### Key Words for the 26 Basic Consonant Sounds

<table>
<thead>
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<th>Voiceless</th>
<th>Voiced</th>
<th>Nasal</th>
<th>Liquid</th>
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<tbody>
<tr>
<td>p  pup</td>
<td>b  bed</td>
<td>m  mop</td>
<td></td>
</tr>
<tr>
<td>wh  whip</td>
<td>w  web</td>
<td></td>
<td>(qu  quack)</td>
</tr>
<tr>
<td>f  ph  fish</td>
<td>v  van</td>
<td></td>
<td></td>
</tr>
<tr>
<td>th  thumb</td>
<td>th  this</td>
<td></td>
<td></td>
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<tr>
<td>t  tent</td>
<td>d  duck</td>
<td>n  nest</td>
<td>l  lamp</td>
</tr>
<tr>
<td>s  c  sun  cent</td>
<td>z  s  zipper  is</td>
<td>r  rug</td>
<td>y  yak</td>
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<tr>
<td>sh  ship</td>
<td>zh  Zhivago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch  inch</td>
<td>j  g  jet  gem</td>
<td></td>
<td></td>
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<tr>
<td>k  c  kid  cat</td>
<td>g  gum</td>
<td>ng  ring</td>
<td>(x  box)</td>
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<tr>
<td>ck  clock</td>
<td></td>
<td>nk  bank</td>
<td></td>
</tr>
<tr>
<td>h  hat</td>
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</table>

Created by Donald L. Potter on July 30, 2018.
Key Words for the 16 Basic Vowel Sounds

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<td>Long sound</td>
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<tr>
<td>āpple</td>
<td>āte</td>
<td>all = a³</td>
<td>owl = ou, ow</td>
</tr>
<tr>
<td>Ėskimo</td>
<td>ēat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Īndian</td>
<td>īce</td>
<td></td>
<td>oil = oi, oy</td>
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<tr>
<td>ōstrich</td>
<td>ēld</td>
<td>to = o³</td>
<td></td>
</tr>
<tr>
<td>ŭmbrella</td>
<td>ūse</td>
<td>put = u³</td>
<td>urn = ir, ur</td>
</tr>
</tbody>
</table>

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 oil the urn. (coffee urn)

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 = /¬/
**Category 3:** 3ʳᵈ vowel sound: / /³ /
**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.
Diphthong – also called vowel blend. A double spelling with a double vowel sound: ou ow oi oy
Vowel digraph – two vowels which together make one vowel sound: oa ea ie ei oo
# A Sound Track to Reading

## 16 Basic Vowel Sounds - Their Spellings & Sample Words

<table>
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<th>2nd sound or Long sound</th>
<th>3rd sound</th>
<th>Diphthongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ā/ cat</td>
<td>/ā/ cake main day</td>
<td>/a̞/ law all</td>
<td>/ou/ out cow</td>
</tr>
<tr>
<td></td>
<td>great they eight lady</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ē/ bed lead</td>
<td>/ē/ tree beach baby Pete piece be</td>
<td>/oi/ oil boy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>re-ply</td>
<td></td>
</tr>
<tr>
<td>/ĩ/ fin</td>
<td>/ĩ/ kite by hi light fried bi·fo·cals wild wind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ō/ top watch ought</td>
<td>/ō/ bone road bow no door four po·ny old post toll fork</td>
<td>/o̞/ to moon group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ū/ cup some touch</td>
<td>/ū/ use blue few Houston oc·cu·py</td>
<td>/u̞/ put book would</td>
<td>/ur/ her first nurse doctor</td>
</tr>
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<td></td>
<td></td>
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</tbody>
</table>

Note: /o̞/ = /o̞/ as in moon and /u̞/ = /u̞/ as in book.

Vowel Blends: a̞(r) ò(r) car fork heart

Prepared by Donald L. Potter on August 26, 2018. Revised on September 6, 2018.
## Scope and Sequence Chart

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Lesson 1: The Short Sound of a - /ā/ 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 = /ā/ /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 matting sassing tatting
2. tats tatter matter matters
3. mast master masters mastering
4. Sass sassed massed mastered

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.

Lesson 2: \[ \text{d g f h} \quad \text{ed} = /\text{êd}/ \]

A. \[ \text{d g f h: duck gum fish hat} \]

B. \[ \text{da ga fa ha ga fa da ha fa ga} \]

C. \[ \text{da d ga g ha d fat dam gas ad fas t daf t fa d sad add tag am} \]

D. \[ \text{ed} = /\text{êd}/ \quad \text{(2 syllables), Row 4. When the root words end in a \text{d} (add) or a \text{t} (mat), it will be 2 syllables.} \]

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. ratty sandy batty fatty Patty
2. damper sander pamper rafter tamper
3. rags raggedy gasps raspy batter
4. naps napped napping nagging nagged
5. bans banned banning banner batted
6. handy passing passed patting nasty

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

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. patted landed lasted sanded padded
3. caps capped capping acting camper
4. wags wagged wagging lacking canter
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. \( v \ qu \ x \ y \ z \ ly = l + \text{long e} /\ddot{e}/ \)

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

B. Slide the consonant and short a /\ddot{a}/ 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 \( ly = l + \text{long e} \).

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 /ɨ/ /ɪ/

Key Words for i: Indian ice /ɨ/ /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. jigging 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.
   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 $u$  /ũ/

Key Words for $u$: **umbrella, use, put**: /ũ/ /ũ/ /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 the word below
- 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 /ī/, u /ū/

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.
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  snuffle  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 /õ/, Endings: s ed er ing y ly le.

