

THE REVISED BLUMENFELD
ORAL READING
ASSESSMENT TEST

Prepared by Donald L. Potter

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THE REVISED BLUMENFELD ORAL READING ASSESSMENT TEST

The purpose of the *Revised Blumenfeld Oral Reading Assessment Test* (Revised BORAT) is to permit the tester to determine the student's ability to read. By reading, we mean the ability to translate our alphabetic written language into its precise spoken equivalent.

The four-page test consists of 38 columns of words, each column consisting of 10 words (380 words in all), arranged in a sequence progressing from the simplest three-letter, one syllable words to complex, multisyllabic words.

The first 23 columns test the student knowledge of the English alphabetic system in its entire range of vowel and consonant spelling forms. This knowledge is generally known as "basic decoding skills"

Columns 5, 25, 27, and 28 test reading ability with a variety of two-syllable words. Columns 24, 29 and 30 consists of three-syllable words. Column 31 consists of common multisyllabic words used in and out of school.

Columns 32-36 consist of more difficult multisyllable words generally found in adult-level reading matter as in *Reader's Digest*. Columns 37 and 38 consist of multisyllabic words culled from employment display ads in the *Sunday Boston Globe*.

This is an oral test and therefore does not test comprehension. It tests decoding skills in order to establish whether or not the student can read written English with accuracy. Indeed, many students with good phonetic knowledge may have difficulty with some of the multisyllabic words, indicating a weakness in vocabulary development.

Before administering the test, the tester should read all the words to make sure he or she knows their correct pronunciation. If the tester is unsure of only a few words, a dictionary will usually provide the correct pronunciation and accentuation. It is important for the test to know the correct pronunciation of all the words, for wrong accentuation is considered an error.

The test package contains at least two copies of the test – one for the student to read, and a marking copy for the tester. Each student requires a marking copy as his or her own record of the test. The tester should have as many marking copies as number of students to be tested. If an entire student body in a school is to be tested, then several hundred marking copies will be needed. If you are a private tutor, keep a stock of marking copies on hand.

This test package contains a grade-level scoring chart, and a section on how to interpret the score. Also at the end of the test are several questions the tester should ask the student. If the student plans to attend college, or pursue a career goal that requires good reading skills, but has tested poorly, an intensive remedial program should be recommended. A knowledge of the schools the student has attended may provide the teacher with information on how the student as taught to read in the primary grades.

Testing Instructions

The test can be given to anyone – from a third grader to an adult. It is particularly useful in determining the reading skill of adult functional illiterates. First and second graders can be tested by using the first 23 columns only. They will inform the tester on how well the child is mastering the English alphabetic system.

Because this is an oral test, it can only be given to one person at a time. It should be given privately in a room or office where others cannot hear or interrupt. If the test is given at home, a kitchen or dining room table and two chairs would provide a comfortable setting. The student and tester should be close enough so that the tester can hear the student without difficulty and the student can read in a normal speaking voice.

First, the student fills out the information at the top of the tester's copy. When completed, the student hands the marking copy to the tester. The tester then gives the student the reading copy and instructs the student to read the words down each column in regular sequence when told to begin. The student should be told to read for accuracy, not for speed, and to pronounce each word clearly and distinctly.

When the student begins reading, the tester listens carefully, following the words as they are read, putting a check only next to those word read incorrectly. Any derivation from the correct pronunciation of the word must be marked as an error. However, if the student first mispronounces a word ore misreads it but immediately corrects himself, this should not be marked as an error. If you've already made a check mark, simply put a slash through the check to indicate an immediate self-correction. Under no circumstance should the tester in any way assist the student in reading the words.

Typical errors include gross misreadings, wrong vowel pronunciation, inability to read the word at all, wrong guessing.

When the student has completed reading all the columns, the tester should add up the check marks in each column and tabulate the total number of errors. The total number of errors it the final score. Check the scores against the grade-level chart to arrive at the student's grade-level reading ability.

