

## PhonicsTutor® Frequent Words – Student Progress Chart

Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Lesson 1 ă, ĩ, n, s, t <b>UNIT 1</b>	Lesson 2 CVC Sent.	Lesson 3 d	Lesson 4 f	Lesson 5 h, l, pl. ?	Lesson 6 Review	Lesson 7 Short ě	Lesson 8 b, m, multi-syl.	Lesson 9 c, g
Lesson 10 Short օ	Lesson 11 lj, k, p	Lesson 12 qu, r	Lesson 13 Short ũ	Lesson 14 v, w, contraction	Lesson 15 x, y, z	Lesson 16 ch, th <b>UNIT 2</b>	Lesson 17 sh, wh, !	Lesson 18 ck, dg, tch
Lesson 19 kn, wr, end long ē	Lesson 20 ng, -ing	Lesson 21 -all, a-, be- ,	Lesson 22 -le	Lesson 23 er	Lesson 24 more er words	Lesson 25 or	Lesson 26 silent final e <b>UNIT 3</b>	Lesson 27 more v-e
Lesson 28 sc	Lesson 29 more v-e	Lesson 30 CVe 2-3syl.	Lesson 31 Irreg. VCe	Lesson 32 -a, -o, -y	Lesson 33 -i, -o, -u, -y	Lesson 34 Open syll.	Lesson 35 -i	Lesson 36 More open syll.
Lesson 37 More open syll	Lesson 38 Syll, 1 vowel sound each.	Lesson 39 c+-e = /s/	Lesson 40 g+-e = /j/	Lesson 41 polysyll.	Lesson 42 ar <b>UNIT 4</b>	Lesson 43 w-ar, ar	Lesson 44 ar-c vs ar-v	Lesson 45 ai, aigh
Lesson 46 ay	Lesson 47 au, aw, augh	Lesson 48 ee,	Lesson 49 ea	Lesson 50 Irr. ai, air	Lesson 51 ear	Lesson 52 3 sounds of er	Lesson 53 ei, ey, eigh	Lesson 54 eu, ew
Lesson 55 more ea, ee	Lesson 56 3 sounds of-ed	Lesson 57 ie y+suffix. <b>UNIT 5</b>	Lesson 58 igh	Lesson 59 jir	Lesson 60 homophones more ea	Lesson 61 oa, wor	Lesson 62 oi, oy	Lesson 63 ild, old, etc.
Lesson 64 oo, oor	Lesson 65 vowel & c review	Lesson 66 ou	Lesson 67 More Contractions	Lesson 68 ow	Lesson 69 our	Lesson 70 ough	Lesson 71 ur; sure, ture <b>UNIT 6</b>	Lesson 72 ue, ui
Lesson 73 Cons. & vowel y	Lesson 74 e, i, u mod. vowel sound	Lesson 75 ci, ti, zh-si <b>UNIT 7</b>	Lesson 76 ph, rh, gn; mb, mn	Lesson 77 Voc.	Lesson 78 Voc.	Lesson 79 Voc.	Lesson 80 Voc.	Lesson 81 voc.

*The Phonics Tutor® Frequent Words Student Progress Chart* was created by Donald L. Potter on 5/24/10 to help keep track of student progress through the program. Write in the date the student has mastered the Lesson. The “Modes” can be abbreviated (if more precise tracking is desired): **Phonics Construction Mode** = PCM; **Word Reading Mode** = WRM; **Say It Mode**: = SIM; **Word Spelling Mode** = WSM; **Sentence Spell Mode** = SSM. [www.phonics tutor.com](http://www.phonics tutor.com) [www.donpotter.net](http://www.donpotter.net)

## **Note from Internet Publisher: Donald L. Potter**

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*PhonicsTutor*® *Frequent Words* is a unique program for teaching children, teens, and adults to read without guessing. It uses “Eight Modes of Instruction that employs all the strategies that good teachers uses to teach to mastery.

*PhonicsTutor* teaches phonograms and words BEFORE students are expected to read or spell them. This eliminates all need to guess. This is very important because the “guessing habit” is the chief enemy of high reading achievement.