Key Words for o: ostrich old to = /õ/ /õ/ /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 gist
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

<table>
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<th>sh</th>
<th>wh</th>
<th>th</th>
<th>th</th>
<th>ng</th>
<th>nk</th>
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<td>chap</td>
<td>shell</td>
<td>whiz</td>
<td>this</td>
<td>thump</td>
<td>song</td>
<td>bank</td>
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<td>shaft</td>
<td>which</td>
<td>than</td>
<td>theft</td>
<td>zing</td>
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<td>chum</td>
<td>shun</td>
<td>whim</td>
<td>that</td>
<td>thrill</td>
<td>clang</td>
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<td>whet</td>
<td>then</td>
<td>thrash</td>
<td>swing</td>
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<td>chops</td>
<td>shush</td>
<td>whisk</td>
<td>thus</td>
<td>cloth</td>
<td>spring</td>
<td>mink</td>
</tr>
</tbody>
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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 druggist butters
3. insults goblins lobsters eggnogs jonquils
4. picnics glimpses splinters crossings hemlock
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 his 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.

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<td>use</td>
<td>odd</td>
<td>ode</td>
<td>van</td>
<td>vain</td>
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</tbody>
</table>

**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.

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<td>lick</td>
<td>like</td>
<td>shack</td>
<td>shake</td>
<td>pick</td>
<td>pike</td>
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</tbody>
</table>
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 jolt 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
Paul
maul
fault
haul
2
saw
flaw
dawn
raw
3
car
farm
yarn
barn
4
fall
small
call
mall
5
halt
salt
Walt
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 lose move shoe who two
2. push pull bush full bull your
3. would should bushel pulpit could 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 or 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 a ꞌ. 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. sniffle  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  sidle  noble  bugles
2. titled  stifle  staples  stifled  gables  sable
3. maple  bridle  stable  cradles  fabled  rifle
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. sil’ly mes’sy lef’ty luck’y chub’by fuz’zy
2. la’dy po’ny wa’vy fla’ky Da’vy smo’ky

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

1. re·ply´ sup·ply´ ap·ply´ de·fy´ im·ply´
2. mul·ti·ply´ e·lec·tri·fy´ jus·ti·fy´ oc·cu·py´ i·den·ti·fy´

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/.

<table>
<thead>
<tr>
<th>ed = /ěd/</th>
<th>ed = /t/</th>
<th>ed = /d/</th>
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</thead>
<tbody>
<tr>
<td>tinted</td>
<td>shifted</td>
<td>dressed</td>
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<td>blended</td>
<td>wended</td>
<td>inched</td>
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<td>rusted</td>
<td>rotted</td>
<td>checked</td>
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<td>misted</td>
<td>licked</td>
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Mixed Practice – Which says /ěd/ /d/ or /t/ ?

1. fixed  pointed  messed  perched  picked
2. plotted wailed buzzed bleached cuff ed
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/CV, Closed Syllable)

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<th>5</th>
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<tbody>
<tr>
<td>strapping</td>
<td>chatter</td>
<td>manned</td>
<td>tramping</td>
<td>jumper</td>
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<tr>
<td>betting</td>
<td>shredder</td>
<td>yelled</td>
<td>checking</td>
<td>vended</td>
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<td>jigging</td>
<td>swimmer</td>
<td>skinned</td>
<td>fishing</td>
<td>softer</td>
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<tr>
<td>tossing</td>
<td>robber</td>
<td>flopped</td>
<td>costing</td>
<td>landed</td>
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<td>bluffing</td>
<td>drummer</td>
<td>dulled</td>
<td>thumping</td>
<td>quilted</td>
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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)

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<td>dozing</td>
<td>Peter</td>
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<td>cubed</td>
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<td>groping</td>
<td>joker</td>
<td>smoker</td>
<td>shaded</td>
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<tr>
<td>fuming</td>
<td>using</td>
<td>user</td>
<td>blazer</td>
<td>voted</td>
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</table>

Short Vowel | Long Vowel | Short Vowel | Long Vowel
1. at dinner | in a diner | 6. is bitter | is a biter
2. is slopping | is sloping | 7. will be pinned | pined away
3. he scrapped | he scraped bottom | 8. she mopped the tile | she moped all day
4. stripped the wall | striped shirt | 9. filled a cup | filed past a desk
5. tilled the soil | tiled wall | 10. is licking | 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  potion
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

25
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.
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/ following Vowel Rule 2. The irregular vowel digraph ie says the long sound of the second vowel, which is long e /e/.

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 /e/ following Vowel Rule 2. The irregular digraph ei, says long a /a/.

Regular:  weird  either  seize  key  deceit  ceiling
Irregular:  veil  their  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.

\[\text{ēa} \rightarrow \text{bread heavy wealth steady pleasure} \]
\[\text{ea} \rightarrow \text{ready feather sweater tread thread} \]
\[\text{ēā} \rightarrow \text{great steak break greater breaking} \]
\[\text{ûr} \rightarrow \text{earn earth yearn pearl learns} \]
\[\text{är} \rightarrow \text{heart hearten hearty hearth hearken} \]

Long Sound of *ū* – Listen Very Closely

<table>
<thead>
<tr>
<th>Magic e</th>
<th>Regular digraph</th>
<th>Irregular digraph</th>
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<tbody>
<tr>
<td>mute</td>
<td>cure</td>
<td>few</td>
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<td>fume</td>
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Exceptions to long *u* /ū/: after *r, j, ch*, and *l* blend we hear the third sound of *œ*³.