Interpreting the Scores

The lower the score, the better the reader. The higher score, the poorer the reader. The discrepancy between the student's score and the expected grade-level score will indicate how far behind the student is. For example, if the student is a seventh grader, with an expected score of 45 to 54, who actually scored 100 errors, he or she would have the reading ability of a fourth-grader.

Most important to note is where the errors were made. If the student misread many words in the first 23 columns, then that student has a serious lack of basic phonetic knowledge and is primarily a sight reader. If the student did well on the first 23 columns but then began to falter with the multisyllabic words, then this student has simply not had enough challenging, vocabulary-rich reading in school or at home.

Good readers score at their grade level or better. If you are testing an entire school, you may find one or more third-graders reading at a seventh-grade level, a ninth-grader reading at a third-grade level, and a few twelfth-graders at a third-grade level, and a few twelfth-graders reading at a fifth-grade level. By giving the test to everyone, the administrator will be able to draw a literacy profile of the entire school, thus identifying those who need remedial help. If the entire school tests poorly then the reading instruction in that school will most likely be at fault.

If you are operating a good private school with good reading instruction but have among your students poor readers from the public schools, this test will help you identify them so that you can offer them remedial or tutorial instruction. In fact, this is an excellent test to administer to students how are applying. In ten minutes, this test will provide you with a clear profile of the student's reading skill and his or her ability to hand your school's curriculum. By informing the parents beforehand that the student will need extra tutorial instruction, the additional cost can be factored into the tuition.

If an adult made many errors in the first 23 columns, then the adult will need intensive systematic phonics instruction, such as *Blumenfeld's Alpha-Phonics*, to improve his or her reading ability. That individual may have been labeled functionally illiterate or dyslexic. The cure for dyslexia is to become a phonetic reader, and that means instruction in intensive, systematic phonics.

Grade Chart

The following chart is a guide to grade-level reading ability based on the number of errors made by the student in the test:

<u>Grade</u>	<u>Score Parameters</u>
3	110-130
4	95-109
5	75-94
6	55-74
7	45-54
8	40-44
9	35-39
10	30-34
11	25-29
12	20-24

How was this grade level chart prepared? In September 1983 this test was given to 207 students in grades 3 through 12 in a private school in Boston. The results made it possible to set parameters of reading ability based on errors made the students. By averaging the scores of the students in each grade, a mean score was arrived at for the grade permitting the setting of expected or ideal score parameters for each grade.

In actuality, the average scores for each graded were at variance with the expected or ideal scores. Some grades scored at, above, or below the expected average. In the chart below are the actual scores of the students by grade.

Grade	Number of Pupils	Average Errors Scored	Expected Grade-level Scores	Errors Scored by Best Reader	Errors Scored by Poorest Reader
3	11	119	110-130	51	230
4	7	105	95-109	39	227
5	0		75-94		
6	21	62	55-74	31	103
7	17	49	45-54	16	83
8	33	48	40-44	12	123
9	42	50	35-39	15	130
10	29	36	30-34	6	111
11	25	29	25-29	8	93
12	22	31	20-24	9	85

Note the amount of information that one was able to gather by the testing. Beginning with seventh grade, the best readers scored far above twelfth-grade level, while the poorest readers name made it above fifth-grade level. In addition, the chart reveals that grades 3, 4, 5, 7 and 11 achieved grade-level scores but that grades 8, 9, 10 and 12 scored below their expected level. The reason is because they did so poorly is because they included many recent arrivals from the public schools with poor reading ability.

Note that the best reader in the third grade scored at the seventh-grade level and the poorest reader in the twelfth grade scored at the fifth-grade level. The best reader in the school who made only 6 errors in the test. The poorest reader was a 9th grader who scored at the 3rd-grade level.

Obviously, the scores identified those students who were in the greatest need of help. It was discovered, for example, that 22 students in grades 8 through 12 were reading 4 or more grades below their expected level. Two students were reading seven grades below their expected reading level.

Of the 207 students tested in grades 3-12, 106 students (51%) scored at or below their expected grade level, indicating that a tutorial program was needed to bring these students up to their grade level in reading.

Drawing a School Profile

By administering this test to an entire school, it is possible to gather the following important information.

