

A SOUND TRACK TO READING



An advanced intensive phonics book & reader

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PREFACE

Phonics is a method of word recognition. It is not a method of reading, although word recognition is its most fundamental technique.

Sister Monica Foltzer's aim was to simplify the beginning work in phonetics by breaking it into smaller units than any she had known before. She felt that various areas could be organized and systematized more efficiently. Lastly, she wanted to present all the phonics elements within the covers of one book.

Sister Foltzer used *A Sound Track to Reading* with four groups of students: remedial reading students, foreign students, teenagers and adults. Even though our language comprises 26 letters having about 44 sounds, there are phonetic rules that cover about 85% of the English language.

In English spelling, our five vowel letters cause the most trouble. *A Sound Track* teaches 18 basic vowel sounds, which include 13 single vowel sounds and 5 double vowel sounds called diphthongs. These are easily divided into four groups.

The five short and long vowels make up the first two groups. The third group comprises the three single vowels which have a third sound. The last group of basic vowel sounds includes two plain diphthongs oi and ou, and three murmur diphthongs ar, or, ur. Organized into an easy division of 5, 5, 3, 5, the students can quite easily master the 18 basic vowel sounds.

Since the vast majority of all vowel sounds are the short sounds, the book treats of them first. When teaching a vowel, it is of great advantage to present all its sounds at one time; for example, the short, the long, and the third sound of a. All the sounds are memorized in that order, but only the short sound of a is developed at this point.

It is important that ma, sa, etc., be blended together from the very beginning and not sounded in isolation. Flash cards are extremely helpful here as they focus attention on combination of letters only.

Four indispensable procedures that will help teachers are: **First**, use of memorized key words and rules. If the key words are memorized, the students will always have a "home base" from which to start.

Second, written dictation is the only way a teacher can be sure the learner is hearing correctly. The facility of students to "play by ear" and to guess is amazing.

Third, what is taught must be applied the rest of the day in other classes. No word should be told if the student can sound it.

Fourth, the first thirty lessons in the book are carefully organized. It is a step by step procedure. It is very important not to continue to the next lesson unless the previous lessons are well grasped or phonetic indigestion will occur.





















Phonics is not easy to teach the first few weeks so extra enthusiasm must be used. As soon as students realize they are being given the KEY to unlock new words, they are thrilled.

Key Words for the 26 Basic Consonant Sounds

<u>Voiceless</u>	<u>Voiced</u>	<u>Nasal</u>	<u>Liquid</u>
p <u>p</u> up	b <u>b</u> ed	m <u>m</u> op	
wh <u>w</u> hip	w <u>w</u> eb		(qu <u>qu</u> ack)
f ph <u>f</u> ish <u>p</u> hone	v <u>v</u> an		
th <u>t</u> humb	th <u>t</u> his		
t <u>t</u> ent	d <u>d</u> uck	n <u>n</u> est	l <u>l</u> amp
s c <u>s</u> un <u>c</u> ents	z s <u>z</u> ipper <u>s</u> bells		r <u>r</u> ug
sh <u>sh</u> ip	zh <u>Z</u> hivago		y <u>y</u> ak
ch tch <u>ch</u> m <u>actch</u>	j g <u>j</u> et <u>g</u> em		
k c <u>k</u> id <u>c</u> ap	g <u>g</u> um	ng <u>ng</u> ring	(x <u>box</u>)
ck <u>ck</u> lock		nk <u>nk</u> bank	
h <u>h</u> at			

Created by Donald L. Potter on July 30, 2018.

Key Words for the 18 Basic Vowel Sounds

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>															
 ă pple	ā te	all = a ³	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle;">P l a <u>i</u> n</td> <td style="padding-left: 10px;">owl = ou } = ow }</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">M u r m u r</td> <td style="padding-left: 10px;">oil = oi } = oy }</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">c a r</td> <td style="padding-left: 10px;">car = ar</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">f o r k</td> <td style="padding-left: 10px;">fork = or</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">u r n</td> <td style="padding-left: 10px;">urn = er } = ir } = ur }</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> </table>	P l a <u>i</u> n	owl = ou } = ow }		M u r m u r	oil = oi } = oy }		c a r	car = ar		f o r k	fork = or		u r n	urn = er } = ir } = ur }	
P l a <u>i</u> n	owl = ou } = ow }																	
M u r m u r	oil = oi } = oy }																	
c a r	car = ar																	
f o r k	fork = or																	
u r n	urn = er } = ir } = ur }																	
 Ĕ skimo	ē at																	
 Ī ndian	ī ce																	
 ō strich	ō ld	to = o ³																
 ū mbrella	ū se	put = u ³																

ASSOCIATIVE SENTENCES (SUGGESTIONS)

1. We **ate** all the **apples**. or **All ate apples**.
2. The **Eskimo** will **eat** the seal.
3. The **Indian** likes **ice**.
4. An **old ostrich** went **to** the hill.
5. Use the **umbrella** and **put** it away.
6. An **owl** will put **oil** in the **car**.
7. The **car** will **turn** at a **fork** in the road.

Names for the diacritical marks used in *A Sound Track to Reading*

Category 1: 1st vowel sound: short vowel = breve = / ˘ /

Category 2: 2nd vowel sound: long vowels = macron = / ˉ /

Category 3: 3rd vowel sound: / ˊ /

Category 4: diphthong = slur = / ˗ /

DEFINITIONS

Vowel – the alphabet letters a e i o u and sometimes y and w as in the words by and low.

Vowel digraph – two vowels which together make one vowel sound: oa ea ie ei oo

Diphthong – also called vowel blend. A double spelling with a double vowel sound: ou ow oi oy

18 BASIC VOWEL SOUNDS - THEIR SPELLINGS & SAMPLE WORDS

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>
<p><u>/ă/</u> c<u>a</u>t</p>	<p><u>/ā/</u> c<u>a</u>ke m<u>a</u>in d<u>a</u>y gr<u>a</u>t th<u>e</u>y <u>e</u>ight l<u>a</u>·d<u>y</u></p>	<p><u>/a³/</u> l<u>a</u>w <u>a</u>ll P<u>a</u>ul h<u>a</u>lt c<u>a</u>r</p>	<p><u>2 Plain</u> <u>/ou/</u> o<u>u</u>t c<u>o</u>w</p>
<p><u>/ĕ/</u> b<u>e</u>d l<u>e</u>ad</p>	<p><u>/ē/</u> tr<u>e</u>e b<u>e</u>ach b<u>a</u>by P<u>e</u>te p<u>i</u>ce b<u>e</u> r<u>e</u>·p<u>l</u>y</p>		<p><u>/oi/</u> o<u>i</u>l b<u>o</u>y</p>
<p><u>/ĭ/</u> f<u>i</u>n</p>	<p><u>/ī/</u> k<u>i</u>te b<u>y</u> h<u>i</u> l<u>i</u>ght fr<u>i</u>ed b<u>i</u>·f<u>o</u>·c<u>a</u>ls w<u>i</u>ld w<u>i</u>nd</p>		<p><u>3 Murmur</u> <u>/ar/</u> c<u>a</u>r</p>
<p><u>/ŏ/</u> t<u>o</u>p w<u>a</u>ch o<u>u</u>ght</p>	<p><u>/ō/</u> b<u>o</u>ne r<u>o</u>ad b<u>o</u>w n<u>o</u> d<u>o</u>or f<u>o</u>ur p<u>o</u>·n<u>y</u> <u>o</u>ld p<u>o</u>st t<u>o</u>ll</p>	<p><u>/o³/</u> t<u>o</u> m<u>o</u>on g<u>o</u>up</p>	<p><u>/or/</u> f<u>o</u>r<u>k</u></p>
<p><u>/ŭ/</u> c<u>u</u>p s<u>o</u>me t<u>o</u>uch</p>	<p><u>/ū/</u> u<u>s</u>e b<u>l</u>ue f<u>e</u>w H<u>o</u>uston o<u>c</u>·c<u>u</u>·p<u>y</u></p>	<p><u>/u³/</u> p<u>u</u>t b<u>o</u>ok w<u>o</u>uld</p>	<p><u>/ur/</u> h<u>e</u>r f<u>i</u>rst n<u>u</u>rse d<u>o</u>ct<u>o</u>r</p>

Note: /o³/ = /ōō/ as in moon and /u³/ = /ōō/ as in book.

Schwa is the short-short ũ of any vowel in an unaccented syllable, written /ə/ in dictionaries.

Prepared by Donald L. Potter on August 26, 2018. Revised on November 12, 2019.

Scope and Sequence Chart

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Lesson 1: The Short Sound of a - /ă/ and m s t a ing er ed = /d/ or /t/

Key words are the tools to unlock the sounds. Memorize them.
Think the key word and start the sound.

A. m s t a: mop sun tent – apple ate all = /ă/ /ā/ /a³/
Learn the 3 sounds of a but use only the first sound now.

B. ma sa ta sa ma ta sa ta ma

Vowel Rule 1: If there is only one vowel in a word or syllable and it comes **before a consonant**, the vowel is usually **short**.

C. ma t sa t Sa m [^]mas t tat Matt am a sass
→ → → →

D. In two-syllable words go from the underlined vowel sounds to vowel sound. The endings are: ing er ed = /d/ or /t/.

- | | | | |
|---------|-----------------|-----------------|-------------------|
| 1. mats | mat <u>ting</u> | sas <u>ing</u> | tat <u>ting</u> |
| 2. tats | tatt <u>er</u> | mat <u>ter</u> | mat <u>ters</u> |
| 3. mast | mas <u>ter</u> | mas <u>ters</u> | mas <u>tering</u> |
| 4. Sass | sas <u>sed</u> | mas <u>sed</u> | mas <u>tered</u> |

E. Listen to your teacher read these sentences, then read them yourself as if you were talking.

1. Sam sat at a mat.
2. Tam sat at a mat.
3. Tam masters tatting.
4. Matt sat mastering tatting.

F. Ask: Who? Did what? Where? When? Why? How?

Lesson 2: d g f h ed = /ěd/

A. d g f h: duck gum fish hat

B. da ga fa ha ga fa da ha fa ga

C. da d ga g ha d fat dam gas ad
fas t daf t fa d sad add tag am
→ → → →

D. ed = /ěd/ (2 syllables), Row 4. When the root words end in a d (add) or a t (mat), it will be 2 syllables.

- | | | | |
|-----------|---------|---------|-----------|
| 1. sags | sagged | dammed | gassed |
| 2. hams | sadder | dagger | fatter |
| 3. fast | fasting | gagging | adding |
| 4. fatted | added | matted | fasted |
| 5. faster | hamster | hammer | hammering |

- E. 1. Dad sat at a dam.
2. A hag had a fat ham.
3. Dad tagged a fatted hamster.
4. Tad had a fat ham.
5. Sam had ham.
6. Matt had a tagged hammer.
7. Tad hammered a sagging mast.
8. A faster Matt tags a fast hamster.

F. For Comprehension, continue asking questions.

Lesson 3: p r n b y = long e /ē/

A. p r n b: pup rug nest bed

B. pa ra na ba na ra ba pa na

C. map rag nab apt Ann an asp
and ran sand gasp band bad ramp
→ → → →

D. y = long e. Vowel Rule 5: If y comes at the end of a two or more syllable word, y has the long sound of e /ē/ **if** the y syllable is **not** accented.

- | | | | | |
|--------------------|------------------|------------------|------------------|-----------------|
| 1. r <u>at</u> ty | s <u>an</u> dy | b <u>at</u> ty | f <u>at</u> ty | P <u>at</u> ty |
| 2. d <u>am</u> per | s <u>an</u> der | p <u>am</u> per | r <u>af</u> ter | t <u>am</u> per |
| 3. rags | r <u>ag</u> gedy | g <u>as</u> ps | r <u>as</u> py | b <u>at</u> ter |
| 4. naps | n <u>ap</u> ped | n <u>ap</u> ping | n <u>ag</u> ging | n <u>ag</u> ged |
| 5. bans | b <u>an</u> ned | b <u>an</u> ning | b <u>an</u> ner | b <u>at</u> ted |
| 6. h <u>an</u> dy | p <u>as</u> sing | p <u>as</u> sed | p <u>at</u> ting | n <u>as</u> ty |

E. Read silently and then orally in a meaningful way.

1. Sammy patted Raggedy Ann and Raggedy Andy.
2. At bat Danny had a bad spat.
3. Patty taps and raps at a rafter.
4. Ann fans a tanned and happy Nat.
5. Pampered Sandy stands at a map.
6. Hatty passed a tattered banner.

F. Keep asking questions for most sentences.

G. Notice position of vowels in section C. Vowel Rule 1.

Lesson 4: c k ck l w j

A. c k ck l w j: cap kid clock lamp web jet

B. ca ka -ack la wa ja la wa -ack ca

C. cab pack Kat pal jam wag Jack tab
act can't last hand apt fact scat smack
→ → → →

D. Keep going from vowel sound to vowel sound.

- | | | | | |
|--------------------|-----------------|-----------------|-----------------|-----------------|
| 1. jammed | racked | hammed | gassed | rapped |
| 2. p <u>at</u> ted | lan <u>de</u> d | las <u>te</u> d | s <u>an</u> ded | pa <u>dd</u> ed |
| 3. caps | capped | cap <u>ping</u> | act <u>ing</u> | cam <u>per</u> |
| 4. wags | wagged | wag <u>ging</u> | lack <u>ing</u> | can <u>ter</u> |
| 5. jabs | jabbed | jabbing | jabbering | jagged |
| 6. laps | lapped | lapping | snappy | packing |
| 7. candy | handy | caddy | wacky | tacky |

- E. 1. At last Jack had a lamp.
2. A hand jabbed at a black hamster
3. Kat and a pal hammered at a cab.
4. Daddy and Randy acted wacky.
5. Jam and candy can't last.
6. Tad can't act as a happy caddy.
7. A camper cantered fast after Sally.

F. Look at section C. Note the pattern. Vowel Rule 1.

G. Write five sentences using the words above.

Lesson 5. v qu x y z ly = l + long e /ē/

A. v qu x y z: van quack box yak zipper

B. Slide the consonant and short a /ă/ together. After a q the letter u is not a vowel. It represents a /w/ sound. Note that the x is used at the end of the words.

va qua -ax ya za va ya qua -ax za

C. van lax yak quack vat jazz zag quaff
yap ax swam razz adz vamp asp vast
→ → → →

D. The new ending ly = l + long e.

1. madly	sadly	waxy	vastly	pally
2. zags	zagged	aptly	zagging	zaggy
3. jazzed	jazzing	jazzy	yams	yammer
4. yaps	yapping	yapped	raggedy	raggedly
5. quacks	quacking	quacked	taxing	lastly
6. Randy	raptly	wacky	wagging	wagged
7. axed	axing	waxed	waxing	taxed

E. 1. Max razzed Hatty at bat.

2. A sad yak had rammed and tattered a plant.

3. A happy Van swam at camp.

4. Harry quacked at a pal. Quack, Quack.

5. Stand last and hand Jan a snack.

6. As fast as Max can wax, Danny can stack.

7. Lastly campers transplanted a waxy plant.

F. Questions should always be asked about the sentences.

Lesson 6: Short sound of i /ɪ/

Key Words for i: Indian ice /ɪ/ /ɪ/

A. bi di fi gi hi ji ki li mi ni
pi qui ri si ti vi wi -ix yi zi

B. bibs Dick fizz gig hid jigs kill ill
quiz risk sill tint vim win it in
→ → → →

C. 1. missing missed killing mister blisters
2. jiggling fixing fixed fixer fizzing
3. twist twists twister twisting twisted
4. windy skinny risky Dicky snippy
5. quickly giggly limply satiny glibly
6. vivid pigskin wispy simply pimply
7. zigzag kidnap catnip rapid transplant
8. fantastic inhabit Atlantic bandit rapidly

D. 1. Jimmy and Rick quickly fixed his pigskin.
2. Randy can risk a last fast jab.
3. His hand lifted his tinted rimmed bag.
4. Harry's van simply hid Jan's big bat and bag.
5. A fantastic din is filling camp after dinner.
6. Black quills zipped past him in camp.
7. His fantastic wig is tinted.

E. All the words above follow Vowel Rule 1. Use the words above in ten declarative sentences. Find out the meaning of any unknown words. Increase your vocabulary this way.

Lesson 7: Short sound of u /ŭ/

Key Words for u: umbrella, use, put: /ŭ/ /ū/ /u³/

A. bu cu du fu gu hu ju ku lu mu
nu pu ru su tu vu wu -ux yu zu

B. Use the short sound in these word.

buzz clump dud fuss gulp huff just up
us lugs mud null pulp runs snuff tux
→ → → →

C. Ending le = /l/ as in sample. The e is silent.

1. tumble fumble mumble rumble stumble
2. jutting jutted buzzer buzzing crumble
3. bumper bumping bumped mumbled mumbling
4. smugly ugly glumly gusty stuffy
5. grumble grumbled grumbling bulky lucky
6. bubbly snugly jumble insult stuffing
7. pumpkin mixup supper unlucky unstuck
8. undid unfluster undug bubble humble

- D. 1. Russ had his unmussed tux.
2. His uncle grumbled at an insult at supper.
3. Gus stumbled uphill bumping his hand badly.
4. His suntan blistered his back.
5. Bud fixed Jan's rack and black and tan rug.
6. An unlucky uppercut ripped his lip.
7. The bus missed his humble hut.
8. Jud had unlimited duck hunting.
9. A buzzer will puzzle and mix him up.

Lesson 8: Review of the short sounds of a /ă/, i /ĩ/, u /ũ/

A. Say, hear and write the words below:

1. apt bask cast ducks fist gulf hand imp
 2. just kilt land mum nip pulp quiz rap
 3. silk tamp until vast wick axed yap zip
- → → →

B. 1. His slipper filled quickly.

2. Dismiss Dick as a little unfit.

3. Insist Kim visit his puppy after dinner.

4. Bill had a distinct lisp.

5. After supper Ricky nagged his rabbit.

6. A bitter liquid disgusted him.

7. A funny mimic jazzed up his picnic.

8. Van's silly giggle simply fanned a hubbub.

- C. 1. muzzled slippery unjustly silvery dimly
2. handbag disgust rubbery glinted rapidly
3. under sixty tumbler candidly ripple
4. vividly silky dustpan sniffle habit
5. batter bitter butter slumber tackle
6. husky publicly blistered cuddly bulky
7. humble rippled bumbled wiggle unstuck
8. napkin mumbling kindle insipid antics

D: All the words in his lesson follow Vowel Rule 1. Use these words to write ten declarative sentences.

Lesson 9: Short o /ǒ/, Endings: s ed er ing y ly le.