The quotes below are included here because they are filled with insight and wisdom that was gained through many years of intensive research. The paragraphs below merit careful reading. I chose them to highlight the powerful and unique features of the program. You will need to read the entire Teacher’s Manual to really understand the depth of the information. The complex, advanced information on Phonograms, Spelling Rules, and Syllabification are programmed into the program so that the teacher does not have to master the material before starting their child or student on the program.

At the outset of instruction with *PhonicsTutor*® *Frequent Words* with younger children, it is necessary for the parent to sit with the child at the computer and guide them through the lessons. When the children become familiar with the program, they will be able to do much of it on their own with only occasional monitoring from the parent. Older elementary children, teens and adults will be able to successfully complete the program on their own after only a short orientation. The Student Progress Chart will be of great assistance in guiding all students through the program, keeping track of the next lesson to be mastered.

The flexibility of the program is one of its strong points. Students are often the best people to make judgments concerning their need for review. The forward and backward arrows allow the students to repeat any lesson they think needs repeating.

The *PhonicsTutor* website is: [www.phonicstutor.com](http://www.phonicstutor.com). My website is [www.donpotter.net](http://www.donpotter.net)

## Some Important Quotes from the *PhonicsTutor*® *Teacher's Manual*

The **first goal** of reading is to enable students decode both words they know as well as unfamiliar words. Children have an oral vocabulary of 6,000-30,000 words by the time they are six years old. Phonics enables them to decode words that are in their active vocabulary without receiving instruction on each and every word. Students with intensive phonics instruction can conservatively decode more than 8,000 words after a 4-month period of study. Students learning only limited phonics in that same period of time can read typically 200-2,000 words. Students at the high end are the ones who have broken the phonics code themselves while those at the lower end rely solely on their memory of each word. Their numbers do not correlate with student innate intelligence.

Teaching the phonograms and essential spelling rules before students are presented with vocabulary containing those phonograms enable students to easily identify which letters represent sounds of the word.

The **second goal** of phonics is to eliminate the need for students to memorize and recognize words by visual appearance only. English is not hieroglyphics. Teaching the sounds letters represent is the most logical way of teaching the written representation of English. *PhonicsTutor* instructs students in the sounds and symbols of American English.

The **ultimate goal** of *PhonicsTutor* is to make effective use of time so that students become independent readers early in their formal education, able to decode most of the words they encounter. In contrast, curricula that uses only limited phonics, built an unnecessary dependency of the learner upon the instructor. This dependency means that students have to guess the pronunciation of new words if no one is available to help. This picture is disheartening when comparable students with phonics instruction can easily decode most words. Students who need to guess and guess incorrectly, quickly lose the meaning of the passage or make up their own meaning. Random guessing prevents students from knowing for sure that they have read a sentence as it was written and that they have understood what the author meant. Guessing negatively impacts one's commitment to the truth. *PhonicsTutor* seeks to produce accurate, independent readers with a profound commitment to the truth, rather than dependent, subjective readers. [Guessing is THE ENEMY of high reading achievement, which explains why programs like whole-language, guided-reading, which put a premium on guessing, lead to low reading achievement. Don Potter]

*PhonicsTutor* presents words that are visually similar in the same lesson, even if they are pronounced differently. It is easier to remember the correct spelling of a word when studied with the same spelling rather pattern rather than the same sound. Some spelling programs list words together that have the same vowel sound, e.g., *eat, beet Pete, receive, niece, taffy*. Even adults get confused when they need to identify different spellings of the same sound. *PhonicsTutor* presents words together that have a single spelling pattern, e.g., *done, gone, love, move*, with *stove, care, while, huge*. This helps students establish the correct spelling of these words because words with an irregular pronunciation are associated with words that are visually similar. *Said* is taught with *aid, faith, main* and *paid*. [This is an important feature of PTFW that explains why it produces, not only superior readers, but also excellent spellers. Don Potter]

**Special Notes for Unit 5:** Remember that the magic of *PhonicsTutor Frequent Words* comes from the total list of 1600 words studied. The only way to ensure that a student can read and spell 76% of all words in print is for them to complete all of PTFW. [There may be a temptation to stop using PTFW once the kids start reading well in their grade-level material. This would be a mistake because the full benefit of the program can be realized only by completing all the lessons. Note that the figure 76% is talking about ALL PRINT, not just children's literature. 76% is a staggeringly high figure. With the PTFW Workbook the percentage is a whopping 93%. Don Potter]

# Review of the Eight Modes of Instruction

by Donald L. Potter

The real genius of the Hickerson Method is the **8 Modes of Instruction**. This is the pedagogical computer-programming engine that runs the program. These Modes are part of both the Classic and Frequent Word versions of *PhonicsTutor*. I will now briefly discuss the 8 Modes of Instruction. This is the “tutor” of *PhonicsTutor*.