1. The reading ability of each student
2. A determination of how many students are phonetic readers and how many are “sight” readers.
3. The identification of those students who need help.
4. A comparison between those students taught to read at the school and those who were taught elsewhere.
5. A literacy profile of each class – identifying the best reader and the poorest.
6. Matching a student’s reading ability to his or her career goal.
7. An evaluation of the school’s overall language arts program
8. An evaluation of the school’s beginning reading program.
9. A comparison between schools that have administered the same tests.
10. Data that will permit the school to determine why some students are superior readers and others very poor readers. Are the difference attributable to beginning reading instruction or other factors finding out where and how these students were taught to read in the first three grades would provide very valuable information about different reading instruction programs.

Follow Up Testing

The *Revised Blumenfeld Oral Reading Test* is available in two versions (A & B) so that the students can be retested at a later date after tutorial or remedial help. The format of the test is the same, but the words are different, thereby permitting the tester to measure progress made by the student.

Evaluating Home Schoolers

The Revised BORAT provides home-schooling parents a very easy and quick means of evaluating their children’s reading ability. These evaluations will be useful later should the family decide to place the child in a school or when the student applies for college entrance.

The Revised Blumenfeld Oral Reading Assessment Test- A

Name _____ Age _____ Grade _____ Date _____ School _____

1	2	3	4	5	6	7
mad	dad	fam	this	napkin	kept	blab
yen	vex	hap	which	gallon	fact	brag
bit	dim	dex	cap	chapel	test	clap
hog	fog	seg	shed	kidnap	disk	cram
mum	cub	dib	much	vivid	milk	drip
nap	jam	min	chick	pencil	help	flap
let	yet	jod	rash	mimic	belt	fret
rib	fig	mov	that	vanish	bump	glad
top	cop	lub	when	cactus	badge	plus
dug	cut	sut	ash	pencil	fence	snag
8	9	10	11	12	13	14
trump	make	ball	car	leak	time	joke
blimp	paid	yawn	sharp	shield	like	boat
clump	wait	fault	spark	she	sight	soap
crimp	game	raw	charm	dream	size	row
flank	eight	cause	chart	weep	fire	cold
frisk	say	talk	charge	seat	cry	nose
grand	jail	haunt	farce	mean	dice	hope
plump	cage	crawl	card	treat	shy	phone
prompt	weigh	call	large	seed	high	slow
slump	fade	caught	arch	brief	price	dome

The Revised Blumenfeld Oral Reading Assessment Test- A

15	16	17	18	19	20
good	out	Joyce	tune	who	serve
wood	now	toy	fun	eye	term
should	house	boil	huge	your	girl
pool	count	coin	crude	where	shirt
too	brown	void	new	young	thirst
room	once	boy	blue	pull	nurse
book	ground	moist	chew	door	earn
could	crowd	troy	juice	enough	earth
crook	owl	foil	zoo	sew	worn
nook	our	join	spoon	touch	burn
21	22	23	24	25	26
able	Phillip	nation	national	promptly	scheme
fiddle	phony	action	consumption	begrudge	chorus
cattle	phrase	patient	imagine	slothful	chemist
struggle	physics	mission	tyranny	tactless	school
single	graphic	special	possible	luncheon	Christmas
fumble	photo	capture	difference	witchcraft	psychic
stifle	rough	question	judicious	chopstick	myth
wriggle	cough	fusion	represent	swiftly	system
strangle	laugh	leisure	incident	cascade	syntax
turtle	draught	tissue	consonant	spaceship	syrup

The Revised Blumenfeld Oral Reading Assessment Test - A

27	28	29	30	31
concern	chasten	artisan	eccentric	manager
routine	contrite	subsidies	applicants	information
asphalt	realty	upheavals	excesses	registration
prepare	appraised	ascertain	epithets	biographical
nasal	derived	resilience	exultant	photogenic
assign	pattern	prodigious	contrary	discovery
rely	inane	equity	imminent	immediately
triumph	regime	potentate	fortified	supervision
bestow	novice	lunacy	conveyor	vacation
technique	precepts	antidote	decisive	environment
32	33	34	35	
interrogation	diminutive	irresponsible	indignation	
concentrated	spontaneous	surreptitiously	undemocratically	
inconceivable	tremendously	representative	customarily	
collaboration	emulation	consanguinity	idiosyncrasies	
accomplices	apostrophe	justifiable	indistinguishable	
deregulation	revolution	totalitarian	intimidated	
reapportionment	enunciate	infallibility	entrepreneur	
contemptuous	conscientious	analytical	simultaneously	
incompatibility	dictatorship	climatology	interminable	
formidable	combustible	anonymity	meticulously	