Key Words for o: ostrich old to = /ǒ/ /ō/ /o³/

A. bo co do fo ho jo ko lo mo no
po quo ro so to vo wo -ox yo zo

B. not sop doff pox smock yon off loll
clog cost fond odd snob jot romp ox
→ → → →

C. Endings: s ed er ing y ly le

1. jolly hotly fondly Molly wobble
2. coddle cocky copy foggy foxy
3. Bobby gobble topper hobble bottles
4. locks locker locking locked Robby
5. lobby sobbing sobbed lofty mottled
6. romps romping romped lottery sloppy
7. plots plotter plotting plotted jonquil
8. goggles politics hobby sonic tonic

D. 1. Donny will hop on Tom's box.

2. Fondly Sally patted Holly.

3. Bobby got a rock in his sock.

4. Molly at last zipped Patty's muff.

5. In a huff, Jud is tugging at his cap.

6. Robby and Don tossed a log after a dog.

7. Danny, his pal, locked his middle box quickly.

8. A hull jutting from the rocks puzzled him.

9. Sandy is tucking a rumpled doll in a little tub.

10. In Tom's pocket is a box of pills.

Lesson 10: Short e /ĕ/ as in Eskimo.

Key words for e: Eskimo eat /ĕ / /ē/

A. be de fe ge he je ke le me ne
pe que re se te ve we -ex ye ze

B. jell swept Rex swell wen yen ebb
vex fez quest flex jest pelts yelp
→ → → →

C. Endings: ness en

- | | | | | |
|------------|----------|---------|-----------|----------|
| 1. madness | fastness | witness | dullness | wetness |
| 2. vixen | pecking | happen | hidden | dimness |
| 3. jelly | penny | petty | Betty | Nelly |
| 4. kettle | settle | pebbles | speckled | nettles |
| 5. messes | empty | seventy | hamlet | slimness |
| 6. fixes | wedding | dentist | rotten | confess |
| 7. waxes | magnetic | example | magnetism | fender |
| 8. flexes | ebbing | rotted | wended | eggnog |

- D. 1. Ned fell upon a big, empty bed.
2. A jet met Ben at seven.
3. Yes, Zed will get his pet hen in September.
4. At last, Ted is attending his hidden nest.
5. Unless Jill confesses, Meg will let her swelter.
6. Suddenly Jan tossed an empty box upon a red rug.
7. In September Liz will witness a wedding.
8. Kelly is letting Betty enter and dwell in his den.
9. His dog yelped and left camp in a sudden huff.
10. Ben settled the speckled eggs in an empty box.

Lesson 11: Review using all five short vowels

- A. 1. vast self its fondly justly adz
2. welts splint squid handy pucker elm
3. romps vender quilts bulk tuft apt

- B. 1. Rick has a restless puppy.
2. Scott's hobby is swimming at his camp.
3. Al will suggest his hilltop hut.
4. Jack must rest his bad leg on a log.
5. Stan suddenly plumped upon a clump of sod.
6. His public suspected a twisted plot.
7. As president of his class, Val must help.
8. His lost dog romped and yelped at an empty can.
9. Pat's puppy sniffed at his spotless smock.

C. New Ending: less

- | | | | | |
|-------------|-----------|-----------|-----------|----------|
| 1. restless | sunless | endless | indenting | absently |
| 2. sizzle | insisted | submitted | spotless | ruffled |
| 3. fondness | nonsense | tactless | coppery | blacktop |
| 4. husky | cobweb | public | suspect | unless |
| 5. hilltop | kickoff | offhand | bobcat | itself |
| 6. jonquils | cannot | sundeck | tiptop | lobster |
| 7. deskpad | inspected | scuffle | publicity | inspects |
| 8. muddle | softness | sodden | objected | tamper |

- D. 1. at a next hilltop 4. from a public bus
2. off his sundeck 5. in an endless testing
3. on a spotless desk 6. up a sodden hill

Lesson 12: Consonant Blends

A consonant blend is two or three consonants said together each keeping its own sound. They are slid together smoothly with the short vowel so there is no break. Do not say duh ra.

Initial Blends

- A. dra dre dri dro dru – fra fre fri fro fru
gla gle gli glo glu – pla ple pli plo plu
sna sne sni sno snu – sta ste sti sto stu
- B. 1. brim brag bred drop drug fret Fred
2. grub flat glut slit sled plat plot
- C. Make words of your own using the blends in A above.

Final Blends

- D. 1. belt vent helm jest kept help must
2. hulk risk soft gulp wisp hump self

Combinations of Initial and Final Blends

- E. 1. blast flint grunt scant prompt grist
2. scrimp sprint split blend flask squint
- F. 1. crabs crammed frosted gritting crusty
2. sprints strutted flexing scanned testy
3. flexes bramble stomped graspy skimpy
4. grandness briskness bluntly bluffing frisky

Lesson 13: Consonant Digraphs: ch sh wh ~~th~~ th ng nk

Digraph Key Words: inch ship whip this thumb ring bank

<u>ch</u>	<u>sh</u>	<u>wh</u>	th	<u>th</u>	<u>ng</u>	<u>nk</u>
chap	shell	whiz	this	thump	song	bank
chest	shaft	which	than	theft	zing	thank
chum	shun	whim	that	thrill	clang	honk
rich	smash	whet	then	thrash	swing	blink
chops	shush	whisk	thus	cloth	spring	mink

1. After the theft of his ring, Chuck shunned him.
2. The pink shell fell into the tank of the sled.
3. When the ship crunched the sand, it stopped.

Spelling Helps for One-Syllable Words

After short vowels the sound of k is usually written ck.

1. black quack crack stack snack slack
2. beck deck check neck peck fleck
3. wick thick chick click kick brick
4. dock block shock frock mock flock
5. truck shuck pluck muck stuck chuck

After short vowels the ch digraph is spelled tch.

1. batch hatch catch match thatch
2. fetch ketch retch stretch sketch
3. ditch stitch twitch switch pitch
4. botch scotch blotch splotch notch
5. Dutch hutch crutch clutch clutches

Five exceptions to this spelling: much such rich which touch

Lesson 14: Plurals

Most Plurals add an s

After the voiceless t p k and f plurals, s is heard as /s/.

1. kits nests grafts trusts glints thanks
2. drips traps shrimps scraps clumps stomps
3. banks specks flocks flasks clicks skunks
4. sniffs bluffs chunks staffs fluffs whacks

After the voiced consonants in plurals, s has a /z/ sound.

1. elms thongs whims quills thugs chins
2. fronds clans skills shrugs springs sprigs
3. gongs fangs thuds shins thrills scabs
1. ladders puddles jackets victims kickoffs
2. antics bubbles hundreds druggists butters
3. insults goblins lobsters egg-nogs jonquils
4. picnics glimpses splinters crossings hemlocks
5. blankets desks chapters singles gossips
6. hammocks chipmunks liquids stockings trumpets

Two-Syllable Plurals

Words ending in s x z sh and h form plurals by adding es instead of just a single s.

1. glasses taxes fezzes flashes sketches
2. crosses waxes fizzes flushes twitches
3. stresses foxes razzes wishes inches
4. tosses hexes buzzes splashes splotches

1. Tom taps his glasses on the sill as Scott sketches.
2. Frank drags the drums with trucks.
3. Flocks of hens pecked under twigs and pebbles.
4. Dogs and kittens splash and splatter in Glenn's puddles.

Lesson 15: Long Vowels

When a vowel represents its long sound, it says its name as in ate eat ice old use /ā/ /ē/ /ī/ /ō/ /ū/

Vowel Rule 2: If there are two vowels in a word or syllable, the first vowel is usually long and the second is silent.

1	2	1	2	1	2
at	ate	strip	stripe	cloth	clothe
pet	Pete	muss	muse	quit	quite
pad	paid	met	meet	bed	bead
us	use	odd	ode	van	vain

Magic E Words: The first vowel is long; the second, silent.

1. jade eke strife yoke cube drove
2. bathe Eve dire globe fuse mute
3. drape these whine those fume thrive

Regular Vowel Digraphs: The first vowel is long; the second vowel is silent. y and w are used as vowels.

1. faith squeak vied growth hue praise
2. ray three float cue rye loathe
3. lye blow oath fuel slay please

New Suffixes: ful and fully will now be added to the root word.

1. spiteful cheerfully playful gleefully
2. faithfully boastful usefully carefully
3. wakeful fearfully shamefully wasteful

Lesson 16: More Long Vowels: Magic E Words

- | | | | | | |
|----------|--------|-------|-------|-------|--------|
| 1. state | here | game | flare | prize | five |
| 2. cube | vote | mere | vile | nave | eve |
| 3. shame | thine | fuse | drone | mete | thrive |
| 4. whale | tithe | chase | snore | those | lathe |
| 5. mule | strode | while | shone | trite | tribe |

We can hear the first vowel in a vowel digraph, but we must memorize the second.

- | | | | | | |
|-----------|-------|-------|-------|-------|-------|
| 1. twain | groan | gleam | each | foam | low |
| 2. meet | yeast | throw | reach | beech | beach |
| 3. hue | ray | vain | toed | tee | tea |
| 4. squeal | heel | heal | quail | fuel | tried |
| 5. row | goal | wail | beet | beat | day |

1. Jake tried beating the goal set at the club.
2. The vain player whined at his loss.
3. Dave squealing at his play floated his leaf boat.

Compound Words

- | | | | |
|--------------|-----------|-----------|------------|
| 1. seasick | sailboat | peanuts | likewise |
| 2. firebug | billboard | subway | sweepstake |
| 3. railroad | stockpile | spillway | typescript |
| 4. towboat | snakebite | freeway | postpone |
| 5. toeless | rosebud | seaway | soapbox |
| 6. crossrail | beeline | drainpipe | homesick |
| 7. clamlike | homemade | rockslide | snowshed |
| 8. checkmate | pineapple | backfire | flamelike |
| 9. fearless | sunshine | wireless | lifetime |

Lesson 17: Review of Consonant Digraphs – Short and Long Vowels

1. crash choke sheep than while thrill
2. this tithe which shake fourth throne
3. chair whiz thing wheat think lithe
4. loathe chest breathe oath when shred
5. cloth speech such clothe throat shrine

Review of Consonant Blends – Short and Long Vowels

1. spring brave strip stripe stress tweak
2. drove cream drone gray sleeve score
3. cram blaze flare glaze grown plead
4. scrub scale smock scrap scrape sneeze

1. Jane chose each peach carefully and slowly.
2. As it is not quite safe here, swim in the lake.
3. His plan is plain and Gail will stop the boat.
4. Sally can coax the mule nicely with a carrot.
5. Throw those white wheels skillfully in the shade.
6. Joe will wait in vain with the three coats.

For most one syllable-words – after short vowels, the sound of /k/ is written ck and after long vowels it is written with just a k.

1	2	3	4	5	6
back	bake	chock	choke	sock	soak
peck	peek	Jack	Jake	stack	stake
quack	quake	check	cheek	duck	duke
stock	stoke	Dick	dike	cock	coke
slack	slake	crock	croak	smock	smoke
lick	like	shack	shake	pick	pike

Lesson 18: Vowel Rule 3: If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long.

- | | | | | | | |
|--------|-----|-----|----|-----|-----|----|
| 1. he | no | ye | he | so | spy | me |
| 2. dry | by | why | we | fly | go | I |
| 3. sky | she | fry | hi | shy | my | ho |

- | | | | | |
|------------|--------|---------|---------|---------|
| 1. biplane | bogus | bugle | co-op | demon |
| 2. woven | fatal | fiber | foment | futile |
| 3. haven | hijack | hotel | humus | cubic |
| 4. latent | lilac | humor | microbe | pupil |
| 5. myself | naval | nitrate | pilot | tiger |
| 6. quiet | rifle | secret | solar | zebra |
| 7. music | vital | wafer | yodel | student |

1. His rifle and bugle had defects.
2. The pilot twice made a futile landing with his plane.

REVIEW OF THE FIRST THREE VOWEL RULES

- | | | | | |
|-----------|--------|--------|-------|--------|
| 1. apt | throat | cue | goal | say |
| 2. joke | wick | sprite | yes | spry |
| 3. she | pried | glow | off | squint |
| 4. ebb | jot | fly | which | each |
| 5. clothe | ray | opt | elf | try |
| 6. vim | shake | why | hoax | gulp |
| 7. no | peach | stream | go | chain |

1. She piloted the biplane with skill.
2. By hiking swiftly, we will reach the motel by three.
3. The secret and vital paper seems stolen.

Lesson 19: THE THIRD SOUND OF A O U

Vowel Rule 4: If an a is followed by u, w, r, ll, or lt in the same syllable, it often has the third sound of a³.

1	2	3	4	5
Paul	saw	car	fall	halt
maul	flaw	farm	small	salt
fault	dawn	yarn	call	Walt
haul	raw	barn	mall	malt

Read the following sentences smoothly.

1. I saw the launch pause aimlessly near the shack.
2. The small ball of dark yarn is flawed.
3. Maud quickly crawled in the vault at the bank.
4. At dawn Walt saw the scrawl on the gray wall.

More words having the third sound of a³, the Italian ä.

- | | | | |
|-------------|-----------|----------|-------------|
| 1. yawned | dauntless | garble | charting |
| 2. vaulted | sharply | stalling | rawness |
| 3. halting | gauze | hallful | warmth |
| 4. thawing | launched | marshes | marching |
| 5. sharks | harness | arches | galling |
| 6. startle | parchment | starched | salty |
| 7. charmed | lawyer | taunting | paused |
| 8. fawning | varnish | lawless | lawlessness |
| 9. scrawled | sharpener | gaudy | artist |

THE THIRD SOUND OF o³ and u³ are non-phonetic because they follow no pattern. The KEY WORDS are to and put.

- | | | | | | |
|----------|---------------------|------------------|------------------|--------------------|--------|
| 1. do | los o | mov o | sho o | who | two |
| 2. push | pull | bush | full | bull | your |
| 3. would | shou l d | bushel | pulpit | cou l d | bullet |

Lesson 20: Diphthongs: Two vowels in a syllable making a double sound.

There are Four Plain Diphthongs by *spelling* – ou ow oi oy – and two by *sound* /ou/ /oi/. Key Words are owl and oil.

1. how cow shout our sour pout now
2. oil join toil boy joy toy Roy
3. drowned coinless oink coyness cowl
4. hoisting scowled south joist mouthful
5. void prowler quoits plowed spoiling

1. Our milk is beginning to sour now in this heat.
2. Roy shouted with joy at the humorous clown.
3. That appointment about oil has to be kept today.

Murmur Diphthongs

The murmur diphthongs are ar or er ir ur. An r is often called a half-vowel as it changes the sound of the preceding vowel. The KEY WORDS are car fork urn.

1. jar lard harp dwarf shark warmth char
2. or born York short snort sport torn
3. fern perk bird firm burn curb blurt
4. squirted sterling swarms curly harmless
5. perky sparkler twirling quirk shorten
6. burnt formless surly morning clerks

1. Her pert bird darted speedily for the corn.
2. Carl's horse entered the race with verve.
3. The nurse shouted loudly that the burn would heal.
4. Fern could read in spite of the loud noise.
5. The short cord near the fern tripped the prowler.

Lesson 21: Interesting Review

Which word has the short, the long, or the third sound of a³? Why?
Write these, use diacritical marks and label them.

- | | | | |
|-------------|----------|-----------|----------|
| 1. vault | jailer | tallness | saggy |
| 2. daze | walled | brainless | plainest |
| 3. packs | straddle | yawning | lawyer |
| 4. smallest | rainy | halted | gagged |
| 5. madly | dawns | safely | quaint |

X's can be a bit troublesome.

- | | | | | | | |
|----------|------|-------|-------|--------|-------|-------|
| 1. ax | lax | tax | waxes | Max | flax | hex |
| 2. vexes | flex | fixed | next | mixing | oxen | foxes |
| 3. pox | tux | text | extra | Rex | sixes | vixen |

Listen for the /kw/ or /skw/ sound.

- | | | | | |
|------------|---------|--------|-----------|----------|
| 1. square | quake | quite | quenching | quest |
| 2. squire | quip | equip | equipment | quizzes |
| 3. quibble | quoit | quote | quota | quirk |
| 4. squirm | squelch | squish | squints | quivered |

Vowel Rule 1. Closed Syllables – Short Vowels (VC)

- | | | | | |
|------------|----------|---------|---------|----------|
| 1. snuffle | dabble | baffle | thimble | struggle |
| 2. nettle | trickle | dapple | goggles | bottled |
| 3. tangled | scuffles | twinkle | brittle | angle |

Vowel Rule 3. Open Syllables – Long Vowels (CV)

- | | | | | | |
|-----------|--------|---------|---------|--------|--------|
| 1. able | cable | idle | side | noble | bugles |
| 2. titled | stifle | staples | stifled | gables | sable |
| 3. maple | bridle | stable | cradles | fabled | rifle |

SPECIAL SECTION ON ENDINGS - NEXT 3 LESSONS

Lesson 22: Sounds of y at the end of polysyllabic words.

Y at the end of a polysyllable can have two different sounds depending on the accent. Say the words below stressing the accented part. Try to tap with a heavy and soft beat.

Vowel Rule 5: If y comes at the end of a two or more syllable word, y has the long sound of e /ē/ if the y syllable **is not accented**.

1. silly messy lefty lucky chubby fuzzy

2. lady pony wavy flaky Davy smoky

Vowel Rule 6: If y comes at the end of a two or more syllable word, y has the sound of long i /ī/ if the y syllable **is accented**.

1. reply supply apply defy imply

2. multiply electrify justify occupy identify

1. Will Sally identify the frilly and dressy baby?

2. Did Bobby signify he would take the bunny?

3. Can we occupy the chilly, smelly cabin?

4. Did Billy supply the lady with flaky chicken?

5. When did the funny, wiggly puppy defy Molly?

Plurals: y changes to i, baby > babies.

1 bunnies puppies poppies pennies

2. fairies navies ladies ponies

3. supplies allies applies defies

4. multiplies magnifies complies ratifies

Lesson 23: The three sounds of the suffix ed.

Note: After t and d a new syllable is formed saying /ěd/.

After s, x, k, ck, sh, ch, p, and f, ed says /t/.

After all other letters of the alphabet, ed says /d/.

<u>ed</u> = /ěd/		<u>ed</u> = /t/		<u>ed</u> = /d/	
tinted	sifted	dressed	inched	sobbed	razzed
blended	wended	mixed	mapped	tugged	penned
rusted	rotted	checked	huffed	stilled	fizzed
drifted	misted	licked	dropped	rammed	hugged
ended	added	slashed	stacked	thrilled	dinned

Mixed Practice – Which says /ěd/ /d/ or /t/?

1. fixed pointed messed perched picked
2. plotted wailed buzzed bleached cuffed
3. lifted burned boiled dreamed twisted
4. slammed played rowed boxed lasted
5. braided mended splashed dusted penned
6. kicked turned printed walled reached
7. stopped crashed bragged beaded wheeled

1. Has he scrubbed and mopped the rotted porch?
2. Had she dreamed the rented boat had sunk?
3. Was his boy picked up near the trapped animal?
4. Was it picked and boxed for the late mail?
5. Has Hal mended and fixed the slashed seat?
6. Did the twisted section get fixed?
7. Had he licked the stamp carefully and mailed it?

Lesson 24: Two very helpful patterns.