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

/õ/ brought  ought  cough  thought  sought  
fought  bought  trough  wrought  coughed  
/ũ/ touch  young  couple  country  trouble  
double  southern  joyous  famous  tremendous  
/ɔ³/ group  you  soup  youth  wounded  
tourist  tour  dour  through  trouper  
/ʊ³/ 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.
Lesson 31: THE SCHWA - /ə/ - The Short-Short Sound of ū

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 /ū/ sound of circus. It is written as an inverted e /ə/ in the dictionaries.

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 change 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

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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. were  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.  
2. Watch those ducks swim.  
3. Find the fiery light in the sky.  
4. Watch those cats for me.  
5. Tell them to come toward the light.  
6. Wash some potatoes for me.
Lesson 35: Non-phonetic long vowel words – contrary to Vowel Rule 1.

1. told 2. bolts 3. toll 4. host 5. mild
golden 10. jolte 11. troll 12. poster 13. wilder
folder 14. molts 15. stroll 16. posters 17. mildest
colds 22. volts 23. trolling 24. hostess 25. blindness
holder 26. molting 27. scroll 28. ghost 29. kindly

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

1. son 2. London 3. covet 4. covenant 5. comfort
2. of 6. above 7. stomach 8. governor 9. company
3. none 10. govern 11. other 12. lovable 13. tongue
4. some 14. hover 15. cover 16. covetous 17. monkey
6. lovely 22. color 23. smother 24. compass 25. wondrous
7. done 26. covers 27. brother 28. dozen 29. nothing
8. wonder 29. glove 30. oven 31. monk 32. 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 lightening 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. Where a dozen lovely golden roses sent to her mother?
Lesson 36: Consonant Digraphs – containing silent letters

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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!

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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

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<td>ptarmigan</td>
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<tr>
<td>pneumograph</td>
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SILENT h in rh

<table>
<thead>
<tr>
<th>rh</th>
<th>rhombus</th>
<th>rhododendron</th>
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</thead>
<tbody>
<tr>
<td>rhapsody</td>
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<td>rheostat</td>
<td>rhombic</td>
<td>Rhine</td>
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<td>rhinoceros</td>
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<td>rhetorical</td>
<td>rhubarb</td>
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<tr>
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<td>rhyme</td>
<td>rheumatic</td>
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<tr>
<td>Rhode Island</td>
<td>rhythm</td>
<td>rheumatism</td>
</tr>
<tr>
<td>Rhodesia</td>
<td>rhythmic</td>
<td>myrrh</td>
</tr>
</tbody>
</table>

Read the following interrogative sentences – questions.

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

\[
\begin{align*}
\text{sh} = /sh/ & \quad \text{shelter} \quad \text{impoverish} \quad \text{shoulder} \quad \text{ashamed} \\
\text{tion} = & \quad \text{fraction} \quad \text{taxation} \quad \text{promotion} \quad \text{determination} \\
\text{shǔn} & \quad \text{obligation} \quad \text{inflation} \quad \text{attention} \quad \text{constitution} \\
\text{sion} = & \quad \text{pension} \quad \text{session} \quad \text{tension} \quad \text{extension} \\
\text{shǔn} & \quad \text{fission} \quad \text{mansion} \quad \text{commission} \quad \text{compassion} \\
\text{ci} = /sh/ & \quad \text{glacial} \quad \text{glacier} \quad \text{sufficient} \quad \text{delicious} \\
& \quad \text{Grecian} \quad \text{efficient} \quad \text{magician} \quad \text{ancient} \\
\text{su} = /sh/ & \quad \text{sure} \quad \text{sugar} \quad \text{assure} \quad \text{reassure} \\
& \quad \text{insure} \quad \text{pressure} \quad \text{erasure} \quad \text{insurance} \\
\text{ch} = /sh/ & \quad \text{chiffon} \quad \text{machine} \quad \text{chagrin} \quad \text{Charlotte} \\
\end{align*}
\]

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

\[
\begin{align*}
\text{si} = /zh/ & \quad \text{Asia} \quad \text{fusion} \quad \text{decision} \quad \text{provision} \\
& \quad \text{profusion} \quad \text{seclusion} \quad \text{explosion} \quad \text{precision} \\
\text{zi} = /zh/ & \quad \text{glazier} \quad \text{glaziery} \quad \text{azure} \quad \text{seizure} \\
\text{ge} = /zh/ & \quad \text{garage} \quad \text{barrage} \quad \text{loge} \quad \text{rouge} \\
\end{align*}
\]

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.

/i/ type lyre hydrant scythe hypo
    hybrid defy pyre comply hygiene
/i/ gym myth cyst hypnotic oxygen
    system gypsum cynic lyric pyramid
/ɘ/ pity lively dirty story treaty
    mercy shanty roomy empty equally

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

In turn, משל ʃ 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.  6. Stand beside the pyramid for a picture.
2. Crawl under the yellow cab.            7. Show mercy to the hurting patient.
3. Show love with great pity.            8. Go around the lawyer if you can.
5. Go, set by the empty shanty.         10. Run into William’s yard right now.
Lesson 41: Tying the R-Controlled Vowels Together