The Revised Blumenfeld Oral Reading Assessment Test - A

36	37	38
illumination	candidate	microprocessor
unimaginable	productivity	facilities
replicated	exceptional	confidential
reverberating	pneumatic	multidisciplinary
ludicrously	semiconductor	neurosurgery
computerized	collateral	coordinator
contiguous	appropriate	prototypes
ephemeral	responsibilities	negotiations
resuscitated	manufacturing	synonymous
anesthesiologist	innovation	installation

Score (Number of errors by column)

1 _____	11 _____	21 _____	31 _____
2 _____	12 _____	22 _____	32 _____
3 _____	13 _____	23 _____	33 _____
4 _____	14 _____	24 _____	34 _____
5 _____	15 _____	25 _____	35 _____
6 _____	16 _____	26 _____	36 _____
7 _____	17 _____	27 _____	37 _____
8 _____	18 _____	28 _____	38 _____
9 _____	19 _____	29 _____	
10 _____	20 _____	30 _____	Total _____

Final Score _____ Reading Grade Level _____

Do you plan to attend a college? _____

What is your career goal? _____

What schools have you attended? _____

The Revised Blumenfeld Oral Reading Assessment Test- B

Name _____ Age _____ Grade _____ Date _____ School _____

1	2	3	4	5	6	7
fad	dab	maf	thin	tidbit	next	brush
yet	wax	hab	which	ribbon	mint	clip
lit	bib	yex	champ	tablet	dunk	crash
bog	gut	beb	shin	picnic	munch	drudge
sum	cup	teg	when	civil	wept	brag
pan	jeg	hin	chat	within	sift	flash
me	yam	jub	dash	liquid	pact	brash
dim	fog	niv	this	blemish	task	splash
hop	cob	lut	what	mascot	mast	stub
mug	hut	suz	fresh	lentil	pump	trek
8	9	10	11	12	13	14
thrust	bake	call	far	peak	dime	poke
twitch	maid	dawn	harp	shield	bike	coat
branch	gait	fault	stark	we	light	soar
strength	tame	clause	shard	cream	prize	crow
graft	weight	jaw	carp	seep	hire	fold
crept	day	balk	charge	bleat	fry	pose
blast	fail	daunt	farce	clean	nice	rope
craft	page	crawl	lard	feat	sky	moan
front	vein	fall	barge	deed	thigh	grow
clump	wade	fraught	arch	chief	thrice	home

The Revised Blumenfeld Oral Reading Assessment Test- B

15	16	17	18	19	20
mood	pout	Royce	dune	whom	nerve
hood	how	coy	muse	eye	germ
would	douse	foil	huge	your	girl
cook	mount	loin	rude	were	burst
shook	crown	voice	few	youngster	flirt
broom	bounce	joy	true	bull	purse
cook	found	foist	shrew	floors	learn
could	crowd	ploy	sluice	enough	earth
zoom	fowl	coil	goof	two	worth
hook	hour	toy	croon	only	turn
21	22	23	24	25	26
fable	Phyllis	station	national	spendthrift	schedule
riddle	phone	faction	consumption	slingshot	choral
bottle	phase	patience	imagine	crankcase	chemical
straggle	physical	fission	tyranny	dustpan	scholar
mingle	graphite	racial	possible	flagpoles	Christian
stumbler	phosphate	rapture	difference	crispness	psychotic
trifle	tough	bastion	judicious	grandstand	mythical
wriggle	cough	pleasure	represent	spotless	symphony
wrangle	laughter	lesion	incident	hamstring	systemic
hurtle	draught	issue	consonant	platelet	character

