

A Sound Track To Reading

Foundations for Phonics

A Detailed Study of the Linguistic Content and Organization
of Monica Foltzer's
Advanced Intensive Phonics Book and Reader

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A Sound Track To Reading

Foundations for Phonics

26 Letters (minus 3 superfluous letters: *c, q, x*) for 44 Sounds

26 Basic Consonant Sounds

18 Consonant Pairs

<u>9 Voiceless</u>	<u>9 Voiced</u>	<u>4 Voiced Nasals</u>	<u>3 Voiced Liquids</u>
1. /p/ pup	11. /b/ bed	20. /m/ mop	
2. /hw/ whip	12. /w/ web		(/kw/ quack)
3. /f/ fish	13. /v/ van		
4. /th/ thumb	14. / th / this		
5. /t/ tent	14. /d/ duck	21. /n/ nest	24. /l/ lamp
6. /s/ sun	16. /z/ zipper		25. /r/ rug
7. /sh/ ship	17. /zh/ Zhivago		26. /y/ yak
8. /ch/ inch	18. /j/ jet		
9. /k/ kid cap	19. /g/ gum	22. /-ng/ ring	(/ks/ box)
		23. /-ngk/ bank	

1 more voiceless consonant

10. /h/ **hat**

26 Symbols/Letters: a b c d e f g h i j k l m n o p q r s t u v w x y z

-5 Letters representing vowel sounds: a e i o u

21 Letters representing consonants sounds: b c d f g h j k l m p q r s t v w u x y z

-3 Letters with no consonant sound of their own: c q x

18 Single letters representing consonants sounds: b d f g h j k l m n p r s t v w y z

+8 Consonant digraph sounds: sh ch wh th ~~th~~ ng ngk zh

26 Total consonant sounds

This leaves us exactly 5 letters – a e i o u – to deal with 18 basic vowel sounds.

The 18 Basic Vowel Sounds

Category 1: 5 Short Vowels - Vowel Rule 1. Breve / ˘ /, Irregular Vowel Digraphs

- 27. /ă/ **apple**
- 28. /ĕ/ **Eskimo** (Irregular digraph ea as in **bread**)
- 29. /ĭ/ **Indian**
- 30. /ŏ/ **ostrich** (Irregular digraph ou as in **ought**)
- 31. /ŭ/ **umbrella** – also short-short /ŭ/ = schwa /ə/ as in **rumpus** & (o as in **some**)
(Irregular digraph ou as in **young**) (Unaccented a as in **about**)

Category 2: 5 Long Vowel – Vowel Rules 2 & 3. Macron / ˉ /, Regular & Irregular Vowel Digraphs

- 32. /ā/ **ate** (a-e, ai, ay, -a) (Irregular digraphs ey in **they**, ea in **bear**, ei in **their**)
- 33. /ē/ **eat** (e-e, ee, ea, ei, -e) (Irregular digraph ie as in **piece**)
- 34. /ī/ **ice** (i-e, ie, -y, ye, igh, -i)
- 35. /ō/ **old** (o-e, oa, oe, ow, ou, -o, o(r), oo as in **door** and **floor**)
- 36. /ū/ **use** (u-e, ue, -u) (Irregular digraph ew as in **chew**)
(Irregular digraph ou as in **Houston**)

Category 3: Third Sound of a, o, u. Superscript / ³ /

- 37. /a³/ **all** Vowel Rule 4. Italian ä. (ea in **heart**) a in Murmur Diphthong **ar**.
- 38. /o³/ **to** Long /ōō/ (Irregular digraph as in **moon**)
(Irregular digraph ou as in **you**)
- 39. /u³/ **put** Short /ōō/ (Irregular digraph as in **book**)
(Irregular digraph ou as in **could**)