1. **Presentation Mode:** *PhonicsTutor* teaches phonograms and words before the students are expected to read and spell them. They demonstrate the sound and spelling rules for each phonogram before introducing the vocabulary. This is something of a “show” which the students watch and hear.
2. **Investigation Mode:** This is the same screen as the Presentation Mode. It is the most powerful screen in *PhonicsTutor*. Some users need nothing more than the Investigation Mode to learn to read and spell. Words can be studied (clicked on) as many times as desired. There is no time pressure or automatic action that forces them on to other activities until they are ready. The teacher or student can control the mouse.
3. **Phonics Construction™ Mode.** Students phonetically construct each word in this mode. This teaches the students to spell the word. Students will listen to the sound and fill in boxes that are the same size of the correct phonogram. By filling in the boxes, the student masters phonogram recognition, spelling, and the spelling-pattern that utilize each phonogram.
4. **Word Reading Mode:** In Word Reading Mode, the words from the lesson are displayed, along with other words to fill the matrix. *PhonicsTutor* says one of the words, and the student is to find the word and click on it.
5. **Sound Reading Mode:** This is similar to the Word Reading Mode except that it allows for homophones such as **weigh** and **wait**. Most word lists have only Word Reading or Word Sounding, but not both.
6. **Say it Mode:** This mode is like a stack of flashcards with the computer and student working together to evaluate correct pronunciation. I remember years ago when Dr. Hickerson first showed me this mode. I wondered if the kids would be honest and use it in the intended manner to test their reading. I am pleased to report that the kids all do real well on this. It is an important and highly motivational part of the program. The student simply reads the words and then clicks on it to see if they read it correctly. Then they can click on “Yes” or “No.” Incorrect responses are reviewed.
7. **Word Spelling Mode:** In the WordSpelling™ Mode the student will spell the words in the lesson.
8. **Sentence Spell Mode – Dictation:** Most lessons have five sentences that are dictated. Misspelled word and sentences are not reviewed.

# Phonics Tutor Frequent Words: Phonics Lesson Plans

## Content of Lessons

### Unit 1

#### Single Letter Consonants & Short Vowels

1. Words a and I; short vowels A & I; consonants N, S, T; two-letter CV words
2. Three-letter CVC words; double-N in Ann & inn; introduction to proper nouns; homophones an vs. Ann and in vs. inn; introduction to sentences ending with a period
3. Consonant D; introduction to blends using ending blend ND; use of dad vs. Dad; sentences
4. Consonant F; sentences
5. Consonants H, L; introduction to plurals using hand vs. hands; ending blend ST; introduction of sentences ending with a question mark; sentences
6. Review of words with the same ending; comparison of short vowels A & I; review of words with the same beginning; sentences
7. Short vowel E; sentences
8. Consonants B, M; introduction to multi-syllabic words; sentences
9. Consonants C, G; introduction to beginning blends using CL; sentences
10. Short vowel O; words where letter O says the sound of short U; sentences
11. Consonants J, K, P; introduction to beginning blends using PL and ST; sentences
12. Consonant Q followed by U; consonant R; sentences
13. Short vowel U; words where letter U says the sound of OO as in good; sentences
14. Consonants V, W; introduction to contractions; sentences
15. Consonants X, Y, Z; contractions; sentence

### Unit 2

#### The Most Frequent Multi-Letter Consonants, Consonant Digraphs, R-Controlled Vowels, and Suffix -LE

16. Three sounds of consonant digraph CH; two sounds of consonant digraph TH; plurals adding ES; sentences
17. Consonant digraphs SH, WH; introduction to sentences ending with an exclamation point; sentences
18. Multi-letter consonants CK, DGE, TCH with rule; sentences
19. Multi-letter consonants KN, WR with rule; single-syllable words ending in Long E; sentences
20. Consonant digraph NG; suffix -ING; sentences
21. Words ending in ALL; prefix A-; prefix BE-; introduction of the use of a comma within sentences; sentences
22. Suffix -LE; sentences
23. R-controlled vowel ER; sentences
24. More R-controlled vowel ER words; sentences
25. R-controlled vowel OR; sentences

