

Webster's Spelling-Book Method of Teaching Reading and Spelling for the Twenty-First Century

Student Progress Chart

Student _____ Grade _____ School _____ Teacher _____

Table 1 CV Open Syllables a, c, d, g, g	Table 2 CV Open Syllables h, j, k, l, m, n	Table 3 CV Open Syllables p, r, s, t, j, v, w	Table 4 VC Closed Syllables b, c, d, f, g	Table 5 VC Closed Syllables j, k, l, m, a, n, p	Table 6 VC Closed Syllables R, s, t, v, x, z	Table 7 CV Open Syllables bl, cl, fl, gl, pl, sl	Table 8 CV Open Syllables br, cr, dr, fr, gr, pr, tr, wr	Table 9 CV Open Syllables th, ch, sh, ph	Table 10 CV Open Syllables sq, sp, st, sk, sc, sw
Table 11 CV Open Syllables spl, spr, str, shr, scr, scl	Table 12 CVC Words	Table 13 CVC Words	Table 14 CVC Words	Table 15 CVC Words	Table 16 CVC Words	Table 17 VC Words & Sent.	Table 18 VCE Words	Table 19 VCE Words	Table 20 CV Words
Table 21 CVCC Words	Table 22 CVCC Words	Table 23 CVCC Words	Table 24 CCVCC Words	Table 25 CCVCC Words Sent.	Table 26 2-Syl, Accent 1 st & Sent. Open	Table 27 CVCC Words	Table 28 CVCC Words	Table 29 CCVC & Sent.	Table 30 CVCC Words
Table 31 CCVCC Words	Table 32 2-Syl, Accent 2 nd & Sent.	Table 33 ee, oo	Table 34 ee, oo	Table 35 oo, oo	Table 36 CVck, CCVck	Table 37 CVnk, CCVnk	Table 38 nk, rk, sk sh, ss, ft	Table 39 sk, rl, lm, rm,	Table 40 ff, dd, gg, ll, bb
Table 41 ll, nn, n, rr, sh	Table 42 ss, st, r, ll, rt.	Table 43 s for plural & Sent.	Table 44 2-Syl, Accent 1 st	Table 45 dge, g = j	Table 46 Various ch endings & Sent.	Table 47 ose pse ise, ime, ere, & Sent.	Table 48 oi, ou,	Table 49 ou, ow, ice, ise & Sent.	Table 50 ëa, etc.
Table 51 ye, ee, ai, oa, ea	Table 52 ëa, öa, äi & Sent.	Table 53 ëa, ös, äi,	Table 54 3-Syl, Accent 1 st Closed, & Sent.	Table 55 VCe & Sent.	Table 56 2-Syl, Accent 1 st & Sent.	Table 57 ou, ow, ai, ea, oa, etc.	Table 58 ai, ea, oa, , etc.	Table 59 ëa, öa, ew, öw, & Sent.	Table 60 au, aw, augh
Table 61 VCe & Sent.	Table 62 3-Syl, Accent 1 st	Table 63 3-Syl, Accent 2 nd	Table 64 2-Syl, Accent 1 st & Sent.	Table 65 2-Syl, Accent 1 st	Table 66 2-Syl, Accent 1 st	Table 67 4-Syl, Accent 1 st & Sent.	Table 68 3-Syl, Accent 2 nd & Sent.	Table 69 ay, ey	Table 70 oy, aw
Table 71 wa, (a=ö), work, etc.	Table 72 ow, ey, ir, etc. & Sent.	Table 73 2-Syl, Accent 1 st & Sent.	Table 74 2-Syl, Accent 1 st & Sent.	Table 75 3-Syl, Accent 2 nd & Sent.	Table 76 3-Syl, Accent 2 nd & Sent.	Table 77 2-Syl, Accent 1 st & Sent.	Table 78 3-Syl, Accent 1 st	Table 79 2-Syl, Accent 2 nd & Sent.	Table 80 2-Syl, Accent 1 st & Sent.
Table 81 3-Syl, Accent 2 nd & Sent.	Table 82 4-Syl, Accent 1 st & Sent.	Table 83 3-Syl, Accent 1 st & Sent.	Table 84 2-Syl, Accent 1 st & Sent.	Table 85 3-Syl, Accent 1 st & Sent.	Table 86 2-Syl, Accent 2 nd & Sent.	Table 87 2-Syl, Accent 1 st & Sent.	Table 88 2-Syl, Accent 1 st & Sent.	Table 89 2-Syl, Accent 2 nd & Sent.	Table 90 5-Syl, Accent 2 nd & Sent.
Table 91 2-Syl, Accent 2 nd & Sent.	Table 92 2-Syl, Accent 2 nd & Sent.	Table 93 4-Syl, Accent 3 rd Weak accent 1 st & Sent.	Table 94 3-Syl, Accent 1 st	Table 95 2-Syl, Accent 2 nd	Table 96 1-Syl, Aspirated th & Sent.	Table 97 2-Syl, Accent 1 st	Table 98 2-Syl, Accent 1 st öw, & Sent.	Table 99 2-Syl, Accent 1 st & Sent.	Table 100 4-Syl, Accent 2 nd & Sent.
Table 101 4-Syl, Accent 2 nd & Sent.	Table 102 5-syl, Accent 2 nd & Sent.	Table 103 6-syl, Accent 4 th	Table 104 3-Syl, Accent 1 st	Table 105 3-Syl, Accent 1 st	Table 106 3-syl, Accent 2 nd	Table 107 4-syl Accent 3 rd & Sent.	Table 108 3-Syl, Accent 1 st	Table 109 2-Syl, Accent 2 nd & Sent.	Table 110 3-Syl, Accent 2 nd & Sent.
Table 111 3-Syl, Accent 1 st ate short, & Sent.	Table 112 2-Syl, Accent 1 st	Table 113 3-Syl, Accent 1 st & Sent.	Table 114 ä all, what (ö)	Table 115 2-Syl, Accent 1 st & Sent.	Table 116 2-Syl, Accent 2 nd	Table 117 4-Syl, Accent 2 nd A unmarked in ate.	Table 118 4-syl, Accent 2 nd & Sent.	Table 119 4-Syl, Accent 2 nd ate w/o long sound	Table 120 4-syl, Accent 2 nd & Sent.
Table 121 7-Syl, Accent 5 th 8-syl, Accent 6 th & Sent.	Table 122 th has aspirated sound & Sent.	Table 123 th has vocal sound adj in ous & Sent.	Table 124 3-Syl, Accent 2 nd Adj. -ous & Sent.	Table 125 5-Syl, Accent 3 rd * Sent	Table 126 Various 1-Syl. words & Sent.	Table 127 wh - hw or w & Sent.	Table 128 x = gz Sent.	Table 129 tian & tion = chun ien - yen, etc.	Table 130 sier, zier, shion, sia, ion - zhun
Table 131 C before h has k sound	Table 132 g before e, i, and y has hard sound	Table 133 c = s & g = j ending prim or sec acct. syl.	Table 134 ci & ti = sh	Table 135 ci, ti = sh united with preceding syl.	Table 136 ci & ti - shi	Table 137 Misc. 3 Syl- Accent 2 nd , 4-Syl Acc. 3 rd 5- Syl, Accent 4 th , etc.	Table 138 3-Syl, Accent 1 st Ending in ize	Table 139 4-Syl & 5-syl. Accent on primitive	Table 140 Sounds of ng
Table 141 d, t, and u in capture, verdure & Sent.	Table 142 g & k before n always silent	Table 143 ch= sh	Table 144 ea - ë or e in term.	Table 145 ign	Table 146 e, li y mute before n	Table 147 Fables	Table 148 Words spelled or pronounced alike or nearly alike	Table 149 Word of irregular orthography	Table 150 Verbs, Nouns, Adj. Misc.
Table 151 q = k, t not sounded ei/ie	Table 152 Words difficult to spell								

