: \$11.21

Practice Sentences to help readers from 6-96 respond automatically to common words no matter whether they are: *hand printed*, all in CAPITAL LETTERS, or written in *cursive*

8½ x 11 64 pages

Sample page reduced in size to fit this page

Target Word	Sentences Using Target Word
are	Where are we going?
we're	We're going to go see a movie.
ARE	WHERE ARE THEY GOING?
THEY'RE	THEY'RE GOING TO GO SEE A MOVIE, TOO.
<i>Are</i>	<i>Where are you going?</i>
<i>You're</i>	<i>I am going where you're going.</i>
ARE	HOW ARE YOU GOING TO GET THERE?
CAR	I WILL GET THERE IN YOUR CAR.
are	We are ready to go. Are you ready?
car	I'm ready to go. Is your car ready?
<i>are</i>	<i>Are you kidding? We are going to walk.</i>
<i>car</i>	<i>We're going to walk?!? Where's your car?</i>
are	You are my friend. Where are you when I need you?
car	I don't have a car. Are you still my friend?
ARE	YOU ARE MY BEST FRIEND. YOU'RE NICE TO ME.
CAR	I WOULD LIKE TO DRIVE YOUR CAR.
are	Why are you telling me that?
car	I'm telling you that because I want to drive your car.
Are	Are you telling me that because it's true?
car	Yes, it's true I would like to drive your car.
ARE	YOU ARE TELLING ME THAT BECAUSE IT'S TRUE?
CAR	YES, IT'S TRUE I WOULD LIKE TO DRIVE YOUR CAR.
<i>are</i>	<i>Now you are talking.</i>
<i>are</i>	<i>What are you talking about?</i>
<i>are</i>	<i>We are talking about driving my car.</i>
<i>car</i>	<i>Why are we talking about driving your car?</i>
ARE	BECAUSE WE ARE WALKING AND NOT DRIVING.
CAR	WHY AREN'T WE DRIVING YOUR CAR AND NOT WALKING?
are	Why are you asking me all these stupid questions?
car	Because I want to drive your car. That's why.

# The Reading Teacher's List of Over 5,500 Basic Spelling Words

Arranged by Order of Difficulty on a Scale of 1.00 to 21.00

I (1.00) to psychology (20.10)

and alphabetically from

a (1.00), abandon (13.80) to zone (3.70), zoo (2.95)

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**If we can control what we say, we can keep our cool.  
If we can keep our cool, we can control what we say.**

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