Category 4: Diphthongs (vowel blends): Slur / ˘˘ /

- 40. /ou/ **owl** (ou, ow) Plain Diphthong
- 41. /oi/ **oil** (oi, oy) Plain Diphthong
- 42. /är/ **car** (ar is a Murmur Diphthong)
- 43. /ör/ **fork** (or is a Murmur Diphthong)
- 44. /ûr/ **urn** (ur, er, ir are Murmur Diphthongs)
(Irregular digraph ea as in **earth**) wor in **world**, or in **doctor**

All purpose muttering vowel: shewa: /ə/ **drama**, **item**, **devil**, **button**, **rumpus**

Foltzer does not count schwa in unaccented syllables as a separate vowel sound, but considers it a /short-short ŭ/. This is just a matter of classification and does not detract from the overall completeness of the system. It constitutes more of a spelling challenge than a decoding difficulty.

26 Basic Consonant Sounds + 18 Basic Vowel Sounds = 44 Speech Sounds spelled with 26 Letters.

Some Observations by Mr. Potter

“*A Sound Track to Reading: Foundations for Phonics*” is my effort to reverse engineer the linguistic aspects of the program. Foltzer counted 42 speech sounds. She did not count ar and or as separate sounds, which explains why she had only 42 sounds. Also, Foltzer does not count schwa /ə/ as a separate sound, but she does count ng and nk. She classified ar and or as murmur diphthongs in Lesson 20. I count both ar and or as separate speech sounds in my revision, which explains why my revision counts 44 phonemes.

26 Letters
44 Sounds

245 Spellings (This is the number Foltzer gives. I have not attempted to count the spellings.)

The task of teaching reading is to teach how 26 letters are used to map the 44 speech sounds with 245 spellings.

Important Information from Monica Foltzer

What is Intensive Phonics?

1. Our intensive phonics program is one in which all of the consonants and vowel sounds of our 26 letters alphabet are presented in a logical and methodical manner, and tied together with four simple vowel rules.
2. It is intensive from the viewpoint of content, because all of the basic 44 sounds are taught.
3. It is intensive from the viewpoint of time, because it can accomplish in one semester with any grade level through adult.
4. The simple organization of the book presents these basic sounds in the first **twenty-one pages** of the book – four of which are review pages.

The four basic vowel rules, which **cover roughly 75% of all our vowel sounds**, are taught in a steady and logical progression.

A MULTI-SENSORY APPROACH *It is visual, auditory, and kinesthetic.*

We learn four things for every letter:

1. The name
2. The picture key word
3. The sound it represents
4. How to write the letter (manuscript or cursive)

From the first day phonics is taught, it should be correlated with writing, seatwork, vocabulary, spelling, and sentence structure.

A REMINDER

Intensive phonics is not reading. It is a method for independent word study, and independent word study is readings only sure foundation.

When *A Sound Track to Reading* is conscientiously used, the students will learn to use their intellects in an organized way. It will prepare them for the whole learning process by teaching the students to organize the basic units, and to build on more complex units. Students enjoy unlocking new words, and the words unlocked are retained without much difficulty.

Notice that on the Key Words page (page 6) the 26 basic consonant sounds are listed by use of simple one-syllable words. Every word except yak is a common word containing a short vowel to simplify the word recognition for foreign students. For the sake of unity, all of the consonant key words are placed on this page, although all are not **basic** consonant sounds.

The Very Important Word Families

The teacher needs to stress correctly left-to-right blending in dictation such as ba-d, ca-d. In the past, traditional educators would teach what they called “word families,” e.g., one teaches the ad family, *ad, had, sad, mad*, etc., or the it family: *it, hit, fit, sit, kit*, etc. The teacher and student focus their attention at the end of the word first, and this teaches regressive eye movement. Word families (rhymed words) are good groupings, but always emphasize the beginning of the word. For spelling practice, third graders and up can be given most of a given set of rhyming words in one lesson if one chooses.

How Much Help?