The murmur diphthonghs 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) absorbed absolves abhors abducts
- ad (to) addicts adhere adheres adverbs adjuncts
- be (totally) betrays beware becalms bequests
- com (with) computes competes compacts combats
- con (with) contrasts consigns concises congeals
- de (from) defeats deflects detracts defaults
- dis (opposite) disarms dishonors disowns discords
- ex (out of) exhumes extracts exports exhales
- in (in) inates indentes inspires inborns
- in (not) invalids insane inhumans inactive
- per (through) perfects permits persuades perspires
- pre (before) precedes prefixes prewars prepares
- pro (before) proceeds prolongs proclaims produces
- re (again) reshapes rewraps rejoin reelects
- sub (under) substracts submits submerges subdues
- un (not) unwise undoes unfazed unlaced
- en (in) enacts encloses encircles entangles
- mis (bad) misguides miscounts misleads mistrials

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 **ad**ept at chess?  
4. How can we **promote** sales?  
5. Did he run during the **debate**?  
6. Does he live in the **sub**urb?  
7. Should he be **con**cealing evidence?  
8. Is it a really **immense** lake?  
9. What do you do about deep **remorse**?  
10. Does she have an **in**valid 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. (a³ 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.
   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.

<table>
<thead>
<tr>
<th>1 Noun</th>
<th>2 Verb</th>
<th>3 Noun</th>
<th>4 Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>reb´el</td>
<td>re·bel´</td>
<td>per´fume</td>
<td>per·fume´</td>
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<tr>
<td>con´tract</td>
<td>con·tract´</td>
<td>con´trast</td>
<td>con·trast´</td>
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<td>rec´ord</td>
<td>re·cord´</td>
<td>in´crease</td>
<td>in·crease´</td>
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<td>de·sert´</td>
<td>sub´ject</td>
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<td>con·flict´</td>
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<td>ex´tract</td>
<td>ex·tract´</td>
<td>im´print</td>
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<td>con´duct</td>
<td>con·duct´</td>
<td>con´vict</td>
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<td>in´sult</td>
<td>in·sult´</td>
<td>pres´ent</td>
<td>pre·sent´</td>
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<td>con´tent</td>
<td>con·tent´</td>
<td>con´vert</td>
<td>con·vert´</td>
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</table>

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

<table>
<thead>
<tr>
<th>1. re·strain´</th>
<th>des·pise´</th>
<th>en·a´ble</th>
<th>de·rive´</th>
<th>el´e·vate</th>
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<tbody>
<tr>
<td>2. moun´tain</td>
<td>prom´ise</td>
<td>lov´a·ble</td>
<td>cap´tive</td>
<td>del´i·cate</td>
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<td>3. val´en·tine</td>
<td>ex·cite´</td>
<td>com·pile´</td>
<td>dis·grace´</td>
<td>ad·duce´</td>
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<tr>
<td>4. med´i·cine</td>
<td>ex·quis´ite</td>
<td>vol´a·tile</td>
<td>sol´ace</td>
<td>let´tuce</td>
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<tr>
<td>5. as·suage´</td>
<td>com·ply´</td>
<td>puf·fy</td>
<td>en·tice´</td>
<td>re·line´</td>
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<tr>
<td>6. man´age</td>
<td>snug´ly</td>
<td>mag´ni·fy</td>
<td>no´tice</td>
<td>tur´bine</td>
</tr>
</tbody>
</table>
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: ___________________________________