Vowel Rule 7: If words end with the suffix ing, er, or ed, the first vowel in the syllable is usually **short** if it comes before two consonants. (VC/CVC, Closed Syllable)

1	2	3	4	5
strapping	chatter	manned	tramping	jumper
betting	shredder	yelled	checking	vended
jigging	swimmer	skinned	fishing	softer
tossing	robber	flopped	costing	landed
bluffing	drummer	dulled	thumping	quilted

Vowel Rule 8: If words end with the suffix ing, er, or ed, the first vowel is usually **long** if it comes before a single consonant. (V/CV, Open Syllable)

1	2	3	4	5
naming	stating	wader	scraper	dared
eking	dozing	Peter	wiser	cubed
sliding	thriving	riper	biter	choked
zoning	groping	joker	smoker	shaded
fuming	using	user	blazer	voted

Short Vowel

- at dinner
- is slopping
- he scrapped
- stripped the wall
- tilled the soil

Long Vowel

- in a diner
- is sloping
- he scraped bottom
- striped shirt
- tiled wall

Short Vowel

- is bitter
- will be pinned
- she mopped the tile
- filled a cup
- is licking

Long Vowel

- is a biter
- pined away
- she moped all day
- filed past a desk
- liking dogs so much

Lesson 25: Mostly Review – Vowel Rule 3: If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long. (cv).

A new suffix tion derived from French is being added. The first syllable of every word in the list below represents the long sound of the vowels.

- | | | | |
|-----------|---------|--------|----------|
| 1. nation | station | ration | portion |
| 2. lotion | notion | motion | rotation |

The first syllable of the following two-syllable words applies the third vowel rule also. Check on meanings.

- | | | | | |
|-----------|--------|--------|---------|--------|
| 1. apron | even | idle | odor | razor |
| 2. create | trifle | retail | tiny | soda |
| 3. unit | flavor | legal | hydrant | major |
| 4. equal | mica | moment | tripod | cobalt |
| 5. laser | Sweden | minus | crater | bisect |

All of the words below have three syllables.

- | | | | |
|---------------|-----------|------------|-----------|
| 1. quotation | fumigate | libelous | reimburse |
| 2. demerit | soberly | probation | feverish |
| 3. flavorless | migration | hibernate | locally |
| 4. bilingual | mutilate | microscope | fomented |
| 5. preamble | coconut | fatalism | location |

Polysyllabic words following Vowel Rule 3. Start at the left going from vowel to vowel and come out at the right.

- | | | | |
|----------------|--------------|-------------|--------------|
| 1. relaxation | fumigation | cooperate | mutilation |
| 2. preatomic | vocalization | motivation | deactivate |
| 3. predisposed | radiation | microscopic | mobilization |
| 4. futility | biological | capability | beatitude |

Lesson 26: Consonant Rules

Most consonants have one sound only: b d f h k l etc. The ones below have more than one sound.

1. S says /z/ after a voiced consonant.

trays bees lies toes cues guns
bells swims goes suds kings stabs

S says /s/ after a voiceless consonant.

skips specks sniffs desks nests pecks

2. X has three sounds.

/ks/ box wax fix Rex text
/gz/ exalt exam exact exult exist
/z/ xylophone Xavier xenon xanthan

3. C says /k/ (hard c) before any letter except, e, i, or y.

cast case code cob cube coin

C says /s/ (soft c) when it comes before e, i, or y.

cell cede cite cinch ice place

4. G says /g/ (hard g) when it comes before a, o, or u.

gate gash goal gong gush gulch

If ge is at the end of a word, it says /j/, (soft g).

age sledge lodge splurge huge large

At the beginning of a word, ge, gi, gy may be either.

/j/ gem germ gin gibe gist gym
/g/ gift get girl gird gild gig

Lesson 27: Consonant Helps Listen Carefully

c, qu, and x have no sounds of their own. They must borrow.

1. c in **cap** /k/ c in **cent** /s/
2. qu in **quit** /kw/
3. x in **ax** /ks/ x in **exact** /gz/ x in **xylophone** /z/

Review Work with C and G.

- | | | | | | |
|-----------|--------|---------|--------|--------|--------|
| 1. slice | since | coaster | can't | cove | culled |
| 2. coiled | grace | corks | caused | thrice | curt |
| 3. pencil | civil | cynic | accede | accept | cycle |
| 4. goes | twinge | gel | gospel | gauze | hedge |
| 5. ginger | garden | trudge | pages | angel | angle |

1. The dog cringed at the noise near the garden.
2. Did he urge the girl not to splurge on the gang?
3. The fringe on the garment was badly trimmed.
4. Was the prince aiming at the center of the circle?

Note the odd c in the last syllable. We can hear every sound in these words so learn to spell them rapidly.

- | | | | | |
|--------------|-----------|----------|-----------|----------|
| 1. topic | tropic | mimic | plastic | drastic |
| 2. septic | hectic | public | rustic | Arctic |
| 3. toxic | epic | frantic | antic | athletic |
| 4. fantastic | Antarctic | magnetic | inorganic | cosmetic |

1. His stay in the tropics made a tonic necessary.
2. The plane was geared to supersonic speed.
3. Being mimicked in public made her simply frantic.
4. An American epic was the topic of conversation.

Lesson 28: Irregular Vowel Digraphs

The regular vowel digraph ie says the long sound of i /ī/ following Vowel Rule 2. The irregular vowel digraph ie says the long sound of the second vowel, which is long e /ē/.

Regular: die cried skies vied flies fried

Irregular: yield piece chief shriek wield relief
niece shield grief belief brief fielder

1. It is my belief that her niece tried hard for the test.
2. French fries and pie vied at the picnic of the chief.

The regular vowel digraph oo is heard in **door** and **floor**.

The irregular vowel digraph oo says the third sound of o³.

ooze booms pooled spoons hoop sooner loop

The irregular oo can also say the third sound of u³.

books stood shook wooded hooks looks looked cooking

1. I will soon look at the floor near the door.
2. Loop all the wool in the room with her hook.
3. He zoomed the plane over the roof with skill.

.....

The regular digraph ei says long e /ē/ following Vowel Rule 2.

The irregular digraph ei, says long a /ā/.

Regular: weird either seize key deceit ceiling

Irregular: veil heir obey they eight neighbor
reins weight vein heir skein eighth

1. Neither money weighs near eighty pounds.
2. They can obey or they will receive a fine.

Lesson 29. More Irregular Vowel Digraphs

The regular digraph ea follows Vowel Rule 2 saying long e /ē/.

gleam least plead each clean heater cheating

The irregular digraph ea has four different sounds.

ĕ – bread heavy wealth steady pleasure
ready feather sweater tread thread

ē – great steak break greater breaking

ĕr – earn earth yearn pearl learns
dearth heard search earnest early

ār – heart hearten hearty hearth hearken

Long Sound of ū – Listen Very Closely

Magic e		Regular digraph		Irregular digraph	
mute	cure	cue	dues	few	feud
mule	fume	hue	sue	hew	mew
cube	fuse	due	suit	pew	news

Exceptions to long u /ū/: after r, j, ch, and l blend we hear the third sound of o³.

1. rude threw Jew chew blew true
2. crude Judy chewy plume ruler Jude
3. jute glue flute rue Jupiter jubilee

1. They searched for a suit and a sweater as a clue.
2. News of the feud spread from the fuming crew.
3. Judy chewed as she drew a flute for the jubilee.

Lesson 30: The Most Difficult Vowel Combination - ou

Diphthong ou /ou/: shout proud south vouch
sprout clouds ounce bounty

Regular digraph ōu: dough soul though mourn
court pours source thorough
course four fourth shoulder

There are six irregular ou digraphs.

/ō/ brought ought cough thought sought
fought bought trough wrought coughed

/ũ/ touch young couple country trouble
double southern joyous famous tremendous

/o³/ group you soup youth wounded
tourist tour dour through trouper

/u³/ would should could your yours

/ûr/ nourish flourish scourge journey nourished
journal courtesy courteous courage flourished

/ū/ Houston Houstonian houstonia

1. The four tourists were in double trouble in Houston.
2. They went through the southern part of their journey.
3. He thought he brought their journal with him.
4. We doubt that you should vouch for the couple.
5. Though he was young, he was thorough in his work.

PART TWO

Lesson 31: THE SCHWA - /ə/ - The Short-Short Sound of ǘ

The schwa is the shortened sound of any vowel in unaccented syllables of polysyllabic words, and never in one-syllable words. It is the short u /ǘ/ sound of circus. It is written as an inverted e /ə/ in the dictionaries.

a	aloud	abrupt	adept	acute	annoy
	alarm	achieve	atomic	affirmed	ability
	merchant	feudal	oral	wizard	vocal
	portal	cadet	caress	canal	formal
e	channel	parcel	student	budget	locket
	moisten	kernel	easel	comet	novel
i	solid	pulpit	rabbit	cousin	habit
	morbid	lucid	rapid	victim	stencil
o	freedom	crimson	reason	squalor	carrot
	caldron	random	apron	wisdom	glutton
u	rumpus	cherub	focus	humus	playful
	locus	locust	wampum	zestful	discuss

1. Along the bottom of the vessel, a crack appeared.
2. The student's easel was the focus of the problem
3. His random shot at the victim caused acute pain.
4. The cadet is annoyed and vocal about his budget.
5. There was no reason for the playful rumpus.
6. The merchant was adept in his use of stencils.
7. They could not fathom her sudden and willful tantrum.

Lesson 32: Contractions. We often use these shortcuts.

I am	I'm going to go to the farm for fruit.
you are	You're home at last and safe.
he is	He's in the room to help his dad.
it is	It's not fair to charge too much.
she is	She's at bat for her team at last.
we are	We're in school to get an education.
are not	Aren't you coming?
is not	He isn't in the park with Rick.
did not	Didn't you hear the noise yesterday?
does not	Doesn't that look attractive on her?
do not	Don't go to that store for eggs.
I would	I'd see to that at three if I were you.
you would	You'd find out later from them.
she would	She'd gather the dishes later.
it will	It'll be dark when you finish math.
he will	He'll have to see the manager.
we will	We'll see his boss about leaving early.
they will	They'll try harder in the morning.
will not	I won't stay longer for anything.
can not	He can't walk that distance as yet.
would not	Wouldn't you like to sing?
could not	Couldn't they wash the dishes?
should not	Shouldn't they be there by twelve?
must not	He mustn't take the plane trip.
that is	That's all he has to do right now.
what is	What's in the bag on the covered table?
where is	Where's the school team playing next?
there is	There's more candy in the glass bowl.

Lesson 33: Homonym – same sound, different spelling

1. air	heir	22. all	awl	43. alter	altar
2. bare	bear	23. beet	beat	44. beer	bier
3. birth	berth	24. cellar	seller	45. claws	clause
4. cord	chord	25. coat	cote	46. duel	dual
5. deer	dear	26. dew	due	47. fair	fare
6. fowl	foul	27. fur	fir	48. feet	feat
7. grate	great	28. gilt	guilt	49. here	hear
8. heel	heal	29. hail	hale	50. hour	our
9. hair	hare	30. hart	heart	51. I'll	aisle
10. lone	loan	31. main	mane	52. mite	might
11. mail	male	32. morn	mourn	53. night	knight
12. not	knot	33. nay	neigh	54. need	knead
13. one	won	34. paws	pause	55. pray	prey
14. pale	pail	35. plane	plain	56. ring	wring
15. red	read	36. raze	raise	57. reed	read
16. sun	son	37. sum	some	58. sale	sail
17. sore	soar	38. sweet	suite	59. shone	shown
18. steal	steel	39. see	sea	60. stare	stair
19. tale	tail	40. teem	team	61. vale	veil
20. Venus	venous	41. would	wood	62. way	weigh
21. wrap	rap	42. wait	weight	63. wrote	rote
64. sent	cent	scent	69. new	knew	gnu
65. meet	meat	mete	70. right	rite	write
66. so	sow	sew	71. site	cite	sight
67. to	too	two	72. their	they're	there
68. for	four	fore	73. pair	pare	pear

Lesson 34: Common Words Which Are Not Phonetic

Memorize these simple but deceptive words.

- | | | | | | | |
|-----|--------|--------|--------|--------|--------|--------|
| 1. | are | any | again | been | busy | blood |
| 2. | beauty | bury | child | could | come | does |
| 3. | done | don't | eye | flood | find | friend |
| 4. | give | gone | have | heard | height | iron |
| 5. | island | juice | laugh | lose | many | of |
| 6. | one | once | pretty | sew | said | says |
| 7. | genius | junior | shoe | some | sure | should |
| 8. | sugar | two | there | toward | their | truth |
| 9. | view | very | as | want | were | woman |
| 10. | wash | what | women | work | who | watch |
| 11. | where | world | would | whose | you | your |

The vowel combinations below look like digraphs; however, each vowel is sounded separately. Vowel Rule 3.

- | | | | | | |
|----|---------|---------|---------|---------|---------|
| 1. | lion | poet | Ohio | Joey | neon |
| 2. | diet | area | ruin | trio | boa |
| 3. | pliers | fluent | fiery | client | quiet |
| 4. | Maria | trial | studio | period | truant |
| 5. | rodeo | piano | oasis | fluid | radio |
| 6. | violin | liable | heroic | orient | theory |
| 7. | medium | manual | nucleus | reliant | variety |
| 8. | theater | science | violet | aviator | diary |

Read the following imperative sentences – commands.

- | | |
|-------------------------------------|----------------------------------------|
| 1. Don't do another problem. | 4. Watch those cats for me. |
| 2. Watch those ducks swim. | 5. Tell them to come toward the light. |
| 3. Find the fiery light in the sky. | 6. Wash some potatoes for me. |

Lesson 35: Non-phonetic long vowel words – contrary to Vowel Rule 1.

1	2	3	4	5
told	bolts	toll	host	mild
scolding	dolt	roller	posted	child
golden	jolted	troll	poster	wilder
folder	molts	stroll	posters	mildest
sold	colt	stroller	posting	grinder
colds	volts	trolling	hostess	blindness
holder	molting	scroll	ghost	kindly

Words in which every o has the short u /ũ/ sound

1. son	London	covet	covenant	comfort
2. of	above	stomach	governor	company
3. none	govern	other	lovable	tongue
4. some	hover	cover	covetous	monkey
5. shove	comely	dozen	Monday	slovenly
6. lovely	color	smother	compass	wondrous
7. done	covers	brother	money	nothing
8. wonder	glove	oven	monk	month

Read these interrogative sentences with good inflection.

1. Will none of my brothers ride the wild colt?
2. Shall we come some other Monday for the scroll?
3. Did his mother get hold of the golden covering?
4. Was the hostess dressed in a honey colored dress?
5. When during the stroll did the bolt of lightning strike?
6. Why were just a dozen cakes put into the oven?
7. Where could the company come for the money?
8. Did that covetous person shove the cover angrily?
9. Will the governor of the state jolt them to action?
10. Were a dozen lovely golden roses sent to her mother?

Lesson 36: Consonant Digraphs – containing *silent* letters

<u>kn</u>	<u>gn</u>	<u>wr</u>	<u>mb</u>	<u>mn</u>
knelt	gnash	wry	numb	limn
knocker	gnu	writing	bomber	hymn
knuckle	gnat	wrong	crumb	damned
knapsack	gnome	wreath	thumb	column
knowing	gnarled	wretch	limbs	solemn
knight	sign	wrist	climber	condemn
knead	design	wrench	combing	autumn
knowhow	assign	wrinkle	lambs	condemned

Read the following exclamatory sentences with real expression.

1. What a lovely wreath!
2. Look, the bomber was lost!
3. Oh, that design is beautiful!
4. How solemn was the wonderful speech!
5. The brave knight can face the dragon!
6. Ah, the autumn is a beautiful season!

<u>silent e</u>	<u>silent u</u>	<u>silent t</u>	<u>silent l</u>	<u>silent h</u>
shuffle	guy	rustle	chalk	ghost
sprinkle	disguise	often	calmer	ghastly
trample	guitar	soften	palms	hour
feeble	guardian	jostle	alms	honest
cobble	buy	glisten	half	honor
settle	builder	epistle	halves	heir
couple	buoyant	pitcher	calf	Thomas
double	building	apostle	salmon	exhaust

Read the following exclamatory sentences with real expression.

1. Oh, the guitar is beautiful!
2. See the salmon swim upstream!
3. What honors the bright boy received!
4. Ah, the calf is so pretty!
5. How they dazzle us with crazy antics!
6. See what the builder forgot to fix!

Lesson 37: More silent letters – p in pn ps pt

<i>pn</i>	<i>ps</i>	<i>pt</i>
pneumatic	psalm	Ptolemy
pneumonia	psalmist	ptarmigan
pneumograph	pseudo	ptyalin
pneumogram	pseudonym	pteridophyte
pneumodynamics	pseudopod	pteridology
	psychedelic	
	psychic	
	psychology	
	psychiatry	

SILENT h in rh

rhapsody	rhombus	rhododendron
rheostat	rhombic	Rhine
rhesus	rhetoric	rhinoceros
rhizome	rhetorical	rhubarb
rhizoid	rhyme	rheumatic
Rhode Island	rhythm	rheumatism
Rhodesia	rhythmic	myrrh

Read the following interrogative sentences – questions.

1. Do school psychologists help?
2. Where is the pneumatic drill?
3. Is psychosomatic medicine true?
4. Do we have a psychiatric situation?
5. What is Ptolemaic theory?
6. Do you have severe rheumatism?

Read these declarative sentences smoothly.

1. Rhesus monkeys have been used in medical research.
2. He shot the ptarmigan near the rhododendron.
3. The student had a serious case of pneumonia.
4. They loved to read the Psalms of David in rhythm.

Lesson 38: Special Consonant Digraphs

ph = /f/	phone	phonics	emphasis	paragraph
	prophet	alphabet	physics	diphthong

gh = /f/	tough	rough	enough	laugh
	cough	trough	roughly	laughter

gh = /g/	ghost	ghetto	Ghent	gherkins
	aghast	ghoul	ghostly	ghastly

silent gh	sigh	thigh	bright	straight
	though	thought	through	thorough

ch = /ch/	church	chatter	scratch	inches
-----------	--------	---------	---------	--------

ch = /sh/	charade	chute	parachute	chaperon
	Chicago	chevron	chic	chef

ch = /k/	chemical	mechanic	chronic	character
	choral	stomach	ache	chrome

The sound /ch/ has two spellings. Listen carefully.

ch = /ch/	cheese	chapter	teacher	branches
-----------	--------	---------	---------	----------

tu = /ch/	fixture	feature	structure	moisture
	actual	lecture	furniture	manufacturer

1. The chaperon gave a lecture on posture.
2. Sketch the picture in a rough mixture of colors.
3. The chauffeur and the mechanic drove to Chicago.
4. Though he thought the flight hard, he went anyway.