Once a student has been taught a sound and knows how to use it, it is best **not** to tell him a word that he can sound out himself. He may need a teacher’s or a student’s assistance to recall the correct key word or rule, but it is better to teach independent word recognition from the beginning. On the other hand, when they come to an irregular word such as **one** and **does**, the teacher can give the word and define it.

An Important Directive

Make sure the students can distinguish between the vowels sounds by dictation – by auditory perception – such words as *sap, sip, sup; bat, bit, but; jag, jig, jog, jug; bag, big, bog, bug, but*.

Concerning Short **o** Words

The **short o** is the most difficult vowel sound to say exactly the same in all words because in sounding it, the throat is in a very relaxed position. As soon as a consonant precedes it or follows it, the throat muscles tense for those sounds and modify it. The best advice that can be given is to get as close as one can to the key word and let it go at that. Because of regional differences in pronunciation, this sound has many variations. A good auxiliary key word to use if difficulties arise is the word off. This seems to have few variations across the country.

Concerning the Key Words for long vowels?

Since the long vowel sounds are exactly the same as their names, the class can, when reviewing vertically, discard the key words as helpers and just concentrate on saying names. Be sure and practice the 18 Basic Vowel Sounds Chart vertically and horizontally.

Initial Consonant Blends

Blending two consonants at the end of a word is easy. This is not true of initial consonants, particularly the **r blends**, since they must be sounded, not only smoothly, but also rapidly. One can place **dra, dre, dri, dro,** and **dru** in a column on the board. The teacher, using the short sounds of the vowels, blends these orally and has the class follow. Several other examples can be; **fra, fre, fri, fro, fru** and **gla, gle, gli, glo,** and **glu**. Another way to introduce these is to go from the known to the unknown. Write **ra** and under it **dra**; write **re** and then under **dre**; write **ri** and under it **dri**; write **ro** and under it **dro**; and finally, write **ru** and under it **dru**. The teacher sounds the top combination, and the lower one. The class repeats, and so on.

Most initial consonant blends contain the letter **r, l,** or **s,** as in **pra, fla, sma**. It is very necessary to train the pupil to say the blend and the vowel so smoothly that there is no break in between. Do not say **buh rim,** or **buh red,** for **brim** and **bred,** or the student will spell them **bruim** or **brued**.

Concerning the Murmur Diphthongs: **ar, or, ur/ir/er**

The murmur diphthong **ar** is listed under Category 4 Diphthongs on the 18 Basic Vowel Sounds Chart, although the **a** in **ar** is simply considered the third sound of **a³**, which is the Italian a written with a double-dot on top /**ä**/. Although it is not exact, the third sound of **a³** gets us quite close to the correct sound. [Near enough is clear enough.] The key word for **ar** is **car**.

The murmur diphthong **or** is listed under Category 4 Diphthongs on the 18 Basic Vowel Sounds Chart, although **o** in **or** usually has the long sound of **ō /ōr/** (**fork, storm, snort**); however, this seems to be one sound that varies greatly in different parts of the United States. The key word for **or** is **fork**.

This leaves **/ûr/** as the last basic vowel sound to be taught. Although we have the three spellings of **er, ir,** and **ur,** we have but one sound as in **urn**. These last r-controlled vowels are, therefore, simple in regard to reading, but need to be memorized when it comes to spelling later.

When children have been taught all eighteen vowel sounds necessary for word decoding, these together with the first four vowel rules, should give them a sure foundation with its sense of security. Four more vowel rules relate to endings.

Concerning the Vocabulary

On June 24, 2018, Mr. Potter finished a study to determine exactly how many words students will actually decode in the program. The word counts list words only once since duplicates of a word were deleted. Here are the interesting statistics:

Students will read 2,104 different words in Part 1: Fundamentals - Lesson 1-30.

Students will read 1,381 different words in Part 2: Reference – Lessons 31-48.

Students will read a total of 3,234 different words in the entire program, w/o duplicates.

