












The 30 Unique Learning Features that Make Learning Inescapable

These are the 30 Unique Learning Features use in Phonics-based Spelling Books by Camilia Sadik. The titles of the books are *100 Spelling Rules*, *Learn to Spell 500 Words a Day* (6 volumes), and *Read Instantly*. Obtain your own copies of our extremely rare books from **SpellingRules.com**

1. **Syllables:** Words in our books are divided into syllables, as in win•dow
2. **Silent Letters:** Silent letter are italicized, as in sub*bp*oena, receipt*pt*, etc.
3. **Colored Fonts:** Colored fonts are used to highlight phonics in words, as in straw
4. **Font Size:** The practice lessons are in a large font size, as in drawn, crawl
5. **100 Spelling Rules:** We inject a logical spelling rule at the beginning of every one of our 600 phonics lessons.

Learn to Spell 500 Words a Day – The Vowel I
The long sound of the Vowel **i** by Camilia Sadik

■ The first sound of “i” is the long **i** sound and it is spelled in these **10** ways:
Knight, **Des**igner, **Ch**ild, **T**ie, **Bye**-bye, **M**ike, **L**yle, **I**ris, **G**uy, **C**yclist

Kn ight 	Des igner 	Ch ild 	T ie 	
Bye -bye 	M ike 	L yle 	I ris 	
G uy 	C yclist 			

6. **Children and Adults:** Children and adults, who are logical learners, understand when to spell a sound one-way and not the other. As a result, they have been spelling hundreds of words at a time. Some claim to be learning thousands of words at a time. See for yourself, [Free Phonics Lessons by Camilia Sadik](#)

7. **Grouping of Words:** Nearly all the words that share the same sound and spelling pattern, which follow a specific spelling rule or phonics rule are grouped together to be read aloud and memorized. For instances, 131 words that end with **-ance** or **ence-**, as in importance and evidence are listed. Similarly, all 210 **ai** words are grouped and listed, as in main, rain, hail, fail, etc.

When they see such lists, learners are no longer intimidated by learning to read or spell. They feel they can conquer English instead of letting it conquer them. After seeing these wordlists, students express the feeling of relief. These are some of their comments:

- All these years I didn't know that.
- Is this all the words?
- My teachers said to look up words in the dictionary, but the dictionary wasn't like this.
- Just 210 words, that's easy.
- Do you mean if I learn all these 210 words, I will never have to worry about looking for more **ai** words?
- An inmate in Missouri said, "Man, I can use all these words in a letter." He said that as if these 210 words were not accessible to him before and that now they were his to use.

8. **Every Vowel is Dissected and Isolated in a Book:** Vowels rule the language. Vowels cannot be avoided; instead, vowels need to be taken seriously. A student should not have to become a linguist in order to read or spell. The grouping of words is a meticulous process that begins with isolating each vowel in a book to be learned logically and independently. For instance, the 8 sounds of the vowel **I** and their 19 spelling patterns are dissected and isolated in a 152-page book. Educators need not ask students to dissect or group English words, because that will require ten or more years of hard work plus the skills of a fine linguist.

9. **Each Vowel Sound in a Section:** Every vowel has a number of sounds; each sound is isolated in a section in the book. For instance, each of the 8 sounds of the vowel **I** is in a section in the book. See this, Section 1: The long **ī** sound is spelled in **10** major ways we call spelling patterns, as in **nigh**t, **sign**, **choir**, **tie**, **bye**, **fine**, **type**, **dial**, **by**, and **cycle**.

10. **Each Spelling Patterns of a Vowel in a Chapter:** The 19 spelling patterns of the 8 sounds of the vowel **I** are in a chapter in the book. For instances, the first section is about the long **ī** sound, and the first chapter is about the first spelling pattern of long **ī**, as in **knigh**t. See this, Chapter 1: The **igh** phonic as in **nigh**t is the first spelling pattern of the long **ī** sound.

11. **Each Chapter Begins with Rule:** Note that *Learn to Spell 500 Words a Day* contains phonics rules that may or might not be in *100 Spelling Rules*. An example of a phonics rule is that as in **di**'•al, the "i" at the end of a stressed syllable sounds long, just like the name of the letter **I**.

12. Comprehensive Wordlists: Nearly all the words that share the same phonic and follow a specific rule are listed. Wordlists are prepared for students to read, right after explaining a rule. Similar to having your plate full and ready to eat, students receive these words ready to read aloud slowly and learn. For example, **i-e** phonic as in **Mike** occurs in approximately **552** words, and all 552 words are prepared for students to learn.