Lesson 39: The /SH/ sound has at least seven spellings.

sh = /sh/	shelter	impoverish	shoulder	ashamed
tion = /shŭn/	fraction	taxation	promotion	determination
	obligation	inflation	attention	constitution
sion = /shŭn/	pension	session	tension	extension
	fission	mansion	commission	compassion
ci = /sh/	glacial	glacier	sufficient	delicious
	Grecian	efficient	magician	ancient
ti = /sh/	partial	spatial	cautious	initial
su = /sh/	sure	sugar	assure	reassure
	insure	pressure	erasure	insurance
ch = /sh/	chiffon	machine	chagrin	Charlotte

The basic consonant /zh/ sound has no distinctive spelling.

si = /zh/	Asia	fusion	decision	provision
	profusion	seclusion	explosion	precision
su = /zh/	pleasure	usual	usury	exposure
	leisure	treasure	casual	enclosure
zi = /zh/	glazier	glaziery	azure	seizure
ge = /zh/	garage	barrage	loge	rouge

Read the following imperative sentences with expression.

1. Watch the azure sunset.
2. Tell the glazier to be careful.
3. Help prevent the collision.
4. Use the precious ointment.
5. Insure the machine for a million dollars.
6. Treasure the precious Grecian urn.
7. Assure him of a good job.
8. Work hard to be an efficient worker.

Lesson 40: Tying the “Y’s” Together

Y is a consonant /y/

1. yes yonder yellow yard yoke youth
2. years yelping yielded yeast younger Yule
3. yen yanked yapping yells York lawyer

It is more often used as a vowel.

/ī/ type lyre hydrant scythe hypo
 hybrid defy pyre comply hygiene

/ĩ/ gym myth cyst hypnotic oxygen
 system gypsum cynic lyric pyramid

/ē/ pity lively dirty story treaty
 mercy shanty roomy empty equally

silent y tray played sways slay sprayed
 key pulley honey parsley monkey

In turn, i is sometimes sounded as a consonant.

1. million William billion union genius
2. onion junior senior peculiar brilliant
3. familiar rebellion companion Italian trillion

Read these imperative sentences with expression.

1. Go among the youth and teach reading.
2. Crawl under the yellow cab.
3. Show love with great pity.
4. Bow down before Daniel.
5. Go, set by the empty shanty.
6. Stand beside the pyramid for a picture.
7. Show mercy to the hurting patient.
8. Go around the lawyer if you can.
9. Give your companion a glass of water.
10. Run into William’s yard right now.

Lesson 41: Tying the R-Controlled Vowels Together

The murmur diphthongs are heard most of the time.

1. charm cord perch twirled burned
2. arch storms nerve quirk hurry
3. quarry sports jerky skirt current

The short vowel is heard sometimes.

1. carrot merry spirit sorry perish
2. barrel very mirror torrid irritate
3. Larry errors stirrup morrow sorrow

The long vowel sound follows Vowel Rule 2.

1. spare cheer roars mire pure
2. scarce mere floor wired endures

Except for wore and worn, wor changes to /wur/.

1. world worth wormy worded work
2. worry worse worst worship worthless

The schwa sound is often heard in the second syllable.

1. doctor author victor tractor solar
2. catcher polar powder lizard wizard.

Answer the following interrogative sentences.

1. Carol is sorry that the stirrup is too low. Why is Carol sorry?
2. Harry and Jerry will eat the carrots tomorrow. When will they eat?
3. The water irrigates the land near the forest. Where was the land?
4. The tractor was mired in the thick mud. What was mired?

Lesson 42: Prefixes are syllables placed **before** a root word.

ab	(away)	absorb	absolve	abhor	abduct
ad	(to)	addict	adhere	adverb	adjunct
be	(totally)	betray	beware	becalm	bequest
com	(with)	compute	compete	compact	combat
con	(with)	contrast	consign	concise	congeal
de	(from)	defeat	deflate	detract	default
dis	(opposite)	disarm	dishonor	disown	discord
ex	(out of)	exhume	extract	export	exhale
in	(in)	innate	indent	inspire	inborn
in	(not)	invalid	insane	inhuman	inactive
per	(through)	perfect	permit	persuade	perspire
pre	(before)	precede	prefix	prewar	prepare
pro	(before)	proceed	prolong	proclaim	produce
re	(again)	reshape	rewrap	rejoin	reelect
sub	(under)	subtract	submit	submerge	subdue
un	(not)	unwise	undo	unfazed	unlaced
en	(in)	enact	enclose	encircle	entangle
mis	(bad)	misguide	miscount	mislead	mistrial

Read the following interrogative sentences with expression - questions.

1. Can you **abstain** from food?
2. Can we eat after the **dispute**?
3. Is she an **adept** at chess?
4. How can we **promote** sales?
5. Did he run during the **debate**?
6. Does he live in the **suburb**?
7. Should he be **concealing** evidence?
8. Is it a really **immense** lake?
9. What do you do about deep **remorse**?
10. Does she have an **invalid** passport?

Lesson 43: A Suffix is an ending placed **after** a root word. We have used many from the beginning: er ed ly. They often change words from one part of speech to another.

ous	dangerous	marvelous	poisonous (n. to adj.)
sion	provision	precision	invasion (v. to n.)
wise	otherwise	healthwise	lengthwise (n. to adv.)
able	dependable	remarkable	agreeable (v. to adj.)
ible	incredible	digestible	inedible (adj.)
ance	maintenance	acquaintance	insurance (v. to n.)
ence	residence	reference	preference (v. to n.)
ate	concentrate	vaccinate	hesitate (n. to v.)
tion	concentration	vaccination	hesitation (v. to n.)
ize	subsidize	emphasize	glamorize (n. to v.)

Although these look difficult, they are not. Start with the prefix, slide through the root of the word and the suffix.

- | | | |
|-------------------|----------------|--------------------|
| 1. impossibility | disagreeable | computerization |
| 2. uncivilized | reemphasize | misinterpretation |
| 3. premeditated | consequently | absorbable |
| 4. bereavement | perfectibility | extemporaneous |
| 5. transparently | misappropriate | unchangeableness |
| 6. advantageous | disheartened | enlightenment |
| 7. deliberateness | idiosyncrasy | unenthusiastically |

Lesson 44: Eight Helpful Rules for the Vowels

BASIC RULES:

1. If there is only one vowel in a word or syllable and it comes before a consonant, the vowel is usually short.

not gulp thick (cvc)
on imp us (vc)

2. If there are two vowels in a word or syllable, the first vowel is usually long and the second is silent.

oak maid sleet meat (cvc)
note made mine mute (cvcv)

3. If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long.

no why she go ye si·lent (cv)

4. If an a is followed by u, w, r, ll or lt, in the same syllable, it often has the third sound of a³. (*a*³ or Italian ä)

fault drawn starch hall malt

RULES FOR ENDINGS:

5. If y comes at the end of a two or more syllable word, y has the sound of long e /ē/ if the y syllable **is not**

accented. pup'py wa'vy soa'py (y = /ē/)

6. If y comes at the end of a two or more syllable word, y has the sound of long i /ī/ if the y syllable **is accented.**

re·ply' ap·ply' ter·ri·fy' (y = /ī/)

7. If words end with the suffix ing, er, or ed, the first vowel in the syllable is usually short if it comes before two consonants.

get·ting lif·ted drum·mer

8. If words end with the suffix ing, er or ed, the first vowel is usually long if it comes before a single consonant.

zo·ning ska·ting wi·ser

Lesson 45: Ten Helpful Consonant Rules in Phonics

A. For the sounds of the letter c:

1. C says /s/, soft c, when it comes before e, i, or y.

cents cite cyst fence

2. In all other instances, it says /k/, hard c.

cap cot crack fact

B. For the sounds of the letter g:

3. G says /g/, hard g, when it comes before a, o, or u.

gab got gummed gather

4. If ge is at the end of a word, it says /j/, soft g.

ledge splurge fringe stage

5. At the beginning of a word ge gi or gy may say /g/, hard g, or /j/, soft g.

get give /g/ gin gem /j/

C. For changes in the sound of the letter s:

6. At the end of a word se often has the sound of /z/.

hose those rose please

7. After voiced consonants s also says /z/.

dogs cars drills sleds

D. For the sounds of the letter x:

8. At the end of a word x says /ks/.

fox mix lax

9. At the beginning of a word x says /z/.

xylophone Xavier xenon

10. At the end of a syllable ex, x says /gz/ or /ks/.

exhaust example expel excite

Lesson 46: Rules 1 – 6 for Syllabication

1. If there is one consonant between two vowels, the word is usually divided after the consonant if the vowel sound is short. This is called a closed syllable.

pol·ish trav·el nov·el riv·er med·al

Practice: sonic senate shadow clever promise
 second chapel phonics melon finish

2. If there is one consonant between two vowels, the word is usually divided after the first vowel if the vowel sound is long. This is called an open syllable.

Po·lish na·vy pro·tect pho·to pu·pil

Practice: pilot student label vocal David
 moment locate below Friday pony

3. A word containing one vowel sound is never divided.

curled thumps crowned broiled clapped

Practice: street filmed ground spring bounced

4. A compound word is divided between two simple words.

it·self sun·beam brush·off with·in in·side

Practice: popcorn rainbow lifeboat snowman carfare

5. If a word has a prefix, it is divided between the prefix and the root word. pre·fix ex·cel re·coil tri·sect ad·just

Practice: unsafe mislay dislike exchange depart

6. If a vowel is sounded alone in a word, it forms a syllable.

a·far i·tem u·nite dis·a·gree o·boe

Practice: echo theory icon homicide emit
 graduate paradise violence ratify about

Lesson 47: Rules 7 – 10 for Syllabication

7. If two vowels are together in a word but are sounded separately, the word is divided between the two vowels.

ne·on de·ni·al po·em tri·o

Practice: polio oasis Iowa museum create

8. If a word has a suffix, it is divided between the root word and the suffix.

loud·est care·less wend·ed lone·ly

Practice: safely painter highness mixing boxes

Exception: the suffix ed usually makes a one-syllable word after every consonant except t and d.

cashed tracked coiled scrubed

Practice: snapped bleached perched fixed wailed

9. If two or more consonants come between two vowels, the word is usually divided between the first two consonants.

ken·nel splen·did hun·gry flat·ter

Practice: bottom silver chapter harbor angry

Exception: Blends and Strong Digraphs are not separated.

The Strong Digraphs are: sh ch ck wh th

se·cret wheth·er clash·ing lunch·es

Practice: decree blacker bother stitches hundred

10. If a word ends in le preceded by a consonant, the word is usually divided before the consonant.

grum·ble tri·fle span·gle ram·ble

Practice: twinkle cradle tingle needle bungle

Exception: The Strong Digraph ck is never divided.

buck·le speck·le shack·le tick·le

Practice: crackle chuckle pickle knuckle sickle

Lesson 48: Accent

There are no rules for accent in English. The nouns below are accented on the first syllable; the verbs on the second.

Noun	Verb	Noun	Verb
1. reb'el	re·bel'	10. per'fume	per·fume'
2. con'tract	con·tract'	11. con'trast	con·trast'
3. rec'ord	re·cord'	12. in'crease	in·crease'
4. des'ert	de·sert'	13. sub'ject	sub·ject'
5. con'flict	con·flict'	14. con'test	con·test'
6. ex'tract	ex·tract'	15. im'print	im·print'
7. con'duct	con·duct'	16. con'vict	con·vict'
8. in'sult	in·sult'	17. pres'ent	pre·sent'
9. con'tent	con·tent'	18. con'vert	con·vert'

Accent, however, has an important result in the sound of the first vowel in the identical syllables below.

A	B	C	D	E
1. re·str <u>a</u> in'	des·p <u>i</u> se'	en· <u>a</u> ble	de·r <u>i</u> ve'	el'e·v <u>a</u> te
2. moun' <u>t</u> ain	prom' <u>i</u> se	lov' <u>a</u> ble	cap' <u>t</u> ive	del'i·c <u>a</u> te
3. val'en·t <u>i</u> ne	ex·c <u>i</u> te'	com·p <u>i</u> le'	dis·gr <u>a</u> ce'	ad·du <u>c</u> e'
4. med'i·c <u>i</u> ne	ex·quis' <u>i</u> te	vol'a·t <u>i</u> le	sol' <u>a</u> ce	let' <u>t</u> uce
5. as·su <u>a</u> ge'	com·p <u>l</u> y'	puf'f <u>y</u>	en·t <u>i</u> ce'	re·l <u>i</u> ne'
6. man' <u>a</u> ge	snug' <u>l</u> y	mag'ni·f <u>y</u> '	no't <u>i</u> ce	tur'b <u>i</u> ne

Overall View of Phonetic Elements

I. CONSONANTS:

1:1 A. Single: all of the alphabet except a e i o u

2:1 B. Digraphs: a single consonant with a double spelling

1. Basic digraphs: ch sh wh th ~~th~~ ng nk /zh/
2. Other digraphs: ck ph gh wr kn mn mb etc.

2.1 C. Blends: br cr scr str bl gl sc sp tw etc.

II. VOWELS:

1:1 A. Single: a e i o u – and sometimes y (by) and w (low)

2:1 B. Digraphs:

1. Regular digraphs: first vowel is always long and second silent: ai ay ea ei ie oa etc.

2. Irregular digraphs: the first vowel is not long.

a. The first vowel is heard but it is not long.

haul cough too head

b. The second vowel is heard.

steak shield rough

c. Neither vowel is heard.

veil true flew took

2:2: C. Blends: These are usually called diphthongs: a double vowel sound with a double spelling.

1. Plain: ou ow oi oy

2. Murmur: ar or er ir ur

A Sound Track to Reading - Student Progress Chart

Student: _____ Teacher: _____

Part I – Fundamentals				
Lesson 1 <i>Step 1</i> Short <i>ă</i> m s t i n g e r e d Vowel Rules 1 & 7	Lesson 2 <i>ă</i> , d g f h e d	Lesson 3 <i>ă</i> , p r n b y = <i>ē</i> Vowel Rule 5	Lesson 4 <i>ă</i> , c k c k l w j	Lesson 5 <i>ă</i> , v q u x y z l y l e
Lesson 6 <i>Step 2</i> Short <i>ī</i>	Lesson 7 Short <i>ū</i> , -le	Lesson 8 <u>Review 1</u> Short <i>ă</i> , <i>ī</i> , <i>ū</i>	Lesson 9 Short <i>ō</i> , -s, -ed, -er, -ing, -y, -ly, -le	Lesson 10 Short <i>ē</i> , -ness, -en
Lesson 11 <u>Review 2</u> Short Vowels	Lesson 12 <i>Step 3</i> Beg. Cons. Blends	Lesson 13 Cons. Digraphs ch, sh, th, ng, nk, ck tch	Lesson 14 Plurals -s, -es	Lesson 15 <i>Step 4</i> Long Vowel VCE, Rule 2 vowel digraph -y/-w
Lesson 16 Long Vowel VCE & Compound words	Lesson 17 <u>Review 3</u> Cons. Digraphs & long/short vowels	Lesson 18 Long Vowel CV Vowel Rule 3	Lesson 19 <i>Step 5</i> 3 rd Sound of a, o, u Vowel Rule 4	Lesson 20 Plain & Murmur Diphthongs ou/ow, oi/oy, ar, or, er, ir, ur
Lesson 21 <u>Review 4</u> Vowel Rules 4, 1, 3	Lesson 22 <i>Step 6</i> Ending y= <i>ē</i> / <i>ŷ</i> Rules 5 & 6	Lesson 23 Three sounds of ed	Lesson 24 Vowel Rules 7 & 8 Short v/cc, Long v/c	Lesson 25 <u>Review 5</u> , tion, V/C Vowel Rule 3
Lesson 26 Sounds of s, x, c, g Cons. Rules 1, 2, 3, 4	Lesson 27 Consonant Helps c, qu, x; Review c & g	Lesson 28 <i>Step 7</i> Irregular Vowel Digraphs ie, oo, ei	Lesson 29 Irregular Vowel Digraphs <i>ĕ</i> a, <i>e</i> ā, ur, ar Long <i>ū</i> & Exceptions	Lesson 30 8 Sounds of ou
Part II - Reference Section				
Lesson 31 <i>Schwa</i>	Lesson 32 Contractions	Lesson 33 Homonyms	Lesson 34 Common Words Not Phonetic	Lesson 35 <i>ō</i> ld, <i>ō</i> lt, <i>ō</i> st, <i>ī</i> ld, o= <i>ū</i>
Lesson 36 Consonant Digraphs w/silent letters	Lesson 37 More silent letters pn, ps, pt, rh	Lesson 38 ph, gh, ch, tu	Lesson 39 Spellings for /sh/	Lesson 40 y = <i>ī</i> , <i>ī</i> , <i>ē</i> & silent
Lesson 41 R-Controlled Vowels	Lesson 42 Prefixes	Lesson 43 Suffixes	Lesson 44 Helpful Vowel Rules	Lesson 45 Helpful Consonant Rules
Lesson 46 Rules 1-6 for Syllabication	Lesson 47 Rules 7-10 for Syllabication	Lesson 48 Accent		

Prepared by Donald L. Potter on March 19, 2014. Revised on September 22, 2018

Notes and Observations from the *Instructor's Manual*

A SOUND TRACK TO READING is an advanced, intensive program in phonics, a system representing the letters of the alphabet with sounds. It contains the entire content of information needed for decoding skills in reading and is geared for intermediate, junior and senior high students. It has been used with foreign students.

Intensive phonics is a method by which the 42 consonant and vowel sounds of our 26-letter alphabet are presented in a logical and methodical way. These sounds are tied together in A SOUND TRACK TO READING with four simple vowel rules. All of these basic sounds and their rules are taught on 21 pages interspersed with 4 reinforcement pages in PART ONE. **Once a student breaks the code and applies it, he can read.**

Intensive phonics is not reading. It is a method of independent word analysis. Independent word analysis is reading's only sure foundation.

The structure of the book is unique because Sister Foltzer has organized the study of our 16 vowel sounds by listing them in 4 simple categories. The short vowels are listed first, and then the long sounds followed by the third sounds of the vowels, and finally the diphthongs. All the 26 basic consonant sounds are taught around these four groupings, one after the other in that order.

It is easy to teach a student how to analyze unknown words in his reading if he knows his sounds, how to slide them together and then to string these words into sentences. "Is that all there is to it?" asked one fourth-grade remedial pupil when he caught on. That is all there is to it! A SOUND TRACK TO READING, if taught as suggested, will prove this.

Blending: "Slide the consonant and short sound of a /ă/ together with no break in between the two sounds." With flashcards, eventually use all the sounds.

Mr. Donald L. Potter typed these pages from *A Sound Track to Reading* in order to make the type big enough to teach from overhead transparencies.

I got my first look at the program on December 1, 2006 when Susan Greve sent me a copy. I was so impressed with *A Sound Track to Reading* that I started using it with a sixth-grade student and a third-grade student. The results were impressive from the start. I finished the first typing on 12/24/06. Mr. Potter made the latest revision on 10/22/2019. www.donpotter.net.

My copy of *A Sound Track to Reading* bears the copyright dates of 1976 and 1993 by the St. Ursula Academy, 1339 E. McMillan Street, Cincinnati, OH 45206. Susan Greve obtained the copyright in 1997. She gave me permission to publish this free edition.

