

# Analysis of the Open Court: Headway Program (1979, 1982, 1985)

## The Foundation Program

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### The Blue Book: Long Vowels - Phonics Workbook

- Lesson 1. m (Ice Cream 13), ē, ee, (Block E 5), s (Flat Tire 19)  
me, see
- Lesson 2. t ( Ticking clock 20), ea (Block E 5)  
meet, eat, meat
- Lesson 3. h\_ [h blank] (Out of Breath 8), w\_ (Lariat 23)  
he, heat, heats; we, sea, seat,
- Lesson 4. f (Angry Cat 6), th, th (Angry Goose 41)  
feet, the, teeth
- Lesson 5. l (Mixer 12), d (Knocking on Door 4)  
meal, Lee, leaf
- Lesson 6. r (Angry Lion 18), e\_e, (Block E 5) z, -s (Buzzing Bee 26)  
feed, weed, seed, seal, here, read, hear, rear, free, three, freeze, sees, these, heel
- Lesson 7. ī, [i mark], \_y [blank y mark], \_ie [ blank ie mark] (Block I 9) [formation of letter j]  
tie, my, fly, We'll
- Lesson 8. ī\_e [i blank e] (Block I 9) [formation of letter k]  
ride, hide, mile, smile, smiled, rides, tried, side, seaside, seaweed
- Lesson 9. \_igh (Block I 9)  
sigh, high, light, might, mile, flies, flight, sight, right, fight, fright
- Lesson 10. n (Motorboat 14) [article a, and formation of letters q and u]  
fire, need, fine, seen, nine, neat, near, Neal, find, mean, mans, lean, leans, freeze, sneeze, mine, mind, dime, team, steam, street, stream.
- Lesson 11. v (Airplane 22) [letter x introduced]  
vine, eve, we've, hive, five, free, loaves, lead, leaf, I've, live, alive, wife, wives, life, lives, leaf, leaves, even Steven, seven
- Lesson 12. sh (Be Quiet! 38) [all letter formations have been introduced at this point]  
she, sheet, shine, she, sea, she'll she's, lile, kies, lied; dry, dries; dried
- Lesson 13. ā [a mark] \_ay [blank ay] (Block A 1)  
say, way, hay, may, lay, away, Ray, ray; may, May, weasel, frighten, frightened
- Lesson 14: a\_e [a blank e], ai [ai blank] (Block A 1)  
ate, rain, wait, made, snail, snare, sail, late, waves, **says**, wades, saves, sails, Eve, same, safe, lame, flame, shave, wade, and says, Dave
- Lesson 15. b (Beating Heart 2)  
beats, blaze, able, table, bite, blame, brave, blaze, wade, bee, beard, be, beside, besides, behind beneath, between, nearby, bite, bright, brave, haste, taste, waist, waste.

- Lesson 16.  $\bar{o}$  [*o* mark] ,  $\bar{ow}$  [blank *ow* mark],  $\bar{oe}$  [blank *oe*] (Block O 15)  
no, toe, throw, low, slow, flow, blow, show, row, throw, no, so, sow, below, both, sold, hold, bold, toe, doe, hoe, **dōes**, foldèd. fōur, fōurth, fròm.
- Lesson 17.  $o\_e$  [*o* blank *e*],  $oa\_$  [*oa* blank] (Block O 15)  
boat, home, drove, hole, mole, bone, bowl, board, road, rose, robe, roast, hole, hose, hoes, away, alone, before, stay **they one**, toad, load, those, sòme, à, àway, wòn
- Lesson 18. *g* (Croaking Frog 7)  
geese, gray, grow, go, goats, gray, grain, gate, stray, goat, grew, Gail, game, old, sold, hold. gold, golden, eagle, beagle, grain, grains, glows, night, nighttime, daytime.
- Lesson 19.  $y\_$  [*y* blank] (Baby Birds 25),  $\bar{oo}$  [double *o* long mark] (Ghost 32)  
yo-yo, too, room, soon, moon, you, year, tooth, loose, food, fed, soon, moon, noon, room, goose, moose, zoo, to, do, tóday, tónight, our, yes, you're, you've
- Lesson 20:  $\bar{u}$  [*u* mark],  $u\_e$  [*u* blank *e*] (Block U 21)  
mule, use, fuse, rule, Ruth, used, rude, fuse, bugle, