

The Cursive Road to Reading and Spelling

Alpha-Phonics Cursive Sentence Reading Practice Chart

Name _____ Grade _____ School _____

Teacher _____ Start _____ Completion _____

Unit 1: Single Letter Consonants – Short *ă* (Lesson 1 – 14)

Lesson 6 _____

Unit 2: Short Vowels – *ă, ě, ĭ, ō, ŭ* (Lessons 15 – 28)

Lesson 13 _____ Lesson 17 _____ Lesson 20 _____ Lesson 22 _____

Lesson 24 _____ Lesson 26 _____ Lesson 28 _____

Unit 3: Consonant Digraphs (Lessons 29 – 42)

Lesson 33 _____ Lesson 35 _____ Lesson 37 _____ Lesson 39 _____

Lesson 40 _____ Lesson 41 _____ Lesson 42 _____

Unit 4: Ending Consonant Blends (Lessons 43 – 57)

Lesson 44 _____ Lesson 45 _____ Lesson 47 _____ Lesson 48 _____

Lesson 49 _____ Lesson 55 _____

Unit 5: Beginning Consonant Blends (Lesson 58 – 71)

Lesson 70 _____ Lesson 71 _____

Unit 6: Long *ā* Spellings (Lessons 72 – 86)

Lesson 74 _____ Lesson 76 _____ Lesson 78 _____ Lesson 79 _____

Lesson 82 _____ Lesson 84 _____ Lesson 86 _____

Unit 7: Long *ē* (Lessons 87 – 97)

Lesson 88 _____ Lesson 90 _____ Lesson 91 _____ Lesson 92 _____

Lesson 94 _____

Unit 8: Long *ī* (Lesson 98 – 102)

Lesson 98 _____ Lesson 99 _____ Lesson 100 _____ Lesson 101 _____

Lesson 102 _____

Unit 9: Long ō (Lesson 103 – 114)

Lesson 104 _____ Lesson 105 _____ Lesson 106 _____ Lesson 107 _____

Lesson 108 _____ Lesson 110 _____ Lesson 111 _____ Lesson 113 _____

Lesson 114 _____

Unit 10: Long ū (Lessons 115 – 117)

Lesson 115 _____ Lesson 116 _____ Lesson 117 _____

Unit 11: R-modified vowels: er/ir/or/ur/ear. (Lesson 118)

Lesson 118 _____

Unit 12: Silent Letter, Multiple-Letter Consonants & y=ī. (Lesson 119 – 128)

Lesson 119 _____ Lesson 121 _____ Lesson 122 _____ Lesson 123 _____

Lesson 124 _____ Lesson 125 _____ Lesson 126 _____ Lesson 127 _____

Lesson 128 _____

Instructions

These Cursive Reading Practice Sentences are taken from Dr. Samuel L. Blumenfeld's *Alpha-Phonics: A Primer for Beginning Readers* (2005).

First Step - Writing: The teacher is to teach all the words and sentences in a Lesson from the chalkboard as cursive handwriting lessons. The students are **not** expected to read words or sentences they have not been taught in the class. They will have written in cursive every word and sentence on handwriting paper **before** being asked to read the cursive reading practice sentences. I recommend that the students say the letter names as they write the letters.

Second Step - Reading: The students can begin **reading** these practice sentences **after** they have written them in good cursive on handwriting paper. The students should read each Lesson as many times as it takes for them to learn to read it without hesitation, using tally marks to keep track of the times each Lesson is read. **Guessing from the context is to be discouraged at all times.** This repetition is to build up their cursive word identification automaticity (fluency and speed with comprehension).

Fourth Step - Writing Again: The sentences should be used for **dictation practice.** The goal of the program is Total Linguistic Function with reading, cursive handwriting, and spelling all having an equal value. The student should be able to write the sentences from dictation as well as they can read them.

Donald L. Potter prepared this document. More information on cursive-first and intensive phonics can be found at www.donpotter.net.

Last edited, 3/1/10.