INSTRUCTOR'S MANUAL

A Sound Track to Reading is an advanced, intensive program in phonics, a system of representing the letters of the alphabet with sounds. It contains the entire content of information needed for decoding skills in reading and is geared for intermediate, junior high, senior high students, and adults. It has been used with foreign students.

Intensive phonics is a method by which the 44 consonant and vowels sounds of our 26 letters are presented in a logical and methodical way. These sounds are tied together in *A Sound Track to Reading* with four simple vowel rules. All these basic sounds and their rules are taught on fourteen pages interspersed with six reinforcement pages in Part One. Once the student breaks the code and applies it, he can read.

Intensive phonics is not reading. It is a method of independent word analysis. Independent word analysis is reading's only sure foundation.

The structure of this book is unique because Sister Foltzer organized the study of our eighteen vowel sounds by listing them in four simple categories as shown in the 18 Basic Vowel Sounds Chart. The short sounds are listed first, then the long sounds followed by the third sounds of the vowels and, finally, the diphthongs. All of the 26 basic consonant sounds are taught around these four groupings one after the other in order. Basic consonant sounds are those which represent separate, identifiable sounds. Ph, for example, is not a basic sound as it has the sound of /f/ which is one of the basic sounds.

Science, by definition, is a body of organized and systematized knowledge. The patterning of *A Sound Track to Reading* is a scientific approach to word analysis because it is a systematized presentation of speech sounds, of phonics, the branch of linguistics that deals with phonemes.

English is almost 90% phonetic, that is, it sounds the way it is spelled and this spelling can be arranged in patterns. Once the patterned words are known, the other ten to twelve percent cause little trouble to students. There is only one word I know that is totally non-phonetic, the word of /'v/. Neither the o nor the f is heard. Other words that are classified as non-phonetic, are only partly so. One example is the word find. By rule the vowel should be short but it is long; however, the three consonants are clearly heard making it 75% phonetic.

It is easy to teach the student how to analyze unknown words in his reading if he knows his sounds, how to slide them together and then to string these words into sentences. "Is that all there is to it?" asked one fourth-grade remedial pupil when he caught on. That is all there is to it! *A Sound Track to Reading*, if taught as suggested, will prove this.

What then has caused so many students, even bright ones, to have difficulty? For several generations we have had a wrong methodology in many of our school systems. This wrong way to teach reading was based on learning to identify words based on shape and context. Because it was not necessary to know the alphabet according to the manuals, it became known as the look-say method and later Whole Language, Balanced Literacy, and Guided Reading. With nothing to really hang on to, confusion and frustration resulted for many. We must now go back to the basic building blocks of our language and sound-by-sound rebuild a sturdy foundation and upper structure.

PARENTS *A Sound Track* was written for older students in a classroom setting or in tutoring, for foreign students, and for parents who need to help with their own offspring. The situation is such that in many large systems if the parent does not do the job, it will not get done. With a graduated step-by-step book, a bit of firmness, a touch of imagination and courage, and a pinch of motivation, parents will be surprised at the progress in both reading and spelling that the student will make in just one or two months of steady application. Since many parents and teachers are themselves the victims of look-say, one excellent result will be that the instructor himself will become a better reader and speller.

CLASSROOM If one is teaching in senior high in a class labeled “remedial reading”, it might be prudent to change its name to something like “communication arts”. Secondly develop a flexible curriculum containing a variety of techniques as:

- 1) Phonics will be taken every day. Later this will shift to dictionary work.
- 2) Vocabulary development – base this in part on the other subjects taken.
- 3) Silent and also oral reading
- 4) Spelling of phonetic words which need no or little memorizing
- 5) Teaching machines if they can be correlated with the above
- 6) Pleasure reading – paperbacks, magazines, sport page
- 7) Word games and puzzles
- 8) Writing the various types of sentences
- 9) Creative writing of short paragraphs, skits, etc.
- 10) Add anything else that has been effective

If the teacher has a thirty-minute class, use three of the above on any given day. If she has a fifty-minute bell, at least four of them can be covered. The idea is to keep moving with a variety of procedures to keep interest up.

Remedial pupils need a lot of emotional bolstering because of their past failure and frustration. As soon as they begin to understand that unlocking words is interesting detective work, they will develop a more positive attitude.

Most sounds are taught by association with pictures in *A Sound Track*. It is easy to pull a concrete picture out of one’s imagination but difficult pull a sound “out of the air.” The 18 Vowel Key Words were chosen to make an associative sentence to aid in memorizing the units as: “I ate all the apple.”

All the 26 consonant key words were selected with foreign students in mind. As far as possible, every object is an easily known one and every vowel in the words is a short vowel. The 44 vividly colored 3 x 5 flash cards have the concrete object on them, and the word as yak, an Asiatic ox for y. These are excellent do-it-yourself devices if displayed on the corkboard in classrooms. If a sound once taught has been forgotten, the student just looks at the card, begins the word and has the wanted sound.

Lesson 1 The three consonants m s t and the vowel a are taught by name, key word, sound and shape, that is, by printing the letter. Thus, we are using eyes, ears, mouth and muscles. A very good way to focus a class’s attention is to use flashcards cut about 3” x 5”. Make one set for all the alphabet letters and one set for teaching blending as: ba, ca, da...ax, ya, za. Note the x is at the end. When isolating the initial consonants from the key words, be sure to soften the ending for these sounds: b, d, g, t, p, and k so as not to say duh, guh, etc., which is the consonant and the short ŭ. These cards can be used as teaching devices and for rapid review at the beginning of every lesson.

CARDS

s	ma	ing	er	ed = /d/
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BLENDING When teaching blending say, “Slide the consonant and the short sound of a together smoothly with no break in between the two sounds.” The instructor will do this first. Just pretend that you are starting to say the word mat sat tat but stop after the vowel. The student will imitate this. After finishing ma, sa, ta with the short vowels say, “Now use the long sound of a” for the second sound of the cards. When the cards are finished that way, say, “Use the third sound of a ... Now I want all three, one after the other for each card.”

THREE SOUNDS OF A Although we are using only the short sound of the vowels in all of our preliminary pages, it is very advantageous to know the three sounds of a, the two sounds of e, etc. The student should be told that knowing these will be a help to him when an unknown word is met. If the word contains an a, he should experiment with the short sound first because more than 62% of all words and syllables contain the short sound. Then he should try the long sound which has the next greatest number. Finally, he should try the third. By using all three in order, he will be able to decode it if it is in his listening vocabulary. This total view of the vowel sounds is a most helpful way to aid himself until the four basic vowel rules are known.

All the first lessons have one-syllable words, at the top. In order not to talk down to older students, we immediately make longer words by adding endings. We need flashcards, therefore, for the endings er ing ed = /d/ ed = /t/. In Lesson 1, we will use words in which the ed = /d/ and /t/. In Lesson 2, we will add words in which ed = /ěd/. The former are one-syllable words and the latter two-syllable words. The two syllable words are easy to locate as the root words ends in d or t as in: matted added fasted. All other past participle verbs that we will be using will be one-syllable words. Emphasize this with the pupils being sure that they thoroughly understand the patterns.

Do not take anything for granted in the beginning. Impress upon the pupils that in English our eyes must go from left to right, making sure that the pupils know “left.” The underlining of the letters on the first pages is to show that in reading a polysyllabic word, we are to go from vowel sound to vowel sound. If two vowels are underlined, it is a two-syllable word; if three, we have a three-syllable word. It is not advisable at this time to say, “Read the word by syllables.” One only knows syllables when one knows the word and some of the words may be unknown. Syllabication helps greatly, however, in spelling and in dividing words at the end of lines.

SPELLING From the beginning, the one-syllable words at the top of the page can be used for spelling without the necessity of memorizing, with two exceptions. For words like pass razz muff, one adds “Double the final consonant”. When a pupil hears a /k/_sound, there are five possibilities so one says, “That is a c, or a k, or a ck, or x, or q.” As he improves, these must, of course, be memorized and used in tests. How soon will depend on the level of the remedial student. In the very beginning, we want to place most of our stress on hearing sounds, on what is called “auditory perception,” or more recently “phonemic awareness.” This makes a different approach from what he has had before and helps in concentration. Spelling and reading are two sides of the same coin.

With the more advanced pupils, the application of Vowel Rule 7 can be taught and used for the spelling of words like matter, tagging, master. At first limit these to two-syllable words until they are under control. Later one can add the one-syllable words as passed, razzed, etc. By taking one thing at a time, one accomplishes much better results. Someone may note that taxing does not double the second consonant. It does not do so because sound-wise it is already a double sound – /ks/. Encourage the students to look for exceptions like this or what look like exceptions. We do not memorize these words but spell them “by ear.”

English is spoken and read in phrases. The underlining in the sentences should help a student who is a “word” reader because it indicates the proper phrasing.

OVER-ALL PROCEDURE A procedure which has proved to be effective in remedial reading classes is giving the total picture of the vowel and consonant key words at the very beginning before one begins *A Sound Track to Reading*.

All the key words for the thirteen single vowel sounds can be taught and memorized right in class in one lesson. This sounds like one big gulp, but it has proved to work. One is not talking down to the older pupils as the pupils realize at once. If this presentation is handled at the beginning of the school year, one gets good attention if one moves as fast as the pupils can go. It just takes a bit of courage on the part of the instructor to experiment, but it is well worth it the first time.

The instructor can say, “Other classes have gotten these important vowel sounds in about 20 minutes. Let’s see what you can do. (The carrot of motivation) We have five vowels. What are they? ...We have, however, 18 vowel sounds for the five. Now a has three sounds and the key words are apple, ate, all to help us remember the three sounds. Just as a key opens a door, these key words will unlock the sounds. Let’s take them one by one, say them and isolate the vowel sounds... These are the short, long, and the third sound of a³. In that order we will memorize the key words and sound now...Let’s make up an associative (explain) sentence using all three of these words. We will use this sentence all year to help us, to be ‘home base’ for us”. (See page 55)

“E has two sounds. Eskimo and eat are the key words for the short and long sounds...Say them...Isolate the sounds... Make up an associative sentence...” Review the first two vowels and then continue the rest of the way. If the class is still with you when they finish the three sounds of u, add the diphthong sounds, the five double sounds. As we exaggerate the five diphthong sounds, our lips do a “double take” which is different from the 13 single vowel sounds. Since every word contains a vowel sound, we have the strongest part of our phonetic foundation built.

While doing the above explaining, the teacher is writing on the board, overhead projector, or document camera. The pupils will be doing the same on a sheet of loose-leaf paper. The title will be written first: THE 18 BASIC VOWEL SOUNDS. The instructor marks four columns for the four categories. Three a's are then listed with their diacritical marks: The breve, macron and “3” written as an exponent in mathematics.

During this first lesson the individual sound will be written as linguists write sounds: /ă/. At the same time the key word and associative sentence are memorized. At the second lesson, everything will be reviewed, but just the key words will be written. The third lesson will again review all three items, and the associative sentences will be added. This very important paper must be kept by the pupil as a reference page for the entire year.

Many of our dictionaries have been discarding the breve, the diacritical mark for the short sound of the vowels. Tell the students this but insist that they use it in class work.

Since all five vowels have more than one sound, we need to know why we use the short sound, let us say, rather than the long. As we move along in *A Sound Track to Reading*, the BASIC VOWEL RULES will be an indispensable help in unlocking this WHY.

18 BASIC VOWEL SOUNDS (with diacritical marks)

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>
/ǎ/	/ā/	/a ³ /	P l a i n /ou/ ou-ow
/ě/	/ē/		/oi/ oi-oy
/ĩ/	/ī/		M u r m u r /är/ ar
/ö/	/ō/	/o ³ /	/ōr/ or
/ü/	/ū/	/u ³ /	/ur/ ur-er-ir

18 Basic Vowel Key Words (13 single and 5 double sounds)

<u>a</u> pple	<u>a</u> te	<u>a</u> ll	<u>o</u> wl
<u>E</u> skimo	<u>e</u> at		<u>o</u> il
<u>I</u> ndian	<u>i</u> ce		<u>c</u> ar
<u>o</u> strich	<u>o</u> ld	<u>t</u> o	<u>f</u> ork
<u>u</u> mbrella	<u>u</u> se	<u>p</u> ut	<u>u</u> rn

ASSOCIATIVE SENTENCES (suggestions)

1. We ate all the apples. or All ate apples.
2. The Eskimo will eat the seal.
3. The Indian likes ice.
4. An old ostrich went to the hill.
5. Use the umbrella and put it away.
6. An owl put oil in the car.
7. The car can turn at a fork in the road.

Names for the diacritical marks used in *A Sound Track to Reading*:

short = breve / ˘ / long = macron / ˉ / 3 = third / ³ /
 diphthong = slur / ˗ / schwa = /ə/

Linguists use the word phoneme for **sounds** /a³/; they use the word grapheme for the **name** of the letter a.

Key Words

A a apple

B b bed

C c cap

D d duck

E e Eskimo

F f fish

G g gum

H h hat

I i Indian

J j jet

K k kid

L l lamp

M m mop

N n nest

O o ostrich

P p pup

Q q quack

R r rug

S s sun

T t tent

U u umbrella

V v van

W w web

X x xbox

Y y yak

Z z zipper

sh ship

ch chinch

wh whip

th this thumb

ng ngring

nk nkbank

On this page are the Key Words for the 5 short vowels and 25 of the 26 Basic Consonant Sounds. /zh/ of **Z**hivago is missing. C, which represents basic sound /k/, is not counted. G here only represents the /g/ sound of **g**um, not the /j/ of **j**et. Qu is listed because of its spelling, but does not count as a basic sound. Qu represents the basic sounds /kw/ in **q**uack. Consonant digraph th is listed once but has two sounds: /~~th~~/ of **th**is and /th/ **th**umb. X is listed but does not count as a basic sound. X is a blend of /ks/. Mr. Potter swapped **g**um for **g**un.

Vowel Diphthong Key Words: (**ow**l for ow/ou, **oi**l for oy/oi, **car** for ar, **for**k for or, **urn** for er/ir/ur.). Long Vowel Key Words: ate /ā/, eat /ē/, ice /ī/, old /ō/, use /ū/. Third Sound Key Words: /a³/ **all**, /o³/ **to**, /u³/ **put**.

Lesson 2 Each lesson will start with a rapid review of flash cards with the most of the review being spent on the cards teaching the blending of the consonants with a vowel. I have found that these are the best visual aids that I have ever used in phonics. Then proceed to something new no matter how little, even if it is just one line.

Exaggerate the new sounds in the words at the top of the page. This can be done easily with a little humor to get it out of the “silly” category. We do not exaggerate when meeting these new sounds in other lessons or in Section D.

The questions to be asked for comprehension will usually begin with: who or what, which, how, when, where, or why. Ask questions often so as to get the meaning. Due to the very limited vocabulary of the beginning pages, some sentences will need clarification.

The reason for telling the pupils to read silently and then talking the sentences to the instructor as one would talk ordinarily is that this is a good technique to prevent mindless word calling or to eliminate it if that habit has been formed. Mindless word calling is unnecessary and interferes with comprehension.

Lessons 3, 4, and 5 The ending y which sounds like long e, unaccented long e, as introduced in Lesson 4 will need a flash card made for it. Subsequent endings should also have flash cards as the ly in Lesson 5. Since the sound of l will be taught in Lesson 4 and the y sound is identical to that on in Lesson 3, this is a logical ending to add. Y is a consonant but it is used in this instance as a vowel, the long sound of e.

The first vowel rule states that if a vowel is placed before a consonant in a word or syllable, it is usually short. A rule is a unity of patterns. By the way, “usually” is one of the first words the student should understand. This will take care of the non-phonetic words nicely.

In Lesson 4 c, k and ck all have the same sound, the sound of /k/. *A Sound Track* will use the hard sound of c for many pages before soft c will be taken. If the older students can handle both, the two sounds can be tied together. By this page if the pupils are not sure of themselves as to writing their own sentences, the instructor should write short ones for them to copy. As one proceeds, let the better students do the writing on the board until gradually all can write sentences on their own. This writing is very important in itself and in using muscles in addition to their other senses. It helps reinforce phonics and spelling also.

Lesson 5 completes the teaching of the single consonants. Notice that x is at the end of the word.

Lesson 6 Flash cards must be made for i and for bi, ci, di...ix, yi, zi. X will always be at the end for these cards. We will use these cards for both the short and the long sound, smoothly and rapidly saying the consonant sound and the vowel sound together. Since the hard sound of c is being taught at this time, ci will be put aside until needed.

Students sometimes have difficulty saying the short sound of i correctly. Since most people say the word it correctly, that can be used as an auxiliary key word. If the sound i is said distinctly, we will avoid trouble later teaching the short sound of e. An ounce of prevention will help a lot.

The words “*declarative* sentence” have been used on page 6 for the first time. We will write this type of sentence for many pages, and then *interrogative* will be introduced. By using these words informally and often, the student will get a good grounding in these two basic types of sentences in PART ONE. In PART TWO *imperative* and *exclamatory* sentences will be covered. One secret of effective teaching is to correlate, as much as one can, with other subjects, in this case grammar.

Several three-syllable words are listed in Row 8. Just say, “Start at the left, go from vowel sound to vowel sound and come out at the right.” If necessary, the teacher will do this first at the board. Once pupils get the feel of this skill, they lose a lot of fear of longer words and gain built-in confidence. The class can also be on the lookout for other words like these, which use just the short sound of a and i as for example: disband, Antarctic, admitting and even infallibility, a six-syllable word. Older students need something different from what they have previously had. These longer words will help them unlearn the habits of guessing.

Lesson 7 With the introduction of the ending le = l, of a i, and u can be decoded as: ample, simple and tumble. The key word for the third sound of u³ is different because it is preceded by a consonant. It cannot be isolated as easily as if it were at the beginning of the word. Have the pupil say put slowly, eliminate the p saying ut, then eliminate the t saying just the third sound of u. This sound is exactly the same sound as the short double oo of Webster and the one-dotted u as in the Thorndike dictionaries. Foltzer invented this third sound of u³ to give her a bridge between the two dictionaries.

Most of the words with the third sound of u³ have a double spelling as: book, foot, stood. Since it is a single sound, however, it is better to give it a single vowel key word. We do have a few words spelled with u but, since these are all non-phonetic, we will only ask for the long and short sound of the vowel when we use the flashcards. Push, pull, bull, bush are a few examples. The others may be found on page 19.

It is impossible to say long u with the three consonants r, j, and ch. What we say and hear with these three will be the third sound of the o³ as in the word to. Say rude, jute, and chew several times and note the difference between the third sound of o³ and the long u /ū/. Many phonetic books make no distinction between these two totally unlike sounds.

Lesson 8 The most important directive is not to go ahead until the instructor is positive that the three sounds taken so far are clearly heard. The auditory perception is best accomplished by giving a spelling test. If the students are weak in hearing these, time has to be taken out for more practice in class.