Mr. Potter noted that the following 42 Dolch List Sight Words below were **not** taught in the program. Curiously, all the irregular Dolch list words are taught in the program. Bold words **are** in the spelling program. All the words below have been added to the uppercase phonemic mapping supplement.

always ask because **best better** blue both **brown but came** carry **cut draw** drink every far **found green grow hot hurt jump keep** kind know **long make may** old open own **round sit six** sleep start **ten** together warm **well** wish yellow

Revised February 3, 2020.

Key Words

A a apple

B b bed

C c cap

D d duck

E e Eskimo

F f fish

G g gum

H h hat

I i Indian

J j jet

K k kid

L l lamp

M m mop

N n nest

O o ostrich

P p pup

Q q quack

R r rug

S s sun

T t tent

U u umbrella

V v van

W w web

X x xbox

Y y yak

Z z zipper

sh ship

ch chinch

wh whip

th this thumb

ng ngring

nk nkbank

On this page are the Key Words for the 5 short vowels and 25 of the 26 Basic Consonant Sounds. /zh/ of **Zhivago** is missing. C, which represents basic sounds /k/, is not counted. G here only represents the /g/ sound of **gum**, not the /j/ of **jet**. Qu is listed because of its spelling, but does not count as a basic sound. Qu represents the basic sounds /kw/ in **quack**. Consonant digraph th is listed once but has two sounds: /θ/ of **this** and /θ/ **thumb**. X is listed but does not count as a basic sound. X is a blend of /ks/. Mr. Potter swapped *gum* for *gun*.

Vowel Diphthong Key Words: (**ow**l for ow/ou, **oil** for oy/oi, **car** for ar, **fork** for or, **urn** for er/ir/ur.). Long Vowel Key Words: ate /ā/, eat /ē/, ice /ī/, old /ō/, use /ū/. Third Sound Key Words: /a³/ **all**, /o³/ **to**, /u³/ **put**.

Key Words for the 18 Basic Vowel Sounds

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>									
 apple	āte	all = a ³	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle;">P l a i n</td> <td style="vertical-align: middle;">owl = } ow }</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"></td> <td style="vertical-align: middle;">oil = } oy }</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> </table>	P l a i n	owl = } ow }			oil = } oy }				
P l a i n	owl = } ow }											
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M u r m u r	car = } ar }											
	fork = } or }											
	urn = } ir }											
 ũmbrella	ūse	put = u ³										

ASSOCIATIVE SENTENCES (SUGGESTIONS)

1. We ate all the apples. or All ate apples.
2. The Ĕskimo will eat the seal.
3. The Īndian likes ice.
4. An old ostrich went to the hill.
5. Use the umbrella and put it away.
6. An owl will put oil in the car.
7. The car will turn at a fork in the road.

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 = / ˉ /
- Category 3:** 3rd vowel sound: / ˊ /
- Category 4:** diphthong (vowel blend) = slur = / ˗ /

DEFINITIONS

Phonics – the system by which letters represent sounds

Consonant Blend – two or three consonants said together with each keeping its own sound: br bl tw spr etc.

Consonant – all the alphabet letters except a e i o u.

Consonant digraph – two consonants which together make one consonant sound: ch sh th ~~th~~ wh ng nk (zh)

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

Regular vowel digraph – the first vowel is long and the second is silent

Irregular vowel digraph – can be any of the basic vowel sounds other than the long sound of the first letter.

Diphthong – also called vowel blend. A double spelling with a double vowel sound. There are plain diphthongs (ou ow, oi oy) and murmur diphthongs (ar; or; er ir ur).

Schwa – the unstressed vowel sound pronounced like short-short ü. u as the second u in the word rumpus. Written in the dictionary as an inverted e /ə/.

Syllable – a word or part of a word that has a vowel sound.

The perfect parallel between single letters, digraphs, and blends can be easily seen. Since diphthongs are really vowel blends, a perfect parallel was found to exist between these two elements.