The Revised Blumenfeld Oral Reading Assessment Test - B

27	28	29	30	31
preserve	hastened	partisan	nemesis	principal
berserk	epoch	rhapsodies	reprisal	semester
censure	fledgling	magnesia	skeptical	scholastic
asthma	grenade	novella	hypoderm	historical
diffuse	deprived	reprobate	gardenia	vaccinations
resigned	inscribe	hydrofoil	aqueduct	autobiographical
defy	demure	demagogue	asterisk	counselor
chronic	maestro	permeate	eminent	supervisory
betroth	limelight	placebo	bivouac	ecological
physique	mortgage	thoroughfare	coercive	valedictorian
32	33	34	35	
interrogatory	femininity	unalienable	pathogenesis	
concentration	gentility	reconnaissance	confiscatory	
coincidental	guarantee	septuagenarian	stereotypical	
dialectic	heterogeneous	stratagem	idiosyncratic	
appropriate	ideogram	hierarchy	premediated	
asinine	inscrutable	espionage	pseudonym	
craniology	modification	inviolability	rigmarole	
denationalize	obsolescence	ludicrous	knavery	
epileptic	pistachio	noncarnivores	hypocritically	
facetious	polytheism	obstetrician	quiescent	

The Revised Blumenfeld Oral Reading Assessment Test - B

36	37	38
hypochondriac	sophistication	radioactivity
impermeable	ministerial	simulator
diversionary	elegiac	privatization
matriculate	gregarious	statistician
mercenary	pneumonia	tautology
onomatopoeia	lobotomy	ventriloquy
lithography	immunology	topographer
perfunctory	libertarianism	mistletoe
quintessential	rejuvenation	individualize
schizophrenic	malfeasance	extraterrestrial

Score (Number of errors by column)

1 _____	11 _____	21 _____	31 _____
2 _____	12 _____	22 _____	32 _____
3 _____	13 _____	23 _____	33 _____
4 _____	14 _____	24 _____	34 _____
5 _____	15 _____	25 _____	35 _____
6 _____	16 _____	26 _____	36 _____
7 _____	17 _____	27 _____	37 _____
8 _____	18 _____	28 _____	38 _____
9 _____	19 _____	29 _____	
10 _____	20 _____	30 _____	Total _____

Final Score _____ Reading Grade Level _____

Do you plan to attend a college? _____

What is your career goal? _____

What schools have you attended? _____

Analysis of the Revised Blumenfeld Oral Reading Assessment Test (Revised BORAT – Version A)

Prepared by Donald L. Potter
February 1, 2021

This “Analysis of the Revised BORAT” will study the sequenced orthographic organization of the test. Quotes are from the test instructions. Note that the columns were reordered and slightly modified so that the phonics sequence will now match the sequence in *Blumenfeld Alpha-Phonics*.

“The first 23 columns test the student’s knowledge of the English alphabetic system in its entire range of vowel and consonant spelling forms. This knowledge is generally known as ‘basic decoding skills.’

“Columns 5, 25, 27, and 28 test reading ability with a variety of two-syllable words. Columns 24, 29 and 30 consists of three-syllable words. Column 31 consists of common multisyllabic words used in and out of school.

“Columns 32-36 consist of more difficult multisyllabic words generally found in such adult-level reading matter as the *Reader’s Digest*. Columns 32-36 consist of multisyllabic words from employment display ads in the *Sunday Boston Globe*.”