Lesson 9, 10 The short sound of o /ō/ is the most difficult sound to say exactly the same in all words. In sounding it, the throat is in a very relaxed position. As soon as a consonant precedes or follows it, the throat muscles tense and modify the vowel sound. Get as close as one can to the key word ostrich and let it go at that. Because of regional differences in pronunciation across the United States, this sound also has many variations. A good auxiliary key word to use if one wishes another is the word off.

The three endings ness, en, less should cause no trouble whatever.

With the teaching of the last vowel e, the pupil can recognize the thirteen single vowel sounds, which is a great step forward even though he knows only the rule for the five short vowels. Just the **diphthong**, the double vowel sounds, are left to be taught.

At this point all of the 26 letters of the alphabet from a to z have been presented. They must now be reviewed in their proper sequence. The instructor and the class can make up lists of words containing the initial sounds of about one-third to one-half of the alphabet, mix them up and then rearrange them alphabetically. Do the same with the rest of the alphabet. Lastly make lists of the 26 letters doing the same. Unless this is well mastered, even the phone book cannot be used with efficiency.

Lessons 11, 12 **BLENDS** It would be very wise to take a “breather” and to show by written spelling that the five vowel sounds can be clearly distinguished. Take all the time necessary for this. An old-fashioned spelling bee is very much in order and challenging. When these sounds are known, the most important hurdle in reading and spelling has been crossed. If more words are necessary for any particular sound, they can be listed at the board and copied by the class.

Every now and then words with blends were listed on previous pages. On page 12, we were giving many of the possibilities and tying the initial and final blends together. Final blends are easily sounded, but the initial ones particularly the r blends must be sounded not only smoothly but rapidly. Flash cards will help with this. The teacher should say these rows of initial blends first without exaggeration and have the student imitate him. There must be no break between the consonant and the vowel as duh ra, dur re, or the class will spell them dura, dure. The teacher and class can make dozens of this same type of words if needed for practice. These are very good words for oral dictation.

Lesson 13 DIAGRAPHS Consonant digraphs are new consonant sounds differing from the two consonants that comprise them. Ch has its own sound which does not sound like c or h, and so on. They are learned by isolating them from their key words. Th has two distinctive basic sounds, a voiced and a voiceless sound. Although in both sounds, the lips and teeth are in the same position, one originates in the throat and the other at one's lips. By placing one's fingers lightly on one's throat, one can feel the vibrations of the voiced /th/ as in this, than, that. Most Americans have lazy throat muscles and lazy lips so the instructor may need to practice both of these until the vibration is felt and the breathlessness of the voiceless /th/ is noted.

The older students may ask about words such as Chicago and Christmas. The instructor must be ready to indicate that the first is derived from the French language and still retains the French pronunciation while the second is derived from the Greek and/or Latin.

Zh is the one consonant digraph omitted because it has no distinctive spelling and thus forms no patterns. Both zh and the above two sounds of ch are non-phonetic elements and will be studied on pages 38 and 39.

Some common wh words are not digraphs but have a silent w and are considered as non-phonetic words also. Examples are who, whose and whom. As this digraph is an initial sound, lists can be easily made using a dictionary.

Ng and nk are difficult to sound in isolation. Do so once so everyone hears them. Unless they are heard, they cannot be spelled. Then write on the board: ang, eng, ing, ong, ung. Since these two consonants sounds always follow a short vowel, no other vowel sound is used. Do the same with nk: ank, enk, ink, onk, unk. Then dictate rhyming words using these sounds. Reading and spelling of ng are easy; reading of nk is also simple, but a little spelling practice will be helpful for nk emphasizing that ngk will be heard but only nk will be written.

The bottom of the page is excellent for ear training by way of written spelling. This is a review section because the short vowels have been taught together with ck and ch. Since English is not totally phonetic, it is necessary in the directions to use the word *usually*. It is a very helpful word to inject so that we can fall back on it when exceptions are met. We won't be cutting ourselves "off on a limb" so to speak. Older students should be able to think of some exceptions for the ck words as: trek, yak, flak.

Lesson 14 Nothing new phonetically is on this page. One just emphasizes the plurals. After that is clear, then the student is told that no matter what sound he hears, he always writes an s. Dictate lists of words ending with the /z/ sound – those in which the s spelling is preceded by a voiced sound.

Lessons 15, 16, 17 The first group of words introducing the long sounds of the vowels is built on what has been taught about the short vowels. Just follow the directions and lead the students to discover the WHY of columns 2, 4 and 6 for himself. In each case the addition of another vowel makes it long. They will make up their own rules being sure to insert the word "usually" and then check with the list of the vowel rules on page 44.

One of the extremely good by-products of having the pupils discover the rules is that they are thinking in exact steps. In this case they are reasoning from the particular to the general statement. Once a vowel rule is understood and one is applying it, the type of reasoning will reverse because then one will be going from the general to the particular word. In both cases the intellectual challenge and practice are invaluable.

In words like ray and blow, the y and w are used as silent vowels. Make longer lists of your own to reinforce this: bay, day, gay, hay, etc. In lye and rye, the y has the sound of long i and follows the rule. Note also the r-controlled words: flare, mere, dire, snore. Follow the rule and exaggerate the vowel sounds when they are said for the first time. When they are repeated rapidly as one normally says them in talking, the long a sound very close to the short sound of e, and the long e very close to the short sound of i. It is really neither of these sounds as it falls in between the two sounds. Following the rule in these cases helps one to get so close to the correct pronunciation that the context gives the correct word. The students are to listen to these sounds very carefully and to make their own conclusions - with help.

Long lists of magic e words can be compiled by the class and used for spelling since no memorizing is necessary. I suggest at this time to concentrate on reading the digraph vowels, using the ones in *A Sound Track* in sentences and avoid using them for spelling

If any of the words using the long vowels seem to give trouble, make patterned lists at the board. There are not many exceptions to the magic e words: give, come, have, done, gone, love, some. There are many to the vowel digraph words, so many that they will be taken up when we come to the irregular vowel digraphs. Notice that with the digraph words, the two vowels must be next to each other in the same syllable, a vvc, cvvc, or a cvv situation as in words like aim, bail, bee, and not the vcv of use, as in magic e words.

DIACRITICAL MARKS If diacritical marks have not as yet been taught, this is a good place to teach the macron (¯) which is a bar placed over long vowels and the breve (˘) which is a segment of a circle placed over the short ones. On the next pages, we will use the exponent ³ for the third sounds of the vowels a o u; later the slur (͡) which is a segment of a circle under ou oj ur for the diphthongs. A fifth diacritical mark will be used also in *A Sound Track*, the schwa (shwa), the up-side-down e /ə/.

Lessons 18, 19 The y in these words is used as a vowel my. When writing the review of the first three vowel rules, in addition to the diacritical marks cross out the silent letters with an oblique line as the e in jok~~e~~ and the u in soy~~l~~.

The third sound of a³ is already known. The pupil is now being taught when that sound is used. In order to tie together the third sound of a, o and u, *A Sound Track to Reading* has introduced its own diacritical mark, the exponent 3. In most dictionaries this sound has two dots over the ä and is called the Italian a. This may be used if one prefers it. U and w as in maul and saw are silent vowels.

The words containing the third sound of o and u are non-phonetic words. Do by rule should have a long vowel sound and push should have a short vowel one. Neither follows the rule. Webster's dictionaries use the long double ō and the short double ö, respectively, for their phonetic spelling while the Thorndike-Barnhart and similar dictionaries use the two-dotted ü and the one-dotted ÿ. Since the glossaries in our school text use one or the other of these two, confusion results. Teaching these sounds originally as the third sound of o³ and u³ gives one a practical bridge to explain the two types of diacritical marks and to show that they are identical.

Lesson 20 PLAIN DIPHTHONGS Each of these diphthongs contains two vowels in regard to spelling, and when one exaggerates the sounds, one's lips assume two positions. Say ou and oi slowly and notice this. We can call these, therefore, a double spelling with a double sound. The dictionaries have no diacritical marks for the diphthongs. *A Sound Track* will use a breve under the vowels, called a slur, as its identifying diacritical mark.

The diphthong sound as in oil can have two spellings, oi and oy and is phonetically regular. Oi is found within a word, and oy, at the end of a word or syllable. The diphthong ow can have two spellings also as in ow and ou. Besides the diphthong sound as in the key word owl, the ow spelling can have two spellings also as in the sound of long o /ō/ for the regular digraph vowel sound as in words like blow and slow. The ou spelling besides the diphthong sound can have seven other sounds as shown on page 30. The context, the meaning of the word in a sentence, will give the student the clue to the correct pronunciation. Ou in humorous is not a diphthong.

MURMUR DIPHTHONGS We just studied the first murmur diphthong on the preceding page, page 19. Although not exactly the third sound of a³ in every word, this gets us quite close to the correct sound. The or is usually near to the long sound of o /ō/; however, this seems to be a sound that varies greatly in different parts of the United States. Along some parts of the East coast, it sounds almost like a short o /ō/. By using the key word fork, one follows the sound of the locality.

Remedial pupils with a strong look-say background, however, have many bad habits of skipping words and of guessing. They also have a tendency to panic when they see a long word and end by saying absolutely nothing. The only solution is to get them to read, read, READ.

The instructor must use thought in order to motivate the pupil to read along the lines of his interests so that what may still be a chore will gradually become a pleasure. As pleasure reading is usually silent reading, time must be taken every day to have him read orally because oral reading is the only way to be sure he is overcoming these habits. Learning to read orally and doing so well will also give the student a sense of power over words which is invaluable.

WRITING CREATIVE STORIES A second way to overcome former habits is to have the student write. With all of the basic sounds known, we can now concentrate on paragraph writing. They cannot write good paragraphs, though, unless they rid themselves of writing sentence fragments either as phrases or dependent clauses and "run on" sentences. For example, "We went home and then...and then...and then."

One of the best ways to eliminate these is to have oral paragraphs starting with three sentence stories, increasing to four and then to five, etc., with the class keeping count of the number and the caliber of sentences. It has been my experience that pupils on all levels cannot write good paragraphs until they hear correct sentences. Once this is under control, and only then, is it good pedagogy to give them a free hand in creativity.

Lesson 21 The review page ties together sounds that might need some clarification. In the bottom two groupings, the reason for the short or long sound depends on the number of consonants preceding the le. If there is just one, the first syllable is an open one and represents the long sound. There is only one exception that I know of for this rule and that is the word triple.

Lessons 22, 23 The rest of the pages in PART ONE fall into three groupings: special endings, consonants that have more than one sound and follow a pattern and, lastly, irregular vowel digraphs.

So far four vowel rules dealing with one-syllable word have been taught. We will now add endings to them making them in this way root words. We will then focus our attention on WHY they are spelled as they are. The endings that will be used are y, er, ed and ing. These form such excellent patterned words that almost 100% rules can be deduced.

First review the y words on page 18. Be sure on page 22 that that the students can “feel” the pairs of the words that are accented or stressed by tapping out the words giving the accented part a heavier tap.

The dictionary pronunciation of y in words like puppy and happy has the short sound of i /ĩ/, but in normal conversation the unaccented long sound of e /ē/ is consistently heard. *A Sound Track to Reading* follows the latter usage. When a student questions this, all one can say is, “The dictionary has not caught up with popular usage. You will just have to change the short i /ĩ/ mentally to the long e /ē/.” Every word in the row beginning with silly has a short vowel for the root word: every word in the row beginning with lady has a long vowel sound. By having the student aware of this, they will be able to concentrate on the second syllable better. [Editor Note: Most modern dictionaries consider the y of puppy to be long /ē /]

The NOTE on page 23 is for foreign students mostly because English-speaking students have little difficulty saying ed words. This might be helpful, however, to the latter in syllabification of one-syllable words when they are writing and wondering whether they should hyphenate at the end of a line. Exaggerate the endings that sound like /t/ when going over this page. In normal conversation, the two endings d and t are practically similar.

From now on the pupils should write extra interrogative sentences if they are not at ease with the punctuation needed for this type of sentence.

Lessons 24 VOWEL RULE SEVEN AND EIGHT These rules are known by the students in a slightly different wording as spelling rules. Here the rule is worded to give priority to decoding words. These words and similar words are excellent for spelling practice, and, if one wishes, for syllabication practice. The top words contain closed syllables and the second group of words open syllables as explained on page 44.

Lesson 25 Every single word on this review page has the long sound of the vowels in its first syllable. Tell the students this so they attack this first syllable with confidence. Going from vowel sound to vowel sound in the long polysyllabic words should then be a challenging decoding exercise. Give help on an individual syllable when necessary.

Lessons 26, 27 These two reference pages for the consonant sounds are self-explanatory. If the pupils wish to know the WHY of some of these, the rules on page 45 will give the needed information. For parents, English books often use a code when the sound of an alphabet letter is to be given, /z/. On page 26 the linguist will say the phoneme /z/ (sound) for the grapheme x (name).

Lessons 28, 29, 30 IRREGULAR VOWEL DIGRAPHS Since irregular vowel digraphs are exceptions to the rule which states that the first vowel is long and the second is silent, they can represent any of the other vowel sounds. The regular vowel digraphs are repeated first as a review so that the student can go from the known to the unknown. Because they know their consonants sounds so well by this time, most pupils can decode irregular digraphs easily by going from the consonant sound to consonant sound. In some cases, there are more words having the irregular form than the regular form, and there is no way to distinguish between the two except by the meaning of the word.

As a teaching device to help in memorizing the possibilities of a given digraph, the students can use association. By using one word from the regular form and what is needed from the irregular, we can easily make a phrase or sentences to tie them together as: “My niece cried” and “A hoop stood on the floor”.

Because there are so many variations for the ea vowel digraph, they should make a sentence using the two that are most common. These are the regular digraph and the first irregular one in which we hear the short sound of e /ě/. For example: “I have a clean sweater.”

LONG U WORDS Because schools have not taught phonics well for many years, the sound of long u /ū/ has been poorly represented often becoming the third sound of o³. The magic e words in which the long u /ū/ are clearly heard have been added to this section.

Insist that every word containing the long sound of u /ū/ be enunciated distinctly during the lesson. If one follows the rule, these words are much easier to pronounce; however, in ordinary speech most of us replace the long sound of u /ū/ with the third sound of o³. This is particularly true if it follows d, t or s as in the words due, tube and suit. To force the pupils to do this when reading or giving an oral talk would make most of them sound stilted and be uncomfortable. For public speaking classes, I would insist on the long u /ū/ in class.

The only optimistic remark to say about having all eight sounds of ou on one page is that one has seen the worst! English speaking pupils usually find only four of them confusing: though, thought, through, thorough. They will master them by learning to spell them and using them in sentences.

What is almost impossible for foreign students is now merely difficult. Knowing the meanings and using an audio recorder to reinforce auditory review and spelling will be of great help to them. The instructor can say a word on the recording. Leave a space to give the student time to write it while saying it. With the recording the student can go over and over these words until they are under control.

FOR OLDER STUDENTS English words form patterns based on parts of speech. If the series of word below were written on the board with the aid of the pupils, they will have a helpful background on the parts of speech and a better understanding of spelling. When they see the first verb can be repeated six times with no change in spelling except the addition of endings, it will be easier for them to spell better.

Verb	disagree	fit	respect
Verb	disagrees	fits	respects
Verb	disagreed	fitted	respected
Verb	disagreeing	fitting	respecting
Noun	disagreement	fitness	respectfulness
Adj.	disagreeable	fitful	respectful
Adj.	disagreeably	fitfully	respectfully

This concludes the most important section of *A Sound Track to Reading*. PART ONE has been planned to be streamlined and compact so that no time will be wasted by the remedial student in getting a foundation in decoding. The very compactness may necessitate returns to certain areas in which an individual pupil has weaknesses.

Part Two

Lesson 31 PART ONE had a page-by-page logical progression, but PART TWO does not. Remedial students are often weak in vocabulary so keep checking on their understanding. This, however, is to be kept subsidiary, as learning to read must come first.

The schwa (pronounced /schwa³/ written /ə/) was introduced into dictionaries to simplify the unaccented parts of words. This helps eliminate about six sounds of a, four sounds of e, etc. Before beginning, the instructor should review accented and unaccented syllables. Short vowel sounds in unaccented syllables have the schwa sound usually, the sound of u in the second syllable of the word rumpus. Many two-syllable words have a schwa, almost all three-syllable words have one at least and four-syllable words have two. Foltzer called the schwa a short-short u.

Lesson 32, 33 The contractions and homonyms must be known by means of spelling. Meaning is best handled by the student writing sentences. A spelling bee in which the instructor gives the homonym followed by a sentence is an effective test.

Lesson 34, 35 NON-PHONETIC WORDS so called: The difficulty in reading these words is due, to two factors. First, our 26-letter alphabet has about 44 sounds. No two dictionaries are exactly alike. Second, as new words came into our language from other languages, their original spelling was retained. Yet practically every word in the upper section of page 34 is partially phonetic, being spelled as it sounds. The word are is one-third phonetic as the r can be heard, done is 50% and child is 75% phonetic. Of the 66 words in this group, only one word is totally non-phonetic, the word that begins this sentence.

It is a good and hilarious review to have the pupil find out what each word would have sounded like if it were phonetic and exactly what sound has replaced it. Are should have been long with a silent e but it has the third sound of a³ instead. If there is doubt, consult a dictionary

The words at the top of page 35 form patterned words. Some of them were formerly spelled phonetically as childe and olde.

Lessons 36, 37 SILENT LETTERS These consonant digraphs can be taught more easily by noticing the silent element. These are not basic digraphs because every consonant that is heard has been taught already.

The last of the four types of sentences are now concluded with the introduction of exclamatory sentences.

By going carefully from vowel to vowel sound not vowel to vowel, as pneu = n + long u (or o³) and working on this page together, the class will find that these words are not as difficult as they seem.

Lessons 38, 39 SPECIAL DIGRAPHS This section is one to which the student will have to refer to often until he develops an ease in application. Several patterns can be deduced from the gh words. When gh starts a word, it always has the sound of /g/. A gh followed by t is always silent. In all other circumstances, the gh is silent or has the sound of /f/.

By having the ch and sh sounds arranged in definite patterns and on facing pages, their likenesses and differences can be studied. These pages will also take time and practice to assimilate. They are very compact pages.

The /zh/ sound has so many spellings that the words will have to be taught as sight words. The student must be able to hear the difference between the voiced /zh/ sound and its paired sound, the voiceless /sh/. The two words glacier and glazier, must be distinguished. Zhivago is the key word.

Lessons 40, 41 The y sound when used as a vowel and j when used as a consonant tend to be troublesome. This will continue somewhat even after the page has been studied, but by having all the variations on one page, understanding and mastery will follow. These two pages are exactly what their title indicates, tie-together pages because all the sounds have been taken on previous lessons.

Vowels can be called open-throated sounds. The r sound is most definitely not as the teeth and the lips almost meet in in sounding it. This modifies the preceding vowel sound. Secondly r and l are often called half-vowels which also affect the preceding vowel sound. Thirdly, regional differences in speech come into play giving us variations of the same sound.

