

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 ass, 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 ending consonants controlling the ing. With match, 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 /ō/ 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 /ě/ 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 ġ /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	musng	framing	smiling
waking	striding	toning	fusing	driving	trading

The third sound of o /o³/ of *A Sound Track to Reading* is Webster's long \bar{o} .

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 \tilde{o}

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

Note from Internet Publisher: Donald L. Potter

June 6, 2018

It gives me great pleasure to publish Monica Foltzer's *Spelling and Reading Word List* for parents and teachers teaching reading Foltzer's *A Sound Track to Reading: an advanced intensive phonics method and reader*.

I would like to express my deep gratitude to Mrs. Susan Greve for providing me with a copy of this rare and extremely valuable spelling booklet. Mrs. Greve was a student and understudy of Monica Foltzer for many years. She graciously provided me with copies of Foltzer's *A Sound Track to Reading* and gave me permission to publish it on my website, www.donpotter.net, for free educational use and as a book to publish and sell as a paperback book.

There are a total of 1,851 words in the *Spelling and Reading Word List*.

Mrs. Greve, also, provided me with a training video by Monica Foltzer, which I found extremely helpful in understanding the development and implementation of the program. The video is available on my website for teachers who would like to understand this intensive phonics approach to teaching reading.

A Sound Track to Reading with all the auxiliary materials and training necessary to successfully teach teens and adults to read is available at the link below.

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

A Sound Track to Reading is the perfect method for helping students from third grade and up who have been diagnosed with dyslexia or previously have had difficulties learning to read. It can be taught much faster than the typical dyslexia program, yet provides an in-depth coverage of the same phonics reading skills.

Three Important Observations on Reading by Monica Foltzers

1. "Phonics should be taught early and fast." (A person can learn to read with intensive phonics at any age, but the sooner and faster it is taught the better. Some popular dyslexia programs take two to three years to complete. *A Sound Track to Reading* can be taught in a matter of months, or even - in some cases - weeks.)
2. "Near enough is clear enough." (Sounding-out does not have to be perfect for students to identify words.)
3. "Anyone, who can read, can teach someone else to read if they have a system." (The caveat here is that the teacher has to have a **system**. Teachers today are taught a hodgepodge of strategies, but often are not provided with a complete, tight, carefully sequenced and developmentally appropriate hierarchy of skills like *A Sound Track to Reading*.)

Sister Monica Foltzer passed away on March 21, 2001 at the age of 90 years old.
Document last revised by Mr. Potter on November 1, 2019.

J. Richard Gentry's "Why American's Can't Read"

<https://www.psychologytoday.com/us/blog/raising-readers-writers-and-spellers/201508/why-america-cant-read>