<table>
<thead>
<tr>
<th>Part I – Fundamentals</th>
<th></th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;Step 1</td>
<td><strong>Lesson 2</strong></td>
<td><strong>Lesson 3</strong></td>
<td><strong>Lesson 4</strong></td>
<td><strong>Lesson 5</strong></td>
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<tr>
<td>Short ā m s t ing er ed&lt;br&gt;Vowel Rules 1 &amp; 7</td>
<td>ā, d g f h ed</td>
<td>ā, p r n b y=ē&lt;br&gt;Vowel Rule 5</td>
<td>ā, c k ck l w j</td>
<td>ā, v qu x y z ly le</td>
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<td><strong>Lesson 6</strong>&lt;br&gt;Step 2</td>
<td><strong>Lesson 7</strong></td>
<td><strong>Lesson 8</strong>&lt;br&gt;Review 1</td>
<td><strong>Lesson 9</strong>&lt;br&gt;Short ō,-s,-ed,,-er,-&lt;br&gt;ing,-y,-ly,-le</td>
<td><strong>Lesson 10</strong></td>
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<tr>
<td>Short ū,-le</td>
<td>Short ū, -le</td>
<td>Short ā, ĩ, ū</td>
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<td>Short ē, -ness, -en</td>
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<td><strong>Lesson 11</strong>&lt;br&gt;Review 2</td>
<td><strong>Lesson 12</strong>&lt;br&gt;Step 3</td>
<td><strong>Lesson 13</strong>&lt;br&gt;Cons. Digraphs&lt;br&gt;ch, sh, th, ng, nk, ck tch</td>
<td><strong>Lesson 14</strong>&lt;br&gt;Plurals -s, -es</td>
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<tr>
<td>Short Vowels</td>
<td>Beg. Cons. Blends</td>
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<td><strong>Lesson 16</strong></td>
<td><strong>Lesson 17</strong>&lt;br&gt;Review 3</td>
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<td><strong>Lesson 19</strong>&lt;br&gt;Step 5&lt;br&gt;3rd Sound of a, o, u&lt;br&gt;Vowel Rule 4</td>
<td><strong>Lesson 20</strong>&lt;br&gt;Plain &amp; Murmur Diphthongs&lt;br&gt;ou/ow, oi/oy, ar, or, er, ir, ur</td>
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</tr>
<tr>
<td>Long Vowel VCE &amp;&lt;br&gt;Compound words</td>
<td>Cons. Digraphs&lt;br&gt;ch, sh, th, ng, nk, ck tch</td>
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<tr>
<td><strong>Lesson 21</strong>&lt;br&gt;Review 4</td>
<td><strong>Lesson 22</strong>&lt;br&gt;Step 6</td>
<td><strong>Lesson 23</strong>&lt;br&gt;Three sounds of ed</td>
<td><strong>Lesson 24</strong>&lt;br&gt;Vowel Rules 7 &amp; 8&lt;br&gt;Short v/cc, Long v/c</td>
<td><strong>Lesson 25</strong>&lt;br&gt;Review 5,&lt;br&gt;tion, VC Vowel Rule 3</td>
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<tr>
<td>Vowel Rules 4, 1, 3</td>
<td>Ending y=ée/ē&lt;br&gt;Rules 5 &amp; 6</td>
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<tr>
<td><strong>Lesson 26</strong>&lt;br&gt;Sounds of s, x, c, g&lt;br&gt;Cons. Rules 1,2, 3, 4</td>
<td><strong>Lesson 27</strong>&lt;br&gt;Consonant Helps&lt;br&gt;c, qu, x; Review c &amp; g</td>
<td><strong>Lesson 28</strong>&lt;br&gt;Step 7&lt;br&gt;Irregular Vowel Digraphs&lt;br&gt;ie, oo, ei</td>
<td><strong>Lesson 29</strong>&lt;br&gt;Irregular Vowel Digraphs&lt;br&gt;ēa, ea, ur, ar&lt;br&gt;Long ū &amp; Exceptions</td>
<td><strong>Lesson 30</strong>&lt;br&gt;8 Sounds of ou</td>
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<tr>
<td><strong>Lesson 31</strong>&lt;br&gt;Schwa</td>
<td><strong>Lesson 32</strong>&lt;br&gt;Contractions</td>
<td><strong>Lesson 33</strong>&lt;br&gt;Homonyms</td>
<td><strong>Lesson 34</strong>&lt;br&gt;Common Words&lt;br&gt;Not Phonetic</td>
<td><strong>Lesson 35</strong></td>
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<td></td>
<td>o=ū</td>
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<td><strong>Lesson 36</strong>&lt;br&gt;Consonant Digraphs&lt;br&gt;w/silent letters</td>
<td><strong>Lesson 37</strong>&lt;br&gt;More silent letters&lt;br&gt;pn, ps, pt, rh</td>
<td><strong>Lesson 38</strong>&lt;br&gt;ph, gh, ch, tu</td>
<td><strong>Lesson 39</strong>&lt;br&gt;Spellings for /sh/</td>
<td><strong>Lesson 40</strong>&lt;br&gt;y = ĩ, ĩ, ē &amp; silent</td>
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<td><strong>Lesson 41</strong>&lt;br&gt;R-Controlled Vowels</td>
<td><strong>Lesson 42</strong>&lt;br&gt;Prefixes</td>
<td><strong>Lesson 43</strong>&lt;br&gt;Suffixes</td>
<td><strong>Lesson 44</strong>&lt;br&gt;Helpful Vowel&lt;br&gt;Rules</td>
<td><strong>Lesson 45</strong>&lt;br&gt;Helpful Consonant&lt;br&gt;Rules</td>
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<td><strong>Lesson 46</strong>&lt;br&gt;Rules 1-6 for&lt;br&gt;Syllabication</td>
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<td><strong>Lesson 48</strong>&lt;br&gt;Accent</td>
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<table>
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<td><strong>Lesson 32</strong>&lt;br&gt;Contractions</td>
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<td><strong>Lesson 34</strong>&lt;br&gt;Common Words&lt;br&gt;Not Phonetic</td>
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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 /ā/ 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 9/24/2018.

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 and senior high students. It has been used with foreign students.

Intensive phonics is a method by which the 42 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 basics 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 I have organized the study of our sixteen vowel sounds by listing them in four simple categories as show at the top of the inside front cover. 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 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 ones.

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 sounds, of phonics, the branch of linguistics which 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 /uv/. 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 students 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 two generations we have had a wrong methodology in many of our school systems. This wrong way to teach reading was based on the shape, the outline of the word, and so was called configuration. Because it was not necessary to know the alphabet according to the manuals accompanying the basal readers and according to the teacher’s colleges, it became widely known as the look-say method. The teacher would present a word on a flash card saying it. The pupil would look at it and repeat the word. Recognition became a matter of flipping flash cards. 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 teacher 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.

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

Back of Front Cover 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 16 Vowel Key Words were chosen to make an associative sentence to aid in memorizing the units as: “I ate all the apple.”

All the consonant key words on the page opposite the 16 Key Vowel Words chart 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. *A Sound Track to Reading*. The 38 vividly colored 6” x 8” flash cards have the concrete object on them, the small and the large alphabet letter and the work 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 the card, begins the word and has the wanted sound.

Page 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 is flashcards cut about 3” x 5”. These can be smaller for tutoring by using recipe file cards cut once lengthwise or in three parts widthwise. Make one set for all the alphabet letters and one set for teaching blending as: *ba, ca, da…ax, ya, za*. Note the *x* at the end. When isolating the initial consonants from the key words, soften the ending for these sounds: *b, d, g, l, p, and k* sound so as not to say *duh, guh*, etc., which is the consonant and the short *u*. These cards can be used as teaching devices and for rapid review at the beginning of every lesson.
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 mat, sat, tat 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 words 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 pages 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/. On page 1 we will use words in which the ed = /d/ and /t/. On page 2 we will add words in which ed = /ød/. 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 words 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 except with two exceptions. For the word 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.” 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 also of what will be later Vowel Rule 7 can be “discovered” 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 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*. This will take at least a week and the end result will be two reference pages that will look something like page 53 for the vowels and page 51 for consonants.