	<u>Consonants</u>		<u>Vowels</u>
One letter making one sound	A. Single <u>t</u> = /t/	1:1	A. Single <u>o</u> = /ō/ 1:1
Two Letters making one sound	B. Digraph <u>th</u> = /th/	2:1	B. Digraph <u>oa</u> = /ō/ 2:1
Two letters making double sounds	C. Blend <u>tr</u> = /t+/r/	2:2	C. Diphthong <u>ou</u> = /ou/ 2:2

These three subdivisions of the irregular vowel digraphs were also found to have three workable groupings, organizing the seventeen phonics patterns into a simple unit.

OUTLINE TERMINOLOGY FOR PHONETICS ELEMENTS

I. Consonants:

A. Single consonants: All of alphabet except a, e, i, o, u

B. Consonant digraphs: a single consonant sound with double spelling

1. Basic digraphs: ch, sh, wh, ~~th~~, th, ng, nk, /zh/

2. Other digraphs: ck, ph, gh, wr, kn, gn, mn, mb

C. Blends: br, cr, dr, fr, gr, pr, tr, scr, str, bl, cl, fl, gl, pl, sc, sk, sm, sn, sp, st, sw, tw

II. Vowels:

A. Single vowels: a e i o u and sometimes y and w (by and low)

B. Vowel digraphs: a single vowel sound with double spelling

1. Regular digraphs: The first vowel is always long, and the second vowel is silent: ai, ay, ea, ee, ei, ie, oa, oe, oo, ou, ow, ue, ui, a-e, i-e, o-e, u-e

2. Irregular digraphs: The first vowel is not long.

a. First vowel is heard but is not the long sound:

haul /a³/ head /ĕ/ too /o³/ lawn /a³/ cough /ō/ soup /o³/

b. Second vowel is heard:

steak /ā/ shield /ē/ few /ū/ rough /ŭ/ could /u³/

c. Neither vowel is heard:

veil /ā/ true /o³/ earn /ur/ they /ā/ flew /o³/ took /u³/

C. Diphthongs: A double vowel sound with a double spelling

(These should have a slur / ˘ / drawn under them)

1. Plain: ou ow oi oy

2. Murmur: ar, or, er ir ur

8 Helpful Vowel Rules

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	(CVVC)
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.

fault drawn starch hall malt (a³ = Italian ä)

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

10 Helpful Consonant Rules

A. For the sounds of the letter c:

1. C says soft c /s/ 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 sound of the letter g:

1. G say hard g /g/ when it comes before a, o, or u.
gab got gummed gather
2. If ge is at the end of a word, it says /j/, soft g.
ledge splurge fringe stage
3. At the beginning of a word ge gi gy may be hard g /g/
or soft g /j/.
get give /g/ gin gem /j/

C. For changes in the sound of the letter s:

1. At the end of a word se often has the sound of /z/.
hose those rose please
2. After voiced consonants s also says /z/.
dogs cars drills sleds

D. For the sounds of the letter x:

1. At the end of a word x says /ks/.
fox mix lax
2. At the beginning of a word x says /z/.
xylophone Xavier xenon
3. At the end of a syllable ex, x always says /gz/.
exhaust example expel excite

Two Difficulties of Our Alphabet System and Our System of Spelling

1. We have half as many letters as we have sounds – which means that half the symbols a child has to learn consist not of one letter but two – like *ay*, *ea*, *sh*, *ch*, and so on.
2. Some of our most important single letters are used to spell two or more entirely different sounds, namely, the five vowels, *a*, *e*, *i*, *o*, *u*, and the consonants *c* and *g*.

Therefore,

if you want to teach a child to read without utterly confusing him, you have to start with single letters that stand for single sounds, then go on to sounds spelled by two-letter or three-letter combinations, and finally teach him that some letters do not spell one sound but two.