13. Words Used in Nonsensical Stories: For memorizing, students associate the words with a character in a story, as in these examples wherein **Mike** is that character:



Lesson 6: The “**i-e**” words in a story about “**Mike**”



Mike has lots of **pride** in his **bride**. **Mike**'s **bride** in-spires him to **write**. **Mike** en-twined his name with his **wife**'s name to show her respect. **Mike** in-ter-twines his fu-ture with his past to tell his sto-ry. **Mike** ad-mires his **wife**. **Mike** puts his work a-side to be with his **wife**. **Mike** is a-ble to rec-og-nize his **wife**'s needs. **Mike** does not like **knives**. Yet, **Mike** us-es a **knife** to peel **pine**-ap-ples for his **wife**. **Mike** re-spects **wives**. **Mike** and his **wife** do not have to **strife**. **Mike** and his **wife** have a **fine** life.



Mike likes to re-cite po-et-ry. **Mike** cit-ed **lines** from Whitman's po-ems. **Mike** ris-es ear-ly to **write** and to re-vise his writ-ing. **Mike** has a de-sire to ac-quire more know-ledge. **Mike** sub-scribes to man-y glob-al jour-nals. **Mike** works as an ad-vis-er. **Mike** pro-vides help to teens through the su-i-cide hot-line. **Mike**'s ad-vice is not to di-rect-ly ad-vise the youth. **Mike** tries to be con-cise and pre-cise. **Mike** seems to know pre-cise-ly what to say. **Mike** is a-ble to con-cise-ly ex-press his thoughts. **Mike** dives in-to **life** to save **lives**.

Mike **hides** peo·ple's se·crets. **Mike** is bo·na **fide**. **Mike** con·tin·ues **blithe**·ly in **spite** of all the prob·lems sur·round·ing him. **Mike** **thrives** af·ter he **writes** and then he re·**vive** his en·er·gy. **Mike** as·cribes his suc·cess to his eth·nic **tribe** and to his sup·port·ive and lov·ing **wife**, etc.

14. **Comparison Lists:** At the end of a section, there are comparisons among the different spelling patterns of a sound from different stories, as in the **Knigh**t that had good eyes**igh**t and **Mike** who went to the school's **site**.

15. **Comprehensive Comparison Lists:** Compare short **i** with long **ī** in:

sit, site	bit, bite	kit, kite
quit, quite	wit, white	mitt, mite
spit, spite	Sid, side	slid, slide
rid, ride	bid, bide	hid, hide
Mick, Mike	lick, like	licked, liked
hick, hike	pick, pike	rip, ripe
strip, stripe	stripped, striped	grip, gripe
gripp ed , gri ped	whip, wipe	whipp ed , w iped
pip, pipe	mill, mile	pill, pile
fill, file	till, tile	bill, bile
Tim, time	limb, lime	slim, slime
rim, rime	grim, grime	dim, dime
din, dine	dinner, diner	pin, pine
spin, spine	fin, fine	twin, twine

16. **Illustrations:** There is, at least, **one colored illustration** like this illustration about the **ey** phonic, as in this story about Mic**key** has a **key** to the zoo. Mic**key** is a disk jock**ey** and he played music at the zoo. The mon**key**, don**key**, and tur**key** drank whis**key** and played hock**ey**. Ric**key** laughed at this malar**key**. Ric**key** is a jock**ey** at the racetrack.



The monkey, turkey, and donkey played hockey in Turkey with the Mickey who is a disk jockey that had a key to the zoo. Rickey who is a jockey at the racetrack laughed at this malarkey.

17. Eight Inconsistent Consonants: Similar to vowels, eight of the c, g, h, q, s, x, w, and y are also inconsistent. The sixth volume in the [Learn to Spell 500 Words a Day](#) about eight consonants that have 50 sounds, which are spelled in 60 spelling patterns. There are logical phonics rules too that govern how these consonants change and how to spell them in words.

For instance, hard **c** is spelled in 12 spelling patterns; it is not spelled only in ca, co, and cu. These 12 spelling patterns are, as in **cat**, **cold**, **cute**, **clever**, **crow**, **fact**, **logic**, **account**, **occur**, **deck**, **duck**, and **chemistry**. Enough examples follow each pattern and all the phonics rules for when to spell hard **c** one-way and not the other are provided.

18. Students Reading Aloud Approach (S-RAA): After the words are listed, students are asked to apply *Camilia's Approach* that Linguist Camilia Sadik had developed and class-tested over the years. The S-RAA means that it is not the parents that need to read aloud for kids, but the kids or the students, themselves, need to read aloud. They need to read aloud the wordlists and then the stories that these words are used. **Applying the S-RAA enables learners to memorize naturally, through senses, and without forced memorization. When reading aloud, learners are using more senses than just seeing the words. They see the word, hear the**

word, and feel it in their mouths as they utter it. Reading aloud is vital and there is more about it in the *Teachers' Guide*.