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 they 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 they 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, 16 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 $a^3$. 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”.

“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 three double sounds. As we exaggerate the three 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 or on an overhead projector. The pupils will be doing the same on a sheet of loose-leaf paper. The title will be written first: THE 16 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. See page 53.

During this first lesson the individual sound will be written as linguistics write sounds: /ā/. 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 as discovered by the pupils will be an indispensible help in unlocking this WHY.
16 BASIC VOWEL SOUNDS  (with diacritical marks)

<table>
<thead>
<tr>
<th>Short sound</th>
<th>2nd sound</th>
<th>3rd sound</th>
<th>Diphthongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ā/</td>
<td>/ā/</td>
<td>/a³/</td>
<td>/ou/ ou-ow</td>
</tr>
<tr>
<td>/ē/</td>
<td>/ē/</td>
<td></td>
<td>/oi/ oi-oy</td>
</tr>
<tr>
<td>/ī/</td>
<td>/ī/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ō/</td>
<td>/ō/</td>
<td>/o³/</td>
<td></td>
</tr>
<tr>
<td>/ū/</td>
<td>/ū/</td>
<td>/u³/</td>
<td>/ur/ ur-er-ir</td>
</tr>
</tbody>
</table>

16 Vowel Key Words  (13 single and 3 double sounds)

- apple
- ate
- all
- owl
- Eskimo
- eat
- ice
- oil
- Indian
- ostrich
- old
- to
- umbrela
- use
- put
- urn

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 oil the urn (coffee urn)

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

- short = breve /˘/
- long = macron /¯/ 
- 3 = third /³/
- diphthong = slur /œ/ 
- schwa = /ǝ/

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

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CONSONANTS The key words in the inside front cover is for all the consonants, single and digraph. If the key words are too simple, the suggestions that appear on page below should be used. Other help is also given on that page. Several of these of the consonants have more than one sound. Of these only soft and hard $c$ and soft and hard $g$ normally give the pupil difficulty.

26 CONSONANT KEY WORDS (suggested list)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Bob</td>
</tr>
<tr>
<td>/k/</td>
<td>Carl</td>
</tr>
<tr>
<td>c</td>
<td>Ceil</td>
</tr>
<tr>
<td>/s/</td>
<td>Sarah</td>
</tr>
<tr>
<td>d</td>
<td>Don</td>
</tr>
<tr>
<td>f</td>
<td>Fred</td>
</tr>
<tr>
<td>/g/</td>
<td>Gus</td>
</tr>
<tr>
<td>/j/</td>
<td>George</td>
</tr>
<tr>
<td>h</td>
<td>Hal</td>
</tr>
<tr>
<td>j</td>
<td>Jim</td>
</tr>
<tr>
<td>k</td>
<td>Karen</td>
</tr>
<tr>
<td>l</td>
<td>Lee</td>
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<td>m</td>
<td>Mary</td>
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<td>n</td>
<td>Nancy</td>
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<td>p</td>
<td>Pat</td>
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<td>q</td>
<td>Quentin</td>
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<td>r</td>
<td>Robert</td>
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<td>s</td>
<td>Sara</td>
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<td>t</td>
<td>Tom</td>
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<tr>
<td>v</td>
<td>Vince</td>
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<tr>
<td>w</td>
<td>Walter</td>
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<td>x</td>
<td>Xavier</td>
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<td>y</td>
<td>Yolanda</td>
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<td>z</td>
<td>Zeno</td>
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<td>/ch/</td>
<td>Charles</td>
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<td>/sh/</td>
<td>Cheryl</td>
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<td>/k/</td>
<td>Chris</td>
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<td>Sharon</td>
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<td>th</td>
<td>Theodore</td>
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<td>-ng</td>
<td>Bing</td>
</tr>
<tr>
<td>-nk</td>
<td>Hank</td>
</tr>
<tr>
<td>/zh/</td>
<td>Zhivago</td>
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</tbody>
</table>

Or use flowers: sister, roses, zinnia, etc.
Or use cities: Albany, Bethel, Carthage, etc.
Or use animals: bears, walrus, whale, etc.

If the student cannot think of one or other the first day, leave a spot empty. Someone will bring in a name later.

Do as many of these a day as the class can do without loss of concentration. Memorize them the day they are written, review the next day and continue. Keep this important reference page also. These two pages together with the basic vowel rules are the core of a good phonics program.

If the school has a continuous program, these can be reviewed and re-written at the beginning of each year with good effect in both spelling and reading. The reading coordinator could parcel out the consonant key words with definite directives: Every fourth grade will use names, every fifth grade, animals and every sixth grade, cities, and so on.
Page 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.

Pages 3, 4, 5 The ending y which sounds like long e, unaccented long e, as introduced on page 4 will need a flash card for it. Subsequent endings should also have flash cards as the ly on page 5. Since the sound of l will be taught on page 4 and the y sound is identical to that on page 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. It is much better for a student to figure out the rules for himself, hence the question in section G, page 4. If he does not see this, just go on to the next pages until he does. Questioning by the instructor may be necessary, but not a “give-away” question.