## Unit 3

### The Sounds of Single-Letter Vowels, Silent Final E, & Open-Syllables

26. Introduction to Silent Final E used after A, E, I, O, U, Y; sentences
27. More Silent Final E words; sentences
28. SC as a phonogram and a blend; more Silent Final E words; sentences
29. More Silent Final E words; sentences
30. Two and three syllable words ending in VCe, both stressed and unstressed; sentences
31. Irregular VCe words; Silent Final E used after V because English words do not end in V; sentences
32. The sound of vowel A at the end of a word as in ma; Long O at the end of a word; vowel Y at the end of a word when it says Long I; sentences
33. The sounds of vowel I at the end of a word; the sound of vowel O at the end of a word as in to; the sounds of vowel U at the end of a word; the word you; vowel Y at the end of a word when it says Long E; sentences
34. Introduction to open syllable words; sentences
35. The three sounds of vowel I at the end of a syllable; sentences
36. More open-syllable words; sentences
37. More open-syllable words; sentences
38. A syllable has one and only one vowel sound; One-, two-, three-, four, five-syllable words; sentences
39. Silent Final E used to make C say the sound of S; sentences
40. Silent Final E used to make G say the sound of J; Silent Final E used after S to show it is not a plural word; sentences
41. More multi-syllabic, single-letter vowel words; sentences

## Unit 4

### Multi-letter Vowels Beginning with A & E

42. R-controlled vowel AR; sentences
43. W<AR> words; more AR words; sentences
44. Comparison of AR when followed by a vowel and AR followed by a consonant or at the end of a word; sentences
45. Vowels AI, AIGH; sentences
46. Vowel AY; sentences
47. Vowels AU, AW, AUGH; AUGH in laugh; sentences
48. Two-letter EE; derivatives of to be; sentences
49. Three sounds of EA; sentences
50. Irregular AI; R-controlled vowel AIR; sentences
51. Three sounds of EAR; irregular EAR; sentences
52. Three sounds of ER; sentences
53. Three sounds of EI; two sounds of EY; EIGH; irregular height; sentences
54. Vowels EU, EW; sentences
55. More EA and EE words; sentences
56. Three sounds of suffix –ED; sentences

## Unit 5

### Multi-letter Vowels Beginning with I & O

57. Two sounds of IE; making the plural in words that end in consonant-Y; making the past tense of verbs that end in Y or IE; sentences
58. Three-letter IGH; sentences
59. Three sounds of IR; sentences
60. Homophones read, lead, and live; more EA words; sentences
61. Vowel OA; <W>OR words; sentences
62. Vowels OI, OY; sentences
63. Long I and Long O before two consonants; sentences
64. Two sounds of OO; irregular OO; R-controlled OOR; sentences
65. Review of A, E, I, O, U when they say their short sound; review of the two sounds of C; sentences
66. Five sounds of OU; sentences
67. More contractions; sentences
68. Two sounds of OW; sentences
69. The phonogram OUR as in our; R-controlled OUR as in courage; sentences
70. Four sounds of OUGH; two sounds of OU-GH; sentences

## Unit 6

### Multi-letter Vowels Beginning with U & the Consonant-Vowel Y

71. Two sounds of R-controlled UR; S saying the sound of SH as in sure; T saying the sound of CH as in nature; sentences
72. Vowels UE, UI; irregular spelling pattern "build"; sentences
73. The sound of consonant Y; three sounds of vowel Y; sentences
74. E & I used to make G say the sound of J; U used to make C say the sound of K and G say the sound of G; U when it says the sound of W after G; abbreviations of titles; irregular derivatives of common words; sentences

## Unit 7

### Less Common Multi-letter Consonants & Remaining Vocabulary

75. SH spelled CI and TI; SI when it says the sound ZH; sentences
76. Greek phonograms PH, RH; GN as one or two phonograms; consonants MB and MN; sentences
77. More phonics vocabulary; sentences
78. More vocabulary; sentences
79. More vocabulary; sentences
80. More vocabulary; sentences
81. More vocabulary; sentences