

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 *ă*, m s t -ing -er -ed =/d/ /t/, Vowel Rules 1 & 7

Lesson 2: *ă*, d g f h -ed = /ĕd/

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

Lesson 4: *ă*, c k ck l w j

Lesson 5: *ă*, v qu x y z -ly -le

Step 2: Short Vowels *ĩ*, *õ*, *ũ*, *ě*, Select Endings

Lesson 6: Short *ĩ*

Lesson 7: Short *ũ*, -le

Lesson 8: Review 1: Short *ă*, *ĩ*, *ũ*

Lesson 9: Short *õ*, -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, ~~th~~, ng, nk, ck, tch

Lesson 14: Plurals -s, -es

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

Lesson 15: Long Vowel VCE, Vowel 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 & Murmur Diphthongs: ou/ow, oi/oy; ar, or, er, ir, ur

Lesson 21: Review 4: Vowel Rules 4, 1, 3

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/, /õ/, /ũ/, o³/, /ûr/, *ū*/

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Reference Section – Lessons 31 to 48

Lesson 31: The Schwa /ə/= short-short ũ: aloud, portal, channel, solid, freedom, focus

Lesson 32: Contractions

Lesson 33: Homonyms

Lesson 34: Unphonetic Words and False Digraphs

Lesson 35: -ōll, -ōlt, -ōll, -īld; o = /ũ/

Lesson 36: Consonant Digraphs with silent letters: kn, gn, wr, mb, mn; Silent e in le; Silent u, t, l, h

Lesson 37: Silent letters: p in pn, ps, pt, h, rh

Lesson 38: Special Consonant Digraphs: ph, gh, silent gh, ch=/ch/ /sh/ /k//; tu = /ch/

Lesson 39: /sh/ has at least 7 spellings; /zh/ has no distinctive spellings

Lesson 40: Tying Y's together: Y is a consonant /y/; Vowel: y=/ī/, /ĩ/, /ē/, silent y. i = cons. /y/

Lesson 41: Tying R-Controlled Vowels Together

Lesson 42: Prefixes

Lesson 43: Suffixes

Lesson 44: Eight Helpful Vowel Rules: 4 Basic and 5 Endings

Lesson 45: Ten Helpful Consonant Rules: c, g, s, and x

Lesson 46: Rules 1-6 for Syllabication pol-ish, Po-lish, it-self, pre-fix, a-far

Lesson 47: Rules 7-10 for Syllabication: ne-on, loud-est, ken-nel, se-cret, tri-fle

Lesson 48: Accent: Noun: re´bel; Verb: re·bel´

Overall View of Sound Elements

Note that there is one page per lesson. The lesson numbers and page numbers are the same.

Program Description

A Sound Track to Reading is an advanced, intensive program in phonics, a system representing the letters of the alphabet with sounds. It contains the entire content of information needed for decoding skills in reading and is geared for intermediate, junior and senior high students. It has been used with foreign students.

Intensive phonics is a method by which the 44 consonant and vowel sounds of our 26-letter alphabet are presented in a logical and methodical way. These sounds are tied together in *A Sound Track to Reading* with four simple vowel rules. All of these basic sounds and their rules are taught on 20 pages interspersed with 4 reinforcement pages in PART ONE. **Once a student breaks the code and applies it, he can read.**

Intensive phonics is not reading. It is a method of independent word analysis. Independent word analysis is reading's only sure foundation.

The structure of the book is unique because Sister Foltzer has organized the study of our 18 vowel sounds by listing them in 4 simple categories. The short vowels are listed first, and then the long sounds followed by the third sounds of the vowels, and finally the diphthongs. All the 26 basic consonant sounds are taught around these four vowel groupings, one after the other in that order.

Prepared by Donald L. Potter on October 18, 2019.

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18 Rules Briefly Stated

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.
2. If there are two vowels in a word or syllable, the first vowel is usually long and the second is short.
3. If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long.
4. If an a is followed by u, w, r, l, or lt, in the same syllable, it often has the third sound of a. Key word: äll

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.
6. If y comes at the end of a two or more syllable words, y has the sound of long i /ī/ if the syllable is accented.
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.
8. If words end with the suffix ing, er, or ed, the first vowel is usually long if it comes before a single consonant.

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 sounds of the letter g:

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

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*
3. At the end of a syllable ex, x always says /gz/: *exhaust, example, expel, excite*.

<http://www.zigsite.com/PDFs/constructVSstudent.pdf>