I. Basic Decoding Skills as Taught in *Blumenfeld’s Alpha-Phonics*

Columns

Phonetic Elements Tested

1. Short vowels: Lessons 1 - 28
2. Short vowels: Lessons 1 - 28
3. Short Vowels: Nonsense Syllables: Lesson 1 - 28
4. Consonant Digraphs: Lessons 29 - 37
5. Two-Syllable Short Vowel words: Lessons 38 - 39
6. Consonant Blends: Ending Blends: Lesson 40 - 56
7. Consonant Blends: Beginning Blends: Lessons 58 - 71
8. Consonant Blends: Beginning and Ending Blends: Lesson 58 - 71
9. Long a: Lessons 72 - 82
10. au, aw: Lessons 83 - 84
11. ar: Lessons 85 - 86
12. Long e: Lessons 87 -97
13. Long i: Lessons 98 - 100
14. Long o: Lessons 101 - 107
15. Long and Short oo & oo as in door: Lessons 108 – 110
16. ou, ow: Lessons 111 - 113
17. oy, oi: Lesson 114
18. Long u: Lessons 115 -117
19. Mixed Irregular Words taught in previous lessons
20. /ûr/: er/ir/ur/wor: Lessons 118 - 118
21. Ending -le: Lesson 119
22. /f/ as ph & gh: Lesson 120
23. /sh/ as ti, si, su: Lesson 121

II. Advanced School Decoding Skills

24. Two-syllable words: Lesson 121
25. Two-syllable words: Decodable Words using variety of already taught skills.
26. Three-syllable words: Lesson 128
27. Two-syllable words
28. Two-syllable words
29. Three-syllable words
30. Three-syllable words
31. Multisyllabic School words

III. Basic Adult-level Reading

32. Multisyllabic words
33. Multisyllabic words
34. Multisyllabic words
35. Multisyllabic words
36. Multisyllabic words

III. Advanced Adult-level Reading

37. Multisyllabic words
38. Multisyllabic words

The following are merely *rough indicators* of the columns that a student should be able to read based on the Grade/Score Parameters in the Revised BORAT instructions. This table was created by Donald Potter to see how the scoring corresponded with the organization of the phonics elements in the Revised BORAT and the corresponding organization in *Blumenfeld's Alpha-Phonics*.

Grade Levels by Columns

Third-grade:	25 columns	110 – 130 errors
Fourth-grade:	27 columns	95 – 109 errors
Fifth-grade:	29 columns	75 – 94 errors
Sixth-grade:	31 columns	55 – 74 errors
Seventh-grade:	33 columns	45 – 54 errors
Eight-grade:	34 columns	40 – 44 errors
Ninth-grade:	35 columns	35 – 39 errors (9 th , 10 th , and 11 th are very close)
Tenth-grade:	35 columns	30 – 34 errors
Eleventh-grade:	35 columns	25 – 29 errors
Twelfth-grade:	36 columns	20 – 24 errors

Mr. Blumenfeld notes that the test is for testing oral reading skills from third-grade through adult. “First and second-graders can be tested by using the first 23 columns only. They will inform the tester on how well the child is mastering the English alphabet system.” He adds, “Most important to note is **where** the errors were made. If a student misreads many words in the first 23 columns, then that student has a serious lack of basic phonetic knowledge and is primarily a sight-reader. If the student did well on the first 23 columns but then began to falter with the multisyllabic words, then this student simply has not had enough challenging, vocabulary-rich reading in school or at home.”

Conclusion: The Revised BORAT proves to be a comprehensive instrument for testing a reader’s oral knowledge of the English alphabet system.

Mr. Donald L Potter first used original BORAT 11/9/1996. The revised edition was made on 2/5/2021.