The Catch:

You can't teach a child to read without letting him read words. And every word in English has a vowel. So, you *have* to start with teaching the child the letters *a*, *e*, *i*, *o*, *u* in spite of the fact that each of them spells a long *and* a short vowel. The only way to solve this problem is to begin by teaching the child only the five *short* vowels (which are far more common than the long ones) and postpone the long vowels until a much later stage.

The Instructional Sequence of *A Sound Track to Reading*:

Step One: The short ă and all the single letter consonants and select endings. Vowel Rules 1, 7, 5

Step Two: The rest of the short vowels, ī, ū, ō, ē and select endings.

Step Three: Consonant blends and consonant digraphs with short vowels, plurals

Step Four: Spellings of the 5 long vowels. Vowel Rules 2 and 3

Step Five: Third sound of a, o, u. Vowel Rules 4, 5, & 6

Plain diphthongs oy ow, oi oy and murmur diphthongs ar, or, er/ir/ur

Step Six: Endings y, ed, Vowel Rules 7, 8, & 9 (suffixes), tion, Sounds of s, x, c, g;
Spellings for /k/, /ks/, /kw/, /s/, /g/, x=z.

Step Seven: Regular and irregular vowel digraphs: ie, oo, ei; 5 sounds of ea, 8 sounds of ou

Some Important Information from Sister Monica Foltzer

A Sound Track to Reading is a scientific approach to word analysis. It presents phonics as a branch of the applied science, linguistics.

Anyone who can read can teach someone else to read if they have a system. The program is unique because of its organization. It is a compact and simple system.

The 18 Vowel Sound Chart is the **core of the system** – The most important part of the system. The 26 Consonants Chart along with the 18 Vowel Sound Chart and Phonetic Terminology provide all the knowledge needed to teach the program.

Remember: Near enough is clear enough. In sounding out words, phonics only has to get near the sound of the word for the students to identify the word. They are sharp little cookies!

Key Words for the 26 Basic Consonant Sounds

18 Consonant Pairs

10 Voiceless

9 Voiced

3 Voiced Nasal

3 Voiced Liquid

p	<u>p</u> up	b	<u>b</u> ed	m	<u>m</u> op		
wh	<u>w</u> hip	w	<u>w</u> eb			(qu <u>qu</u> ack)	
f	<u>f</u> ish	ph	<u>p</u> hone	v	<u>v</u> an		
th	<u>t</u> humb	th	<u>t</u> his				
t	<u>t</u> ent	d	<u>d</u> uck	n	<u>n</u> est	l	<u>l</u> amp
s	<u>s</u> un	c	<u>c</u> ent	z	<u>z</u> s	zipper	i <u>s</u>
sh	<u>sh</u> ip	zh	<u>Z</u> hivago			r	<u>r</u> ug
ch	<u>ch</u> in <u>ch</u>	j	<u>j</u> et	g	<u>g</u> em	y	<u>y</u> ak
k	<u>k</u> id	c	<u>c</u> ap	g	<u>g</u> um	ng	ring
	ck	<u>ck</u> lock		ng	ring	(x	bo <u>x</u>)
				nk	bank		
h	<u>h</u> at						

Outline letters are voiceless.

Regular bold letters are voiced.

Created by Donald L. Potter on July 30, 2018.

18 BASIC VOWEL SOUNDS (with diacritical marks)

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>
/ǎ/	/ā/	/a ³ /	P l a i n /ou/ ou-ow
/ě/	/ē/		/oi/ oi-oy
/ĩ/	/ī/		M u r m u r /är/ ar
/ǒ/	/ō/	/o ³ /	/ōr/ or
/ũ/	/ū/	/u ³ /	/ur/ ur-er-ir

18 Basic Vowel Key Words (13 single and 5 double sounds)

<u>a</u> pple	a <u>t</u> e	a <u>ll</u>	<u>o</u> wl
<u>E</u> skimo	e <u>a</u> t		<u>o</u> il
<u>I</u> ndian	i <u>c</u> e		<u>c</u> ar
<u>o</u> strich	o <u>l</u> d	t <u>o</u>	<u>f</u> ork
<u>u</u> mbrella	u <u>s</u> e	p <u>u</u> t	<u>u</u> rn

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 put oil in the car.
7. The car can turn at a fork in the road.