Lessons 42, 43 PREFIXES AND SUFFIXES This is just a sample of the many prefixes and suffixes that we have in the English language. The students can start with words on page 42, and add appropriate suffixes from page 43. They can also make longer words of their own by starting with words on page 43 and adding prefixes.

If students can make the longer words suggested above, the longer the better and can decode the 21 words at the bottom of page 43, they should never be afraid of long words again. If there is any difficulty with one or the other word, divide them into syllables and then analyze them.

Lessons 44, 45 VOWEL RULES The first four vowel rules are the important, fundamental ones. They cover roughly 75% of all our vowel sounds, taught in a steady and logical progression.

Although four consonants are listed with the variations, only c and g with their soft and hard sounds need intensive reinforcement.

One exception the students delight in bringing up in regard to x is the word x-ray. As an initial x it does not have the sound of /z/ as it should. This is the algebraic x, meaning the “unknown”, thus the unknown ray as it is called when discovered by the scientists.

Lessons 46, 47 SYLLABICATION The purpose of these syllabication rules is to aid in writing creative stories. They are also excellent as a practical application of vowel rules. Ten rules tend to confused, but a good perspective can be obtained by understanding open and closed syllable first, Rules 1 and 2. Syllabication can also be spelled syllabification.

The third rule needs practice with words ending in ed as sprawled and words containing diphthongs and digraphs as trounced and strength. Words like these seem so long that the pupil wants to beak them into syllables. When saying any syllable, our jaws drop once and so those letters are not to be separated. By placing his hand lightly under his jaw, the student can feel this one syllable. The rest of the rules fall easily into place except Rules 9 and 10.

Lesson 48 Lesson 48 is self-explanatory.

Page 49: Outline Terminology for Phonetics Elements. The perfect parallel between single letters, digraphs and blends can be easily seen. A shortened version, a “skeleton” version of this same relationship between consonants and vowels and their sound, is given below.

		<u>Consonants</u>			<u>Vowels</u>		
1 letter = 1 sound	–	A. single	t	1:1	A. single	o	1:1
2 letters = 1 sound	–	B. digraph	th	2:1	B. digraph	oʔ	2:2
2 letters = 2 sounds	–	C. blend	tr	2:2	C. blend	ou	2:2

I am assuming the student has been increasing his vocabulary as he went from page to page; however, because the reading should have always been primary, it might be a good idea to start the book all over again. This time vocabulary building and sentence structure should be primary. The ease of decoding on this second run will be a decided surprise to him.

I am also assuming that the student has been reading, reading, reading. If he continues doing both these in the future and using *A Sound Track to Reading* as a reference book when he is stymied, he will become a good reader and will enjoy doing so. This will open vistas of knowledge, pleasure and excitement for his future years.

Mr. Potter finished typing PART TWO of the “Teacher’s Manual” on October 23, 2017. Both parts were thoroughly revised by Mr. Potter on December 22, 2019.

Note from Internet Publisher: Donald L. Potter

June 1, 2012

I am publishing my teaching transparencies for Sister Monica's *A Sound Track to Reading* free of charge for teachers working with older student in need of advanced intensive phonics. I believe this will be a splendid way to honor the memory of one of the great heroes of the *Reading Reform Foundations'* historic efforts to restore intensive phonics to all the classrooms in America.

More information on the theory and practice of teaching reading with phonics can be found on my websites: www.donpotter.net and www.blendphonics.org.

I added lesson numbers to help manage the transparencies. I have, also, slightly reformatted the pages to make it easier for students to follow the audio recordings of the lessons. The Rules are written out in the lessons where they are introduced.

I highly recommend having the students write the words and sentences to enhance the learning experience. Cursive is to be preferred since the motor challenge leads to a greater impact on the nervous system and improved learning outcomes. Cursive is very helpful for students with tendencies toward dyslexic reading behaviors. Based on almost three decades classroom experience, I have found cursive to be particularly effective in helping hyperactive children gain attention control. Manuscript can be used if the teacher prefers.

I provide detailed guidance on how to teach both manuscript and cursive on my websites.

A distinctive advantage of this program with older students is the fact that it teaches the student to read simple polysyllables in the very first lesson instead of starting with short monosyllables that could seem childish to more mature students.

Monica Foltzer was fond of saying: "Anyone who can read can teach someone else to read if they have a **system**." Her emphasis was on the word "system." *A Sound Track to Reading* is just such a **system** that will enable anyone who can read to teach someone else to read.

Last revised on December 29, 2019.

Fundamentals Reading Skills

Seven-Steps to Reading Success

Step	Lesson	Associations (Sound-to-Symbol Correspondences)	Rules
Step 1	1	Short ä; m s t -ing -er -ed	Vowel Rule 1 & 7
	2	Short ä; d g, f, h ed = /ed/	
	3	Short ä; p, r, n, b; y = /ē/	Vowel Rule 5 (y = ē)
	4	Short ä; c, k, ck, l, w, j	
	5	Short ä; v, qu, x y, z; ly = l + /ē/	
Step 2	6	Short ĭ	
	7	Short ŭ; -le as in sample	
	8	Review 1: Short ä, ĭ, ŭ	Vowel Rule 1
	9	Short ö; -s, -ed, -er, -ing, -y, -ly, -le	
	10	Short ě; -ness, -en	
	11	Review 2: all five short vowels	
Step 3	12	Initial and Final Consonant Blends	
	13	Cons. Digraphs: ch, sh, wh, th, <u>th</u> , -ng, -nk, -ck, -tch	
	14	Plurals: -s & -es	
Step 4	15	Long Vowels: ā, ē, ī, ō, ū; Magic E; Vowel Digraphs with y and w. -ful, -fully	Vowel Rule 2
	16	Long Vowel Magic E Words & Compound Words	
	17	Review 3: Cons. Digraphs, Long & Short Vowels; ck/k	
	18	Long vowel CV Word (i.e. hō, sō, pīlot)	Vowel Rule 3
Step 5	19	Third Sound of a ³ (Italian ä), o ³ , u ³ ;	Vowel Rule 4
	20	Plain Diphthongs: ou/ow, oi/oy; Murmuring Diphthongs: ar; or; er, ir, ur	
	21	Review 4	Vowel Rules 1, 2, 3
	22	Ending -y = ē or ī	Vowel Rules 5 & 6
Step 6	23	Three sounds of -ed	
	24	Patterns: short-v/cc (röbber), long-v/c (rīper)	Vowel Rules 7 & 8
	25	Review 5 -tion; Long vowel (cv)	Vowel Rule 3
	26	Sounds of s, x, c, g	Consonant Rules
	27	Spelling of /k/, /ks/, /kw/, /s/, /gz/, x=/z/; Review of c & g	
Step 7	28	Irregular Vowel Digraphs: ie, oo, ei	Vowel Rule 3 & Exceptions
	29	Irregular Vowel Digraphs: ěa, eā, ûr, är	
	30	Vowel Combination: ou = /ō/, /ŭ/, /o ³ /, /u ³ /, /ûr/, /ū/	

Chart prepared by Donald L. Potter on 11/2/13. Revised on 7/12/2018.

Note: All the reading sentences use ONLY the sound-to-symbol correspondences that have been previously taught. The texts are 100% decodable. This completely eliminates the need for any guessing.

The program begins in the very first lesson with polysyllables, making it especially appropriate for older students, who have probably already memorized many short phonetically regular words and might be put off by short children's words.

Contents of Part Two: Reference Section

Lesson	Skills	Examples
31	The Schwa = ŭ	aloud, portal, channel, solid, freedom, focus
32	Contractions	I am – I’m; he will – he’ll, etc.
33	Homonyms	bare/bear, not/know; sun/son; so/sow/sew, etc.
34	Unphonetic words & false digraphs	any, one, want, you; li-on, ro-de-o, o-a-sis
35	-ōll, -ōlt, -oll, -ost, -ild; o=ŭ	told, bolt, toll, host, mild; son/done
36	Consonant Digraphs w/silent letters Silent e in le, u, t, l, h	kn, gn, wr, mb, mn; shuffle, guitar, often, chalk, ghost.
37	Silent Letters: p in pn, ps, pt r in rh	pneumatic, psalms, Ptolemy, rhesus
38	Special Consonant Digraphs	ph, gh, silent gh, ch=ch/sh/k; tu=/ch/
39	/sh/ has at least 7 spellings /zh/ has no distinctive spelling	shelter, reaction, pension, glacial, sure, machine zh= fusion, azure, garage
40	Tying Y’s together	Cons: yes; ī-type, ĭ=gym, ē=pity; silent y=key
41	Tying R-Controlled Vowels together	Murmuring diphthongs; ĭ=very, or=ōr
42	Prefixes	ab, ad, be, com, con, de, dis, pro, re, sub, en, etc.
43	Suffixes	-ous, sion, -wise, -ate, -tion -ize, etc.
44	8 Helpful Vowel Rules	4 Basic and 5 Ending
45	Helpful Consonant Rules	c, g, s and x
46	Rules 1 – 6 for Syllabication	pol-ish, Po-lish, it-self, pre-fix, a-far
47	Rules 7 – 10 for Syllabication	ne-on, loud-est, ken-nel, se-cret, tri-fle,
48	Accent	Noun: re’bel; Verb: re·bel’
		Overall View of Sound Elements

Donald L. Potter prepared this chart on 11/2/13, revised on 6/19/2018.














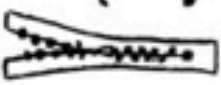




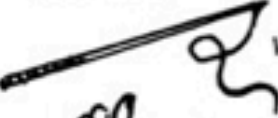






The “Reference Section” is very important and should not be skipped. Every student should master all the material in the program.

Foltzer called the Reference Section: “Part Two: Reference Pages. Patterns of Exceptions. Vowel Rules. Consonant Rules, and Schwa.”

Below is the link to the Audio Instruction for each lesson in *A Sound Track to Reading*. I recommend listening to each recording several times. It is best if a day or two separates each listening period. It is important to read the words and sentences to a good reader make sure you are able to read all the words correctly. Writing the words in manuscript or cursive helps reinforce the learning. I also recommend spelling from dictation.

http://donpotter.net/audio_files/a-sound-track-to-reading.html

KEY WORDS

	apple		quack
	bed		rug
	cap		sun
	duck		tent
	Eskimo		umbrella
	fish		van
	gun		web
	hat		box
	Indian		yak
	jet		zipper
	kid		ship
	lamp		inch
	mop		whip
	nest		this thumb
	ostrich		ring
	pup		bank

Key Words

A a apple

B b bed

C c cap

D d duck

E e Eskimo

F f fish

G g gum

H h hat

I i Indian

J j jet

K k kid

L l lamp

M m mop

N n nest

O o ostrich

P p pup

Q q quack

R r rug

S s sun

T t tent

U u umbrella

V v van

W w web

X x xbox

Y y yak

Z z zipper

sh ship

ch cinch









wh whip

th this thumb

ng ring

nk bank

KEY WORDS FOR THE 16 BASIC VOWEL SOUNDS

Short sound	Long sound	3rd sound	Diphthongs
 ăpple	āte	all = a ³	owl = $\left. \begin{matrix} ou \\ ow \end{matrix} \right\}$ 
 Ĕskimo	ēat		
 Īndian	īce		oil = $\left. \begin{matrix} oi \\ oy \end{matrix} \right\}$ 
 ōstrich	ōld	to = o ³	
 ŭmbrella	ūse	put = u ³	urn = $\left. \begin{matrix} er \\ ir \\ ur \end{matrix} \right\}$ 

DEFINITIONS

- Blend** – two or three consonants said together with each keeping its own sound: br bl tw spr etc.
- Consonant** – all of the alphabet letters except a e i o u.
- Consonant digraph** – two consonants which together make one consonant sound: ch sh th thr wh ng nk /zh/.
- Diphthong** – also called a vowel blend. A double spelling with a double vowel sound: ou ow oi oy.
- Phonics** – the system by which letters represent sounds.
- Schwa** – the unstressed vowel sound pronounced like short – short u as the second u in the word rumpus.
- Syllable** – a word or part of a word that has one vowel sound.
- Vowel** – the alphabet letters a e i o u and sometimes y and w as in the words by and low.
- Vowel digraph** – two vowels which together make one vowel sound as in oat, eat, pie, bread and yield.

SPELLING AND READING WORD LISTS

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These lists arranged by means of rhyming words can be spelled without memorizing except for help in two directions. Where there is a word like sass, one must add, "Double the last consonant," after saying the word. Where one hears the /k/ sound, one must indicate whether it is c, k, ck, x, or qu, but without telling the child where it is located in the word... "Cat, that's a c; fox, that's an x; sick, that's a ck; quiz, that's a q, etc." Over 1500 words in the very first thirty pages of A SOUND TRACK TO READING can be spelled this way.

The instructor is to stress correct left-to-right sliding together of sounds as ba t, fa n. Even though these are rhyming words, one is not to focus one's attention at the end of the word first. The idea of rhyming spelling is that if the first word is correct, all the child has to concentrate on is the beginning sound, thus helping him achieve success in writing, spelling, reading in half the time.

The most important skills to develop in spelling the vast majority of the words in the booklet is to hear the five short sounds of the vowels. If these are heard, the pupil can spell without memorizing at least 62% of all short words and the accented parts of polysyllables.

All should start with the simple, primary words. The older students should immediately add the ending ing thus spelling two-syllable words. The instructor dictates bag while writing it herself at the board. "Does it follow the short vowel rule? Yes. Add the diacritical mark. Now leave a space and add ing. The ing must be controlled by two consonants, so add another g which gives the word bagging. Underline the two g's." Do the same with gag...gagging, lag...lagging, etc., each in turn, step by step, using all the possible rhyming words on page 1. If the initial consonant is known, the result is perfect spelling for even the slowest child since all the endings of the root word are the same.

Dictate back. Since this has two ending consonants, we need only add ing. Proceed with hack...hacking, lack...lacking, etc. With words like bend, we also have two endings consonants controlling the ing. With mach, we have three, one extra, but still the same pattern.

Since there are so many verbs in the beginning lists, an instructor has hundreds of words that can be spelled with ease in this manner. Everything depends on 1) hearing that first short vowel and 2) ascertaining that it follows the short vowel rule.

Later the verb ending ed can be added in exactly the same manner. It must be noted that root words that end in t an d will form two syllable words, and all the rest will be one syllable words.

One seeming exception will be words containing an x as in mix...mixing. We have only one consonant before the ending because the sound of x contains two consonant sounds, /ks/, so it does indeed follow the pattern.

A Sound Track to Reading Spelling List

Organized by Rhyming Families

Use the short sound of a /ă/ as in the Key Word apple or at – Lessons 1 to 5

bat	bad	an	back	am	cap	cab	ax	bag
cat	dad	ban	hack	dam	gap	dab	tax	gag
fat	fad	can	jack	ham	lap	gab	lax	hag
hat	had	fan	lack	jam	map	jab	wax	lag
mat	lad	ran	pack	ram	nap	lab		jag
pat	mad	tan	quack	yam	rap	nab	bass	nag
rat	pad	van	rack		sap	tab	lass	rag
sat	sad		sack	pal	tap		mass	sag
tat	add	jazz	tack	gal	yap	gaff	pass	tag
vat	ad	razz				quaff	sass	wag

Use the short sound of i /ĭ/ as in the Key Word Indian or it – Lesson 6

bill	big	bib	hick	dim	dip	bit	bid	in
dill	dig	fib	kick	him	hip	fit	did	bin
fill	fig	nib	lick	rim	lip	hit	hid	din
gill	jig	rib	pick	vim	nip	it	kid	fin
hill	pig		quick		quip	kit	lid	kin
ill	rig	kiss	sick	fizz	rip	lit	mid	pin
kill	wig	miss	tick		sip	pit	rid	tin
mill		hiss	wick		tip	quit		sin
pill	if				sit		fix	win
quill	miff				wit		mix	
sill	tiff						six	
will								

Use the short sound of u /ŭ/ as in the Key Word umbrella or up – Lesson 7

cub	bum	but	buff	bun	bud	buck	dull	bug
dub	gum	cut	cuff	fun	cud	duck	gull	dug
hub	hum	gut	muff	gun	dud	luck	hull	hug
nub	mum	hut	puff	nun	mud	muck	lull	jug
pub	rum	jut	huff	pun		puck	mull	mug
rub	sum	nut		run	cup	tuck		pug
sub		rut	fuzz	sun	pup		muss	rug
tub	bus		buzz		sup		fuss	tug

Use the short sound of o /ŏ/ as in the Key Word ostrich or off – Lesson 9

cot	bob	bog	boss	box	loll	cop	cock	cod
dot	cob	cog	joss	fox	doll	hop	hock	hod
got	fob	dog	loss	ox		lop	lock	mod
hot	gob	fog	moss		mom	mop	mock	nod
lot	job	hog	toss			pop	pock	pod
not	mob	jog			on	sop	rock	rod
pot	rob	log			don	top	sock	sod
rot	sob	tog						odd
tot								

Use the short sound of e /ĕ/ as in the Key Word Eskimo or Ed. – Lesson 10

bed	beg	bet	net	yes	bell	sell	beck	den
fed	keg	get	pet	less	fell	tell	deck	hen
led	leg	jet	set	mess	hell	well	heck	men
red	peg	let	vet		jell	yell	neck	pen
wed	egg	met	wet	web	dell	quell	peck	ten

The short sound of the vowels used with final blends. – Lesson 12

cast	damp	band	can't	ask	act	apt	best
fast	lamp	hand	pant	bask	fact	rat	jest
last	ramp	and	rant	cask	tact	raft	lest
mast	tamp	land	ant	mask	pact	asp	nest
past	camp	sand		task		gasp	pest

rest	bend	rend	bent	sent	belt	kept	left
test	fend	send	dent	tent	felt	wept	deft
vest	lend	tend	lent	vent	melt	desk	help
west	mend	vend	pent	went	pelt	elm	kelp
quest	end	wend	rent	elf	welt	helm	yelp

gilt	hint	gift	milk	fist	disk	pond	pomp
quilt	tint	lift	silk	list	risk	fond	romp
tilt	mint	rift	bilk	mist	lisp	bond	loft
wilt	lint	sift	film	limp	wisp	cost	soft

bump	lump	dust	rust	gulp	hulk	bunt	dusk
dump	pump	bust	must	pulp	sulk	hunt	husk
jump	rump	gust	lust	tuft	bulk	punt	musk
hump	mumps	just				runt	tusk

