

SPELLING AND READING WORD LISTS

by Monica Foltzer, M. Ed.

Past Director of Intensive Phonics Institute

Graduate Department

Xavier University, Cincinnati, Ohio

Author of A SOUND TRACK TO READING

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

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

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

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

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

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

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

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

A Sound Track to Reading Spelling List

Organized by Rhyming Families

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

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

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

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

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

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

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

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

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

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

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

| | | | | | | | |
|-------|-------|------|-------|------|------|------|------|
| cast | damp | band | can't | ask | act | apt | best |
| fast | lamp | hand | pant | bask | fact | rat | jest |
| last | ramp | and | rant | cask | tact | raft | lest |
| mast | tamp | land | ant | mask | pact | asp | nest |
| past | camp | sand | | task | | gasp | pest |
| rest | bend | rend | bent | sent | belt | kept | left |
| test | fend | send | dent | tent | felt | wept | deft |
| vest | lend | tend | lent | vent | melt | desk | help |
| west | mend | vend | pent | went | pelt | elm | kelp |
| quest | end | wend | rent | elf | welt | helm | yelp |
| gilt | hint | gift | milk | fist | disk | pond | pomp |
| quilt | tint | lift | silk | list | risk | fond | romp |
| tilt | mint | rift | bilk | mist | lisp | bond | loft |
| wilt | lint | sift | film | limp | wisp | cost | soft |
| bump | lump | dust | rust | gulp | hulk | bunt | dusk |
| dump | pump | bust | must | pulp | sulk | hunt | husk |
| jump | rump | gust | lust | tuft | bulk | punt | musk |
| hump | mumps | just | | | | runt | tusk |

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

| | | | | | | | |
|--------|-------|-------|-------|--------|-------|-------|--------|
| crab | brag | crack | slam | bran | trap | snap | flat |
| drab | drag | track | clam | clan | scrap | brass | spat |
| grab | crag | black | swam | plan | clap | grass | scat |
| blab | flag | slack | scram | scan | flap | glass | brat |
| scab | snag | snack | gram | span | slap | crass | plat |
| stab | stag | stack | cram | | strap | class | drat |
| dress | bled | smell | fleck | flex | grid | grin | twig |
| press | fled | spell | speck | stem | slid | skin | swig |
| stress | sped | swell | step | trek | squid | spin | spring |
| bless | sped | dwell | | | skid | twin | prig |
| grill | brick | swim | grit | glib | snip | block | trot |
| skill | prick | skim | slit | crib | slip | clock | blot |
| spill | trick | slim | spit | cliff | flip | flock | clot |
| still | click | trim | flit | skiff | grip | smock | plot |
| drill | slick | grim | twit | stiff | trip | stock | slot |
| frill | stick | prim | split | bliss | strip | frock | spot |
| prod | crop | frog | blob | truck | drum | drug | gruff |
| clod | drop | clog | snob | struck | swum | plug | stuff |
| trod | prop | flog | snob | pluck | scum | slug | fluff |
| plod | stop | smog | floss | stuck | glum | snug | bluff |

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

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

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

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

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

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

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

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

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

In two or more syllable words, the sound of /k/ is usually spelled c. – Lesson 27

Note that each sound can be heard.

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

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

| | | | | | | | |
|-------|-------|-------|-------|--------|--------|-------|-------|
| dine | fade | bale | came | ape | bide | dime | cake |
| fine | jade | dale | fame | cape | hide | lime | fake |
| line | made | gale | game | nape | ride | mine | lake |
| mine | wade | hale | lame | tape | side | rime | quake |
| nine | grade | male | name | drape | tide | time | rake |
| pine | trade | pale | same | shape | wide | crime | sake |
| vine | blade | sale | frame | scrape | bride | grime | take |
| wine | glade | tale | blame | | pride | prime | wake |
| brine | spade | vale | flame | daze | stride | slime | brake |
| swine | shade | scale | shame | faze | glide | chime | flake |
| twine | | stale | | haze | slide | | snake |
| shine | base | whale | dare | blaze | snide | smile | stake |
| thine | case | shale | glare | maze | chide | mile | shake |
| whine | chase | | | | | while | slake |
| | | | | | | | make |

| | | | | | | | |
|--------|--------|--------|---------|--------|-------|------|-------|
| bone | dive | bite | cove | choke | dote | here | bore |
| cone | five | mite | dove | poke | note | mere | cone |
| lone | hive | quite | hove | woke | mote | eke | more |
| hone | jive | site | rove | yoke | quote | eve | pore |
| tone | live | trite | wove | broke | rote | mete | score |
| crone | drive | smite | drove | stroke | tote | mule | tore |
| drone | thrive | sprite | grove | smoke | vote | cute | tore |
| prone | chive | white | clove | spoke | smote | fume | yore |
| scone | | | stove | stoke | | muse | snore |
| stone | like | ripe | stroved | joke | dome | fuse | store |
| shone | spike | gripe | | | home | mute | swore |
| throne | bike | pipe | | | tome | cube | shore |

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

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

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

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

Plain diphthongs as in owl and oil: – Lesson 20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note from Internet Publisher: Donald L. Potter

June 6, 2018

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

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

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

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

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

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

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

Three Important Observations on Reading by Monica Foltzers

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

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

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

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