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

short = breve / ˘ / long = macron / ¯ / 3 = third / ³ /
 diphthong = slur / ˗ / schwa = /ə/

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

A SOUND TRACK TO READING

18 BASIC VOWEL SOUNDS - THEIR SPELLINGS & SAMPLE WORDS

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>
/ă/ cat	/ā/ c <u>a</u> ke m <u>a</u> in d <u>a</u> y gr <u>e</u> at th <u>e</u> y e <u>i</u> ght l <u>a</u> ·d <u>y</u>	/a ³ / l <u>a</u> w a <u>ll</u> P <u>a</u> ul h <u>a</u> lt c <u>a</u> r	<u>2 Plain</u> /ou/ o <u>u</u> t c <u>o</u> w
/ĕ/ b <u>e</u> d l <u>e</u> ad	/ē/ tr <u>e</u> e b <u>e</u> ach b <u>a</u> by P <u>e</u> te p <u>i</u> ce b <u>e</u> r <u>e</u> ·p <u>l</u> y		/oi/ o <u>i</u> l b <u>o</u> y
/ĭ/ f <u>i</u> n	/ī/ k <u>i</u> te b <u>y</u> h <u>i</u> l <u>i</u> ght fr <u>i</u> ed b <u>i</u> ·f <u>o</u> ·c <u>a</u> ls w <u>i</u> ld w <u>i</u> nd		<u>3 Murmur</u> /ar/ c <u>a</u> r
/ŏ/ t <u>o</u> p w <u>a</u> ch o <u>u</u> ght	/ō/ b <u>o</u> ne r <u>o</u> ad b <u>o</u> w n <u>o</u> d <u>o</u> or f <u>o</u> ur p <u>o</u> ·n <u>y</u> <u>o</u> ld p <u>o</u> st t <u>o</u> ll	/o ³ / t <u>o</u> m <u>o</u> on g <u>o</u> up	/or/ f <u>o</u> rk
/ÿ/ c <u>u</u> p s <u>o</u> me t <u>o</u> uch	/ū/ u <u>s</u> e b <u>l</u> ue f <u>e</u> w H <u>o</u> uston o <u>c</u> ·c <u>u</u> ·p <u>y</u>	/u ³ / p <u>u</u> t b <u>o</u> ok w <u>o</u> uld	/ur/ h <u>e</u> r f <u>i</u> rst n <u>u</u> rse d <u>o</u> ctor

Note: /o³/ = /ōō/ as in moon and /u³/ = /ōō/ as in book.

The Regular Vowel Digraphs **a-e** in *cake*, **e-e** in *Pete*, **i-e** in *kite*, **o-e** in *bone*, and **u-e** in *use* are called Split Vowel Digraphs or Magic e words.

Schwa is the short-short ũ of any vowel in an unaccented syllable, written /ə/ in dictionaries.

Prepared by Donald L. Potter on August 26, 2018. Revised on January 21, 2020.