19. The Reading Slowly Approach: Reading slowly gives students enough time to see the way words are spelled. It also helps them slow down to recover from dyslexia in spelling and in writing letters in reverse. Seeing letters in reverse is caused by forced speed-reading before learning to spell words. Those who were told they needed to hurry to finish their homework felt forced to speed-read. In their haste, they saw letters in reverse and then wrote them in reverse. Using our books, kids and adults feel it's okay to take the time needed while learning to read and spell words; their self-esteem rises drastically when their teachers asks them to slow down because they are reading too fast.

20. New Concepts Used: Several new concepts are introduced into the English language, like semivowels, and occasionally, an existing concept like phonics is alienated from its traditional meaning and granted a new meaning. For instance, traditionally educators say that phonics means sounds and they stop at that or they may give an example of a phonic in a word. However, parents or adult learners need to know what exactly phonics is so they can teach or learn phonics. **Typically, parents purchasing different phonics programs that do not work because no one knows what exactly phonics is, including big companies that sell phonics programs.**

21. Phonics: A phonic is a single sound produced by two or more letters, like **tion** in **nation**. One letter that does not sound like its letter is also a phonic, like the **y** in **sky**. There is difference between a plain letter that sounds like its letter name and a phonic; a plain letter is like the **f** and a phonic is like the **ph**. Most people think learning phonics is good for learning to read and spell, and they are right about that.

22. How Phonics Cause Spelling Difficulties: The 26 English letters produce more than 90 sounds we call phonics, which are spelled in approximately 180 different ways we call spelling patterns. These different spelling patterns need to be taught or learned. Native-English speakers already know how to say the phonic **tion** as in **nation**, and the vast majority of them know how to read it in words. Their true difficulties lie in choosing the correct spelling pattern of this sound when spelling it in words, as in **nation**, **expression**, **musician**, **ocean**, **complexion**, and **fashion**. Six spelling patterns of the same sound that we call a phonic, is what confuses traditional educators, and then they confuse parents or learners. For more, see the links under [Phonics](#) & [Spelling](#) & [Dyslexia](#) & [Phonics Books](#)

23. Semivowels: The **l**, **m**, **n**, **r**, and **s** are semivowels, and sometimes they can act like vowels. Traditionally, large number of words are labeled "sight words," and students are expected to see these words and memorize their spelling. The *Semivowel Theory* by Linguist Camilia Sadik explains that **sight words are also governed by spelling rules or phonics rules**. For instances, the semivowel **l** in **cold** makes the **o** sound long, the **m** in **comb** makes the **o** long, the **n** in **union** makes the **u** long, the **r** in **choir** makes the **i** long, and the **s** in **diabetes** makes the **e** long. Sadik alienated **semivowels** from their traditional meaning and named the consonants l, m, n, r, and s as semivowels. Semivowels have an assortment of effects on the vowels that precede them. The *Semivowel Theory* is utilized in various lessons in all of our books.

24. Short and Long Words: While there is no known measuring stick to gauge short or long words, Sadik saw the need to set the following standards to measure words' sizes:

- Short Words are one-syllable words like go, kit, kite, hope, long, main, I, who, stopped, spell, etc.
- Medium-sized words are two and at times three-syllable words like main•tain, hope•ful, spell•ing, un•der, pre•vent, phon•ics, stop•ping, long•est, main•ly, i•de•a, etc.
- Long words are more than three-syllable words and at times three-syllable words like sub•stan•tial, ed•u•ca•tion, con•tro•ver•sial, en•ter•tain•ment, fa•mil•iar, un•der•stand•ing, man•u•fac•tur•ing, pre•ven•tion, com•pre•hen•sion, who•ev•er, etc.

25. Diagnosing the Reason We Can't Spell: Millions of adults and children are confused. They have had to suffer from poor spelling not knowing the reason behind their poor spelling. Most were told they had dyslexia or learning disabilities and left at that. A quick and simple answer is that **a single English sound can be written in a number of ways**. The vast majority of poor spellers can read a sound, but cannot always remember which way to write it. For example, they can read the long **e** sound in these words but cannot always remember which of the ten ways to spell it in thousands of words. The long **e** sound is written in the these 10 ways we call spelling patterns, as in **meat**, **meet**, **complete**, **chief**, **protein**, **attorney**, **happily**, **recipe**, **spaghetti**, and **machine**.