The correct answer could also be, “If there is an a before a consonant, it is usually short”. If the student continues in this way with the i, u and the rest of the vowels. “What are a e i o u?” Then the word vowel will be substituted. Since a rule is a unity of patterns, we can break this up into five parts if that is the way the pupil sees it. By the way, “usually” is one of the first words he should understand. This will take care of the non-phonetic words nicely.

On page 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 main 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 ones 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.

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

Page 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 8 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.

Page 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 $u^3$ 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 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. I invented this third sound of $u^3$ to give me a bridge between these two.

Most of the words with the third sound of $u^3$ 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 ō as in the word to. Say rude, jute, and chew several times and note the difference between the third sound of ō and the long u /û/. Many phonetic books make no distinction between these two totally unlike sounds.

Page 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.

Page 9, 10 The short sound of 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.
Pages 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.

Ever now and then words with blends were listed on pervious 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.

Page 13 DIAGRAPHS Consonant digraphs are new consonant sounds differing from the two consonant that comprise then. 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 /θ/ 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 /θ/ 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 words 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 easily; 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.

Page 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 write an s. Dictate lists of words ending with the /z/ sound – those in which the s spelling is preceded by a voiced sound.
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 sound when they are said for the first time. When they are repeated rapidly as one normally says them in talking, the long a sounds 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. Follow 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 teach other in the same syllable, a vvc, cvvc, or the 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. One 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 oi ur for the diphthongs. A fifth diacritical mark will be used also in A Sound Track, the schwa (schwa), the up-side-down e /ǝ/.

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 jokè and the u in soul.

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 Saul 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 oo and the short double oo, respectively, for their phonetic spelling while the Thorndike-Barnhart and similar dictionaries use the two-dotted ü and the one-dotted u. 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.

Page 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 20. 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 sound almost like a short o/ŏ/. By using the key word or, 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 him 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 sentences 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.

Page 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.
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 discovered. 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 is the short sound of i /i/, but in conversation the unaccented long sound of e /e/ 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 /i/ mentally to the long e /e/.” 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.

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 were 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.

Page 24, 25 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 47.

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 individual syllable when necessary.

Page 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 47 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 27 the linguist will say the phoneme /z/ (sound) for the grapheme x (name).

Pages 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 sixteen 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 that 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 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 /ɛ/. 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 o /ɔ/. 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 o /ɔ/. 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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>disagree</th>
<th>fit</th>
<th>respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>disagrees</td>
<td>fits</td>
<td>respects</td>
</tr>
<tr>
<td>Verb</td>
<td>disagreed</td>
<td>fitted</td>
<td>respected</td>
</tr>
<tr>
<td>Verb</td>
<td>disagreeing</td>
<td>fitting</td>
<td>respecting</td>
</tr>
<tr>
<td>Noun</td>
<td>disagreement</td>
<td>fitness</td>
<td>respectfulness</td>
</tr>
<tr>
<td>Adj.</td>
<td>disagreeable</td>
<td>fitful</td>
<td>respectfull</td>
</tr>
<tr>
<td>Adj.</td>
<td>disagreeably</td>
<td>fitfully</td>
<td>respectfully</td>
</tr>
</tbody>
</table>

This concludes this 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

Page 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 “schwä,” 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 ones have two.

Pages 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.

Pages 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 42 or more 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 35 is partially phonetic, being spelled as it sounds. The word are 50% and child is 75% phonetic. Of the 66 words in this group, only one words 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 a 3 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.

Pages 36 – 37 SILENT LETTERS These consonants 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 p\=n\=u = n + long u (or o 3 ) and working on this page together, the class will find that these words are not as difficult as they seem.

Pages 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 is 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.

Pages 40, 41   The y sound when used as a vowel and ɪ 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 pages.

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.

Pages 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.

Pages 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.

Pages 46, 47   SYLLABIFICATION 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 obtain by understanding open and closed syllable first, Rules 1 and 2.

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.

Pages 48, 49   Page 48 is self-explanatory. 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.

<table>
<thead>
<tr>
<th>1 letter = 1 sound</th>
<th>2 letters = 1 sound</th>
<th>2 letters = 2 sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. single t 1:1</td>
<td>B. digraph th 2:1</td>
<td>C. blend tr 2:2</td>
</tr>
<tr>
<td>A. single o 1:1</td>
<td>B. digraph oa 2:2</td>
<td>C. blend ou 2:2</td>
</tr>
</tbody>
</table>
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 easy 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. PART TWO was thoroughly revised by Mr. Potter on June 2, 2018.
I am publishing my teaching transparencies for Sister Monica’s *A Sound Track to Reading* free of charge 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](http://www.donpotter.net) and [www.blendphonics.org](http://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.

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 September 24, 2018.
# Fundamentals Reading Skills

## Seven-Steps to Reading Success

**Step 1**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Short ă; m s t -ing -er -ed</td>
<td>Vowel Rule 1 &amp; 7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Short ă; d g, f, h ed = /ed/</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Short ă; p, r, n, b; y = /ē/</td>
<td>Vowel Rule 5 (y = ĕ)</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Short ă; c, k, ck, l, w, j</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Short ă; v, qu, x y, z; ly = 1 + /ē/</td>
<td></td>
</tr>
</tbody>
</table>

**Step 2**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
<th>Rules</th>
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<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>Short ĭ</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Short ū; -le as in sample</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td><strong>Review 1</strong>: Short ă, ĭ, ū</td>
<td>Vowel Rule 1</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Short ő; -s, -ed, -er, -ing, -y, -ly, -le</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Short ē; -ness, -en</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td><strong>Review 2</strong>: all five short vowels</td>
<td></td>
</tr>
</tbody>
</table>