BLUMENFELD'S ALPHA-PHONICS

Ten Steps to Reading Success

<u>Step</u>	<u>Lessons</u>	<u>Skills</u>
Step 1	Lessons 1 – 14	Short Ää, Mm, Nn, Ss, Tt, Xx, Dd, Ww, Ll, Bb, Cc, Gg, Ff, Jj, Ll, Nn, Pp, Rr, Tt, Vv, Yy, Zz, ck, qu.
Step 2	Lessons 15 – 28	Short vowels: ě, ĭ, ō, ŭ; Consonant Digraphs: ph, th
Step 3	Lessons 29 – 37	Consonant Digraphs: sh, ch, wh. Verbs: to be, to have, contractions
Step 4	Lessons 38 – 39	Two-syllable short vowel words
Step 5	Lessons 40 – 49	all, consonant blends: ng, ing, Final Consonant blends: nd, nt, (er), nk, nc, nch, ct, ft, pt, xt, sk, sp, st.
Step 6	Lessons 50 – 71	Final consonant blends: lb, ld, lf, lk, lm, lt, mp, tch, dge, nce, nse, Two-syllable words with consonant blends. Initial consonant blends: bl, br, cl, cr, dr, dw, fl, fr, gl, fr, gw, bl, br, sl, shr, sm, sn, sp, spr, st, str, sw, sc, sk, scr, tr, thr, tw.
Step 7	Lessons 72 – 86	Long ā vowel spellings: ā-e, ai, ay/ey, ei, eigh, au/aw, är
Step 8	Lessons 87 – 100	Long ē vowel spellings: ee, ēa, [ĕa, eā], e-e, ie, --y; Long ī vowel: I, -y, uy. igh
Step 9	Lessons 101 – 117	ough, augh, gh=f, Long ō vowel spellings: ō-e, ōe, ōw, ōld, ōst. –o, ōō, ōō, ōo, ould, ou/ow, ouch, oy/oi, Long ū vowel: ū-e, ūi, ūe, ew, eu.
Step 10	Lessons 118 – 128	er, ir, or, ur, ear, le, Silent t, ph=f, ti=sh, ssi, ci, ce = sh, ci, sci, xi = su, ssu = sh, si, su = zh, ti tu = ch, kn =n, mb = m, bt = t, Silent h, wr = r, st = s, ft = f, ch = k, ps – s, y = short ĭ

The *First Readers* and **Steps** have the same number.

Correlation Between the Revised BORAT
and the 10 Steps of the *Blumenfeld's Alpha-Phonics*
Intensive Phonics Program

Step	Lesson	Skill	Column
1	1 - 14	Short Ää, Mm, Nn, Ss, Tt, Xx, Dd, Ww, Ll, Bb, Cc, Gg, Ff, Jj, Ll, Nn, Pp, Rr, Tt, Vv, Yy, Zz, ck, qu.	1 - 3
2	15 - 28	Short vowels: ě, ĭ, ō, ŭ; Consonant Digraphs: ph, th	1 - 3
3	29 -37	Consonant Digraphs: sh, ch, wh. Verbs: to be, to have, contractions	4
4	38 - 39	Two-syllable short vowel words	5
5	40 - 49	all, ng, ing, Final Consonant blends: nd, nt, (er), nk, nc, nch, ct, ft, pt, xt, sk, sp, st.	6
6	50 - 71	Initial consonant blends: bl, br, cl, cr, dr, dw, fl, fr, gl, fr, gw, bl, br, sl, shr, sm, sn, sp, spr, st, str, sw, sc, sk, scr, tr, thr, tw.	7
6b		Beginning & Ending Blends together	8
7a	72 - 82	Long ā vowel spellings: ā-e, ai, ay/ey, ei, eigh	9
7b	83 - 84	au/aw,	10
7c	85 - 86	är	11
8a	87 - 97	Long ē vowel spellings: ee, ēa, [ĉa, eā], e-e, ie, --y;	12
8b	98 - 100	Long ī vowel: I, -y, uy. igh	13
9a	101 - 107	ough, augh, gh=f, Long ō vowel spellings: ō-e, ōe, ōw, ōld, ōst. –o,	14
9b	108 - 110	ōō, ōō, ōo, ould,	15
9c	111 - 113	ou/ow, ouch,	16
9d	114	oy/oi,	17
9e	115 - 117	Long ū vowel: ū-e, ūi, ūe, ew, eu.	18
9f	Previous Lessons	Assortment of Irregular words	19
10a	118	er, ir, or, ur, ear,	20
10b	119	le	21
10c	120	ph=f, gh=f	22
10d	121	ti=sh, ssi, ci, ce = sh, ci, sci, xi = su, ssu = sh, si, su = zh, ti tu = ch, kn =n, mb = m, bt = t, Silent h, wr = r, st = s, ft = f	23
10e	121	Two-syllable words	24
10f	122 - 127	Decodable Words – all skills taught	25
10g	128	ch = k, ps – s, y = short ĭ	26

The 10 Steps correspond with the *Blumenfeld's Alpha-Phonics First Readers* 1-10.