26. Preventing or Ending Dyslexia: Millions of dollars are being spent on dyslexia without a solution to prevent or end dyslexia. Most known researchers and traditional educators cannot even agree on one definition to define dyslexia. Some

proclaim that it is a neurological deficiency, which is innate in nature. Others claim that it is a learning disability. Others think it can be something else. Dyslexia ends after learning to spell and after slowing down to write words slowly. Furthermore, dyslexia can be easily prevented before the 3rd grade. The reality is that dyslexia in reading, spelling, and in writing letters in reverse is given to kids before the 3rd grade. Our books are to learn to spell and to end or prevent dyslexia. Understanding dyslexia is the key to rooting it out. See [How do you get dyslexia?](#)

27. The Only Comprehensive Books: Our nine learning books contain 100 spelling rules, which are applied in 600 phonics lessons to learn to spell logically hundreds of words a t a time. Students learn to spell nearly all the spelling patterns of the sounds we call phonics, not just bits and pieces of them. Traditional programs often mix words of the same sound but different spelling patterns and teach them together without the proper grouping, and without any logical structure. They may teach words like *speak*, *Greek*, and *sheik* together and call them phonics. Mixing such different spelling patterns of the same sound without any logical explanations, overwhelms students and veers them away from learning. Students lose hope while trying to figure out when to spell the same sound one-way and not the other.

28. The 26 English Letters should have Been 206: Practically, the 26 letters are not the only ABC's in English. The ABC's should have been [26 letters + 180 spelling patterns of sounds we call phonics = 206 spelling patterns of the English sounds]. Parents please, do not stop after teaching the ABC's. Every spelling pattern of a sound must be taught independently before asking kids to read sentences and stories. We cannot teach the letter "s" and the letter "h" and leave out the phonic **sh** as in **ship**. We need to offer learners logical reasons; in this case, tell them we don't have a single letter to spell the "sh" sound and that we have had to combine two letters to spell this sound. In addition, try to introduce the "sh" in a number of words until the pattern is learned or simply use our book [Read Instantly](#). Only after teaching each of the 180 spelling patterns of the sounds we call phonics independently, should we be asking kids who are logical learners to read sentences and stories?

29. All the Prefixes in 900 Words: All the prefixes with their meaning, followed by nearly all the words that share a specific prefix are in the last chapter in of our Consonants' book. This is a sample of how the prefixes are presented:

- **bio** = of life or living: **bio**chemistry, **bio**degradable, **bio**logy
- **geo** = of earth: **geo**logy, **geo**graphy, **geo**metry

30. All Silent Letters in a Chapter: In addition to italicizing every silent in our phonics books, nearly all the silent English letters are in a chapter prepared for to students to read aloud and learn. For example, **15** words that contain a silent **b** are **com**b****, **bom**b****, **bom**b**ing**, **lamb**b****, **num**b****, **thum**b****, **crum**b****, **dum**b****, **dumber**, **plumber**, **clim**b****, **dou**b**t**, **de**b**t**, **tom**b****, and **sub**b**poena**.

31. All the Compound and Hyphenated Words are Isolated in a Book: Again the words are prepared in a unique way for students to read and learn, as in these examples **backache**, **backbone**, **backbreaking**, **backyard**, **background**, **back-and-forth**, **back-to-back**, etc.

32. The Order of Introducing Phonics in *Read Instantly*: Initially, all the sound and the spelling patterns of phonics are placed in queue. Learners are always informed before introducing a spelling pattern of a sound. For instance, they are first informed about English having double letters; also, they are made aware that double letters have various good functions that will be explained later. They are shown an example like **inn** and that the reason we have **nn** in **inn** is to tell it apart from **in**. Following that, they are presented with double letters in enough examples.

In this way, kids are not confused, and any possibility of anyone not learning is eliminated. Every single person, capable of learning the ABC's learns to read from *Read Instantly*. We teach those who everyone else has given up on them. Learners labeled as "impossible cases" immediately read aloud with confidence from this book until they finished reading it in a few days or weeks, depending on their ages and levels. See [Lee Learned to Read in a Week!](#) & [Free Phonics Worksheets](#), which are taken from *Read Instantly*.

33. Dissecting English Letters and Words: How students feel does count; they need to feel in control when using their first language. For instance, learning that the vowel **A** has five sounds makes them want to learn more. Furthermore, learning that the five sounds of **A** are spelled in 12 ways makes feel they can gain control over their own first language. Imagine how they feel after they see all the specifics about the vowel **A** and seeing easy practice lessons that contain all the sounds and spelling patterns in over 2,000 words!

They are excited to learn when they see lessons like these: Long **ā**: **rain**, **ray**, **ate**, **eight**, **table** | short **a**: **fat**, **fatter** | special sound of **a**: **fall**, **false**, **auto**, **law** | minor sound of **a**: **war** | schwa sound of **a**: **permanent**. Depending on what follows the "a," it can sound long, short, like **au** in **au**ct**ion**, or like a schwa. We need to slow

down to see what comes after the vowel "a" before reading it. For more [Learn to Spell 500 Words a Day](#)

34. **A Combination of Formulas in Program:** Encompassing that many unique learning features in one program has made learning to read and spell inescapable. Our phonics-based spelling books are a breakthrough. Their magnitude is in their entirety. Obtain your own copies of our extremely rare books, [Buy Now](#)