Note from Internet Publisher: Donald L. Potter

February 26, 2010

This “Student Progress Chart” for *Webster’s Spelling Book Method for Teaching Reading and Spelling for the Twenty-First Century* is designed to assist teacher keep track of students’ progress learning to read and spell with my edition of Webster’s 1908 *Elementary Spelling Book*.

Webster’s Spelling Book Method for Teaching Reading and Spelling for the Twenty-First Century is now available from Café Press: www.cafepress.com/donpottertutoring. The book in is a convenient 8 ½ x 11 spiral bound format. The print is large enough for the youngest eyes.

Parents and teachers who teach their children and students with Webster are in for a very great surprise as they witness first-hand the incredibly high reading and spelling levels students naturally attain when taught with this proven method. Students who read by syllables are able to read much faster and with higher degrees of accuracy and comprehension than contemporary student with contemporary methods. The grade level system of reading, common in today’s education, is completely swept to the side as the students go immediately to high levels of reading after only a few hours of instruction.

A number of aids explaining how to teach the **Spelling Book Method** are available on my website, www.donpotter.net. Unfortunately, the knowledge of how to teach the ancient and honorable syllabary method has all but vanished from the educational collective consciousness. It is my purpose to restore this time-honored method to a place of pride in reading instruction in this century.

For the theoretical aspects of why we should restore Webster’s method of teaching reading and spelling, see Geraldine Rodger’s essay, “Why Webster’s Way Was the Right Way.” It is available on my website. Special thanks go to Elizabeth Brown (www.thephonicspage.org, where Mrs. Brown has published a phonics method that makes good use of Webster’s syllabary) and Dr. Eugene Roth whose encouragement and knowledge could always relied upon.

Mrs. Elizabeth Brown and Mr. Potter have started Blog to promote *Webster’s Spelling Book Method*:

<http://phonicsfirstsyllablesalways.wordpress.com/>

Last revised 1/12/12.

Mr. Potter is a retired public school teacher, currently teaching Spanish and Remedial Reading at the Odessa Christian School, Odessa, TX