A SOUND TRACK TO READING

Scope and Sequence of Instruction

Fundamentals Section – Lessons 1 to 30

Step 1: Short Vowel, all Consonants, Select Endings, Rules 1, 7, 5

Lesson 1: Short ä m s t -ing -er -ed =/d/ /t/, Vowel Rules 1 & 7

Lesson 2: ä, d g f h -ed = /ěd/

Lesson 3: ä, p r n b y=ē, Vowel Rule 5

Lesson 4: ä, c k ck l w j

Lesson 5: ä, v qu x y z -ly -le

Step 2: Short Vowels ĭ, ǒ, ů, ě, Select Endings

Lesson 6: Short ĭ

Lesson 7: Short ů, -le

Lesson 8: [Review 1](#): Short ä, ĭ, ů

Lesson 9: Short ǒ, -s, -ed, -er, -ing, -y, -ly, -le

Lesson 10: Short ě, -ness, -en

Lesson 11: [Review 2](#): Short Vowels

Step 3: Consonant Blends, Consonant Digraphs, Plurals

Lesson 12: Beginning Consonant Blends

Lesson 13: Consonant Digraphs: ch, sh, th, g, nk, ck, tch

Lesson 14: Plurals -s, -es

Step 4: Long Vowel VCE, Vowel Rules 2 and 3.

Lesson 15: Long Vowel VCE, Rule 2 vowel digraph -y/-w

Lesson 16: Long Vowel VCE & Compound Words

Lesson 17: [Review 3](#): Consonant Digraphs & long/short vowels

Lesson 18: Long Vowel CV: Vowel Rule 3

Step 5: Third Sound of a, o, u. Vowel Rule 4

Lesson 19: Third sound of a³, o³, u³. Vowel Rule 4: 3rd sound of a³

Lesson 20: Plain Diphthongs: ou/ow, oi/oy. Murmur Diphthongs: ar, or, er, ir, ur

Lesson 21: [Review 4](#): Vowel Rules 4, ĭ, ů

Step 6: Vowel Rule 5 & 6 for suffix -ed, Vowel Rule 7 (vcc) Vowel Rule 8 v/c. Cons. Rule 1-4

Lesson 22: Vowel Rule 5: Ending y = /ē/; Vowel Rule 6: Ending y = /ī/

Lesson 23: Three sounds of ed

Lesson 24: Vowel Rules 7: Short vowel vcc; Vowel Rule 8: Long vowel v/c

Lesson 25: [Review 5](#): -tion, Vowel Rule 3: Long vowel v/c

Lesson 26: Consonant Rules 1, 2, 3, 4: Sounds of s, x, c, g; Odd c (topic)

Lesson 27: Consonant Helps: c, qu, x: Review c & g

Step 7: Irregular Vowel Digraphs, Eight sounds of ou.

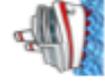
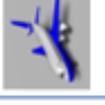
Lesson 28: Regular and Irregular Vowel Digraphs: ie, oo, ei

Lesson 29: Irregular Vowel Digraphs: ěa, ēa, ur, ar; long ū & Exceptions

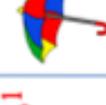
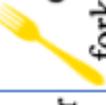
Lesson 30: 8 Sounds of ou: Diphthong /ou/, Regular Digraph /ōu/

6 Irregular Digraphs: /ǒ/, /ŭ/, /o³/, /u³/, /ur/, /ū/.

26 Basic Consonant Sounds

 p	 wh	 f ph ff	 th	 t -ed	 s c ss	 sh -sh- -ch- -sh-	 ch tch	 k c ck	 h
 b	 w	 v	th this	 d -ed	 z s	 zh -si- -su-	 j g -ge	 g	
 m mb				 n kn				 -ng -nk	
	 qu /kw/			 l ll	 r wr	 y		 x = /ks/	

18 Basic Vowel Sounds

Short Sound Rule 1	 ă¹	 ĕ¹ ea ²	 ĭ¹	 ō¹	 ÿ¹	Diphthongs				
Long Sound Rules 2 & 3	ā² āte a-e ea ³ ai ay	ē² ēat ee-e ea ¹ -y	ī² īce i-e igh ie -y	ō² ōld o-e-o oa ow	ū² ūse u-e ew	Plain Diphthongs	 ou ow oyl	 oi oy		
Third Sound Rule 4 aw alt	ā³ all ar au aw alt		o³ to oo	u³ put oo	Murmur Diphthongs	 ar car	 or fork	 er ir ur		

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