The short sound of the vowels used with final blends. – Lesson 12

crab	brag	crack	slam	bran	trap	snap	flat
drab	drag	track	clam	clan	scrap	brass	spat
grab	crag	black	swam	plan	clap	grass	scat
blab	flag	slack	scram	scan	flap	glass	brat
scab	snag	snack	gram	span	slap	crass	plat
stab	stag	stack	cram		strap	class	drat

dress	bled	smell	fleck	flex	grid	grin	twig
press	fled	spell	speck	stem	slid	skin	swig
stress	sped	swell	step	trek	squid	spin	spring
bless	sped	dwell			skid	twin	prig

grill	brick	swim	grit	glib	snip	block	trot
skill	prick	skim	slit	crib	slip	clock	blot
spill	trick	slim	spit	cliff	flip	flock	clot
still	click	trim	flit	skiff	grip	smock	plot
drill	slick	grim	twit	stiff	trip	stock	slot
frill	stick	prim	split	bliss	strip	frock	spot
prod	crop	frog	blob	truck	drum	drug	gruff
clod	drop	clog	snob	struck	swum	plug	stuff
trod	prop	flog	snob	pluck	scum	slug	fluff
plod	stop	smog	floss	stuck	glum	snug	bluff

Short vowels used with both beginning and ending consonant blends. – Lesson 12

brand	stamp	blimp	trump	grant	brunt	glint
grand	clamp	skimp	clump	plant	grunt	squint
bland	tramp	crimp	plump	slant	blunt	splint
gland	cramp	primp	slump	scant	stunt	flint
stand	scamp	scrimp	stump	print		
strand				split	spent	spring
blond	craft	twist	brisk	crust	drift	stomp
frond	graft	grist	frisk	trust	swift	prompt

Plurals for many of the previous words can be dictated. After the voiceless t, p, k, and f, s will sound like /s/. After the rest, the voiced consonants, s will sound like a /z/. No matter what the children hear, if it is a plural word, they spell it with an s. This holds good also for the third person singular verbs. Listen to the examples:

Voiceless: mats caps tacks muffs slits bluffs traps
 Voiced: bibs lads rods eggs bells trims twins

Words ending in s, x, z, ch, and sh form plurals by adding es instead of s thus making them two-syllable words. See Lesson 14 of *A Sound Track to Reading* for a good list of these words. All of the compound words on the same page contain short vowel sound and can also be spelled without memorization

These seven basic digraphs make new consonant sounds. Two letters make one sound. KEY WORDS: inch ship whip this thumb ring bank . – Lesson 13

chap	shaft	wham	that	theft	bang	tank	shrink
chant	shell	when	than	thud	clang	blink	think
chest	shed	whisk	them	thin	zing	honk	thing
chess	shock	whiz	then	thump	stung	blank	thrush
chin	shut	whiff	this	thick	hug	link	which
chuck	ship	whim	thus	thrust	long	chunk	thrash

After short vowels the sound of /k/ is spelled ck in one syllable words. – Lesson 13

rack	crack	snack	sick	kick	rock	smock	duck
sack	hack	smack	quick	click	sock	shock	truck
quack	track	deck	wick	prick	lock	block	chuck
lack	slack	peck	slick	thick	dock	flock	pluck
jack	shack	check	chick	brick	stock	crock	stuck

In two or more syllable words, the sound of /k/ is usually spelled c. – Lesson 27
Note that each sound can be heard.

antic	tactic	panic	fantastic	athletic
frantic	drastic	mimic	Atlantic	magnetic
fabric	gastric	topic	artistic	inorganic
plastic	hectic	tropic	cosmetic	Antarctic
static	septic	rustic	organic	ecstatic
Arctic	metric	public	intrinsic	communistic

Magic e words: all long vowel with a silent e. – Lessons 15 & 16

dine	fade	bale	came	ape	bide	dime	cake
fine	jade	dale	fame	cape	hide	lime	fake
line	made	gale	game	nape	ride	mine	lake
mine	wade	hale	lame	tape	side	rime	quake
nine	grade	male	name	drape	tide	time	rake
pine	trade	pale	same	shape	wide	crime	sake
vine	blade	sale	frame	scrape	bride	grime	take
wine	glade	tale	blame		pride	prime	wake
brine	spade	vale	flame	daze	stride	slime	brake
swine	shade	scale	shame	faze	glide	chime	flake
twine		stale		haze	slide		snake
shine	base	whale	dare	blaze	snide	smile	stake
thine	case	shale	glare	maze	chide	mile	shake
whine	chase					while	slake
							make
bone	dive	bite	cove	choke	dote	here	bore
cone	five	mite	dove	poke	note	mere	cone
lone	hive	quite	hove	woke	mote	eke	more
hone	jive	site	rove	yoke	quote	eve	pore
tone	live	trite	wove	broke	rote	mete	score
crone	drive	smite	drove	stroke	tote	mule	tore
drone	thrive	sprite	grove	smoke	vote	cute	tore
prone	chive	white	clove	spoke	smote	fume	yore
scone			stove	stoke		muse	snore
stone	like	ripe	strove	joke	dome	fuse	store
shone	spike	gripe			home	mute	swore
throne	bike	pipe			tome	cube	shore

Regular vowel digraphs: the first vowel is long and the second silent – Lesson 15 & 16

bail	day	bee	beep	beer	feel	beet	deed
fail	hay	fee	deep	deer	heel	feet	feed
hail	pay	lee	jeep	leer	keel	meet	heed
jail	pray	see	steep	jeer	peel	sweet	need
mail	may	tee	keep	peer	reel	fleet	reed
nail	gray	thee	peep	seer	wheel	sleet	seed
quail	tray	free	weep	cheer		greet	tweet
pail	stray	tree	sweep	steer	keen	sheet	weed
rail	pray	three	cheep	sheer	seen		breed
trail	clay	spree	sheep	queer	teen	beef	freed
sail	slay	flee	creek	veer	green	reef	greed
wail	stay	glee					bleed
snail	sway					deem	speed
trail	spray					seem	creed
mEEK	beak	beat	dear	beach	doe	hue	bow
leek	leak	feat	fear	reach	foe	cue	low
peek	teak	heat	year	peach	toe	due	mow
creek	weak	meat	gear	teach	hoe	sue	show
reek	freak	neat	hear	each		hues	crow
seek	streak	seat	near	bleach	boat	cues	blow
week	bleak	wheat	rear		coat	dues	grow
	speak	least	shear	stream	bloat	sued	snow
beech	tweak	east	spear	seam	float		throw
leech	feast	clear	gleam		gloat		throw

Words with Italian a /ä/ as in all: Ex: au aw ar all alt - Vowel Rule 4 - Lesson 19

haul	jaw	jar	ball	salt
maul	law	scar	fall	halt
fault	draw	char	hall	malt
vault	straw	lark	mall	
gaunt	claw	spark	pall	
taunt	flaw	shark	tall	
jaunt	thaw	start	wall	
haunt	yawn	smart	small	
flaunt	shawl	chart	stall	
launch	drawl	march	squall	
staunch	sprawl	starch		
fraud	squaw	charm		
gauze	squawk	warmth		

Plain diphthongs as in owl and oil: – Lesson 20

now	sour	boy	boil
how	our	coy	coil
vow	flour	joy	soil
brow	bout	soy	broil
down	pout	toy	spoil
crown	shout	cloy	joint
frown	spout	ploy	point
clown	sprout		foist
brown	found	loyal	hoist
howl	mound	royal	moist
fowl	pound		joist
prowl	ground	employ	coin
growl	sound	annoy	join

Murmur diphthongs: Key Words underlined: car or urn – Lesson 20

<u>car</u>	<u>or</u>	her	sir	<u>urn</u>
tar	born	per	fir	fur
spar	horn	fern	stir	blur
bark	morn	tern	shirt	spur
mark	scorn	jerk	bird	turn
park	form	perk	third	burn
sharp	storm	clerk	first	spurn
farm	sort	pert	twirl	churn
harm	sport	term	swirl	turf
part	sort	herd	whirl	surf
dart	stork	perch	shirk	hurl

s = /z/ c = /s/ g = /j/ – Lesson 26 & 27

nose	<u>cent</u>	<u>gem</u>
hoses	cell	germ
these	dice	gin
those	slice	gist
rise	spice	age
wise	twice	stage
is	place	rage
his	grace	page
as	space	wage
has	glance	fringe
pigs	chance	singe
drums	trance	hinge

The words below have short vowels. Note the pattern of two consonants before the le. If needed for comprehension, use the words in sentences. Ending le is introduced in Lesson 7.

babble	trample	mottle	jingle	stubble
rabble	battle	cobble	piffle	muzzle
gabble	rattle	hobble	sniffle	nuzzle
dabble	gaggle	wobble	little	guzzle
dabble	haggle	gobble	brittle	puzzle
amble	straggle	coddle	whittle	humble
gamble	waggle	boggle	spittle	grumble
ramble	angle	cockle	nibble	stumble
scramble	dangle	fizzle	quibble	rumble
shamble	jangle	drizzle	scribble	tumble
crackle	mangle	frizzle	ripple	fumble
hackle	tangle	sizzle	nimble	jumble
tackle	strangle	dimple	thimble	mumble
shackle	meddle	simple	sprinkle	humble
ankle	peddle	fiddle	swindle	rumple
paddle	heckle	middle	kindle	buckle
saddle	kettle	griddle	huddle	chuckle
straddle	settle	riddle	muddle	bundle
razzle	nettle	giggle	puddle	trundle
dazzle	fettle	jiggle	ruffle	juggle
apple	mettle	wiggle	shuffle	snuggle
dapple	temple	tingle	muffle	struggle
baffle	tremble	shingle	scuffle	smuggle
raffle	pebble	single	bubble	jungle
sample	bottle	mingle	rubble	bungle

Note the pattern in the following short vowel words: See Vowel Rules 5 & 7. The consonant in the first syllable is doubled to keep the first vowel short.

daddy	snappy	catty	crabby	grassy
penny	jelly	peppy	smelly	Nelly
kitty	hilly	chilly	skinny	frilly
silly	snippy	poppy	dolly	shoddy
soggy	groggy	hobby	Bobby	lobby
buggy	puppy	sunny	bunny	muddy
nasty	candy	handy	sandy	flashy
windy	sticky	frisky	risky	rusty
slushy	jumpy	crusty	plucky	bumpy

Ce at the end of a word sounds like s /s/. Note the pattern for the short vowel words and for the long vowel words that follow. Consonant Rule 3.

dance	glance	chance	stance	prance	lance	France	fence
hence	prince	since	whence	thence	since	quince	dunce
ace	lace	face	race	pace	space	grace	brace
trace	mace	ice	rice	lice	dice	mice	vice
nice	slice	splice	price	spice	trice	thrice	twice

The first vowel in every word is the short sound. Suffixes: er, ed, ing. Note that the consonant is doubled to keep the vowel short. Vowel Rule 7. Lesson 24.

flatter	letter	quicker	copper	puffer	jumper
platter	setter	sicker	stopper	buffer	printer
matter	better	picker	mopper	bluffer	vaster
chatter	wetter	thicker	shopper	snuffer	vender
wagged	yelled	ripped	plodded	bogged	gulped
bragged	smelled	chipped	prodded	jobbed	stamped
flagged	shelled	flipped	nodded	clogged	milked
nagged	quelled	stripped	sodded	logged	lisped
passing	dimmed	blocking	messing	bobbing	resting
massing	trimming	flocking	pressing	robbing	landing
sassing	skimming	shocking	stressing	sobbing	lifting
gassing	swimming	rocking	dressing	mobbing	sulking

The first sound in every word is the long sound. Suffixes er, ed, ing. Lesson 24. Vowel Rule 8.

paler	diner	joker	cuter	filer	skater
scaler	finer	smoker	user	wiser	voter
whaler	miner	broker	muser	safer	blazer
dazed	liked	choked	fused	pined	skated
fazed	hiked	poked	fumed	baked	shaded
blazed	spiked	yoked	cubed	craned	noted
braking	hiding	droning	fuming	zoning	probing
shaking	chiding	stoning	musing	framing	smiling
waking	striding	toning	fusing	driving	trading

The third sound of o /o³/ of *A Sound Track to Reading* is Webster's long ō.

soon	proof	shoot	cool	room	boom	troop	goose
moon	roof	boot	fool	doom	gloom	loop	noose
spoon	hoof	root	stool	zoom	broom	hoop	loose
noon	spooF	loot	spool	loom	groom	snoop	moose

The third sound of u /u³/ of *A Sound Track to Reading* is Webster's short ū

book	look	brook	good	hood	wool	looks	crooks
cook	took	shook	wood	foot	poor	brooks	cooks
hook	crook	nook	stood	soot	hooks	nooks	books

All the following words contain the short vowels. Why? What is the pattern?

edge	sledge	hedge	judge	nudge	grudge	lodge	ridge
pledge	ledge	wedge	fudge	smudge	sludge	dodge	bridge

After short vowels the sound of /ch/ is usually spelled tch. Five exceptions are to be memorized: much such touch rich which. Lesson 13

match	batch	retch	stretch	itch	notch	blotch	crutch
hatch	thatch	ketch	switch	ditch	notch	splotch	clutch
catch	sketch	fetch	twitch	stitch	scotch	hutch	Dutch

In the following words, w followed by an a, or a qu /kw/ followed by a, usually has the third sound of a /a³/as in the key word all.

wan	was	watch	warn	ward	swan	swab	squat
wand	wash	wander	wart	warm	swap	swarm	squad
wad	wasp	war	warp	swat	swamp	squab	squash

These words ending with the suffix -tion, pronounced /shŭn/, look difficult. Since the other vowel sounds can be heard easily, they are not difficult.

nation	notion	motion	traction	fiction
ration	potion	action	fraction	diction
station	lotion	fraction	section	friction
election	invention	protection	relation	vacation
reflection	distraction	quotation	rotation	taxation
infection	objection	completion	location	inflation
mention	ambition	privation	suction	population
projection	promotion	vibration	reduction	education
condition	starvation	plantation	exemption	compensation

A Proposal for Establishing

A Sound Track to Reading - Intensive Phonics Tutoring Centers

“Anyone who can read can teach someone else to read if they have a system.”

We consider *A Sound Track to Reading* to be the best available reading program for teenagers and adults who are unable to read anything or have weak reading skills. It is a superior method for students diagnosed with dyslexia.

The program covers ALL knowledge and skills necessary to decode every variety of English words.

The program is especially appropriate for older students since it starts with two syllable words with a variety of useful suffixes. Most remedial programs start with single syllable words appropriate for first grade but uninteresting to older students. Also, many older students have memorized the simple phonics words so they do not present sufficient challenge to develop independent decoding skills.

Audio recordings and videos are available so students can make progress on their own between tutoring sessions. The expert instruction on the audio recordings and videos makes it possible for tutors to be successful with a minimum of training. The main qualification for tutors is just to be literate themselves so they can assist in correcting any mistakes in reading. They will learn the rules and procedures for decoding English as they take their tutoring students through the program. *A Sound Track to Reading* is so complete that it could serve as a graduate level university course in “How to Teach Reading with Advanced Intensive Phonics.”

Best results obtain with repeated listening at spaced intervals coupled with reading to a tutor. Copying the words and writing them from dictation are especially effective ways of assuring mastery of the skills necessary to be good readers and writers.

We hope to attract sponsors who will provide financial resources to purchase materials and rent or purchase tutoring centers. This is an unparalleled opportunity to change lives for the better.

The program is appropriate for both public and private school tutoring. We plan to provide training classes for teachers and tutors.

Mr. Potter has published a free cursive component, which gives students an opportunity to read all the words in cursive. Learning to read cursive fluently is a special feature of this program. Mr. Potter’s YouTube Cursive Training Video and *Shortcut to Cursive* document give all the information necessary to teach cursive effectively.

Many useful helps are available for students and teachers, including video instruction for each lesson.

http://donpotter.net/education_pages/a-sound-track-to-reading.html

The poem on the following page expresses my deep desire to enlist as many people as I can to help teach the many illiterate and semiliterate people in America to read and enjoy freedom and success in life that comes from learning to read well.

EVERYONE CAN PLAY A PART

I want to make an offer
From the bottom of my heart
To help a lot of people,
Everyone can play a part.

America has a Problem.
It's plain for all to see.
It breaks my heart to tell it,
But it's affecting you and me.

Too many folks are struggling
To read the words on a page,
And the frustration leaves them
Mute actors upon the stage.

They have a part to play
Their minds are razor sharp,
But illiteracy holds them back
It keeps them in the dark.

But I have a Solution,
A track that's tried and true.
It starts with the sounds
And then provides the glue
To tie the sounds to letters
So reading makes perfect sense
A Sound Track to Reading
We all can implement.

Then watch the happy faces
Of those who learn to read
After years of frustration
From chains of bondage freed.

by Donald L. Potter, March 16, 2018.

About the Author and Editor

Sister Monica Foltzer, M.Ed. - Program Author

Sister Monica Foltzer passed away on March 21, 2001 at the age of 91. She was a long-time member of the Reading Reform Foundation. She had a M. Ed. from the Graduate School of Education, Xavier University Cincinnati, Ohio.

As a teacher trained in the late 1920s in the use of the sight word approach, Sister Monica began teaching in 1929 using one of the then current sight word series of readers. She realized before the first year was over that logically there must be a better way to teach children to read. The process was so laborious for both teacher and students alike, that she nearly gave up the profession. As she wrote, "The gap between my strenuous input and the children's output was so great that I decided that my first year of teaching reading would be my last." With encouragement and help from another teacher who knew the phonetic system of the English language, she agreed to try just one more year. Then, after much time spent in research, she developed a phonetic learning-to-read system. We will never have an accurate record of the ripple effect her life work has had by providing to countless students what was not available in the popular reading programs of those days - and these days as well. She also provided numerous phonics workshops to share her knowledge with other teachers.

Donald L. Potter – Program Editor

Mr. Potter received a review copy of *A Sound Track to Reading* from Susan Greve on January 1, 2006. He retyped the entire book in large print so he could project it on a screen with an overhead projector to teach large classes. To further help students master the lessons, he recorded the lessons in audio, making the material practically self-teaching. With permission from Mrs. Greve, the copyright owner and long-time associate of Monica Foltzer, he published his PDF file on his website for free Internet access.

Mr. Potter is a retired public-school teacher. As a public-school teacher, Mr. Potter taught secondary Spanish, elementary bilingual, dyslexia, and Amateur Radio classes. Upon retirement in 2006, he began teaching at the Odessa Christian School, where he has taught Spanish, remedial reading, Middle School Bible, and cursive. He has a very successful tutoring business, which he conducts after school hours and during summer vacation. He has published several practical books for teaching reading. He has been publishing educational material on the Internet since 2003.

Full credit for the development of the program goes to Sister Monica Foltzer. Mr. Potter simply recognized the value of the program and labored to put it in an easily assessable format on his website so that as many teens and adults as possible could benefit from the system. It is a joint effort between Mr. Potter and Mrs. Greve, the current copyright owner. The audio and many other aids for teaching the program are available from Mr. Potter's website: www.donpotter.net Together we pray that Sister Monica's advanced intensive phonics method will find use in as many places as possible.

We are pleased to continue making available the free PDF edition. On December 29, 2019, Mr Potter published *A Sound Track to Reading* in a convenient paperback edition for \$15.00 for those who prefer a printed edition of the book.

Mr. Potter resigned from the Odessa Christian School on May 31, 2019. He plans to continue to dedicate his time to tutoring and to helping local schools (private and public) and homeschool parents to improve their reading and handwriting instruction.