**Step 3**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
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<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>Initial and Final Consonant Blends</td>
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</tr>
<tr>
<td>13</td>
<td>13</td>
<td>Cons. Digraphs: ch, sh, wh, th, -ng, -nk, -ck, -tch</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>Plurals: -s &amp; -es</td>
<td></td>
</tr>
</tbody>
</table>

**Step 4**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>Long Vowels: ā, ē, ĭ, ĕ, ū; Magic E; Vowel Digraphs with y and w. -ful, -fully</td>
<td>Vowel Rule 2</td>
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<tr>
<td>16</td>
<td>16</td>
<td>Long Vowel Magic E Words &amp; Compound Words</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td><strong>Review 3</strong>: Cons. Digraphs, Long &amp; Short Vowels; ck/k</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>Long vowel CV Word (i.e. hō, sō, pilot)</td>
<td>Vowel Rule 3</td>
</tr>
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</table>

**Step 5**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
<th>Rules</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>19</td>
<td>Third Sound of a’ (Italian ā), o’, u’</td>
<td>Vowel Rule 4</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>Plain Diphthongs: ou/ow, oi/oy;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mumuring Diphthongs: ar; or; er, ir, ur</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td><strong>Review 4</strong></td>
<td>Vowel Rules 1, 2, 3</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>Ending -y = ĕ or ĭ</td>
<td>Vowel Rules 5 &amp; 6</td>
</tr>
</tbody>
</table>

**Step 6**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>23</td>
<td>Three sounds of –ed</td>
<td></td>
</tr>
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<td>24</td>
<td>24</td>
<td>Patterns: short-v/cc (rōbber), long-v/c (rīper)</td>
<td>Vowel Rules 7 &amp; 8</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td><strong>Review 5</strong>: -tion; Long vowel (cv)</td>
<td>Vowel Rule 3</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>Sounds of s, x, c, g</td>
<td>Consonant Rules</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>Spelling of /k/, /ks/, /kw/, /s/, /gz/, x=/z/; Review of c &amp; g</td>
<td></td>
</tr>
</tbody>
</table>

**Step 7**

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson</th>
<th>Associations (Sound-to-Symbol Correspondences)</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>28</td>
<td>Irregular Vowel Digraphs: ie, oo, ei</td>
<td>Vowel Rule 3 &amp; Exceptions</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>Irregular Vowel Digraphs: ĕa, eă, ūr, ār</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>Vowel Combination: ou = /ō/; ŭ/ /ū/ /ūr/, /ūl/; /ūs/</td>
<td></td>
</tr>
</tbody>
</table>

---

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

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

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.


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

<table>
<thead>
<tr>
<th>A a</th>
<th>apple</th>
<th>Q q</th>
<th>quack</th>
</tr>
</thead>
<tbody>
<tr>
<td>B b</td>
<td>bed</td>
<td>R r</td>
<td>rug</td>
</tr>
<tr>
<td>C c</td>
<td>cap</td>
<td>S s</td>
<td>sun</td>
</tr>
<tr>
<td>D d</td>
<td>duck</td>
<td>T t</td>
<td>tent</td>
</tr>
<tr>
<td>E e</td>
<td>Eskimo</td>
<td>U u</td>
<td>umbrella</td>
</tr>
<tr>
<td>F f</td>
<td>fish</td>
<td>V v</td>
<td>van</td>
</tr>
<tr>
<td>G g</td>
<td>gum</td>
<td>W w</td>
<td>web</td>
</tr>
<tr>
<td>H h</td>
<td>hat</td>
<td>X x</td>
<td>box</td>
</tr>
<tr>
<td>I i</td>
<td>Indian</td>
<td>Y y</td>
<td>yak</td>
</tr>
<tr>
<td>J j</td>
<td>jet</td>
<td>Z z</td>
<td>zipper</td>
</tr>
<tr>
<td>K k</td>
<td>kid</td>
<td></td>
<td>ship</td>
</tr>
<tr>
<td>L l</td>
<td>lamp</td>
<td></td>
<td>inch</td>
</tr>
<tr>
<td>M m</td>
<td>mop</td>
<td></td>
<td>whip</td>
</tr>
<tr>
<td>N n</td>
<td>nest</td>
<td></td>
<td>this thumb</td>
</tr>
<tr>
<td>O o</td>
<td>ostrich</td>
<td></td>
<td>ring</td>
</tr>
<tr>
<td>P p</td>
<td>pup</td>
<td></td>
<td>bank</td>
</tr>
</tbody>
</table>
### Key Words for the 16 Basic Vowel Sounds

<table>
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<tr>
<th>Short sound</th>
<th>Long sound</th>
<th>3rd sound</th>
<th>Diphthongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>ate</td>
<td>all = a³</td>
<td>owl = ou</td>
</tr>
<tr>
<td>Eskimo</td>
<td>eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>ice</td>
<td>to = o³</td>
<td></td>
</tr>
<tr>
<td>ostrich</td>
<td>old</td>
<td>put = u³</td>
<td></td>
</tr>
<tr>
<td>umbrella</td>
<td>use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.
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 are available so students can make progress on their own between tutoring sessions. The expert instruction on the audio recordings 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.

Mr. Potter is preparing videos for each lesson that will make the program entirely self-teaching.

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.

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.
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 thirteen years ago, 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. But we anticipate, also, publishing an inexpensive paperback edition in order to reach an even larger audience. We feel that many people will prefer the convenience of purchasing a handy paperback edition over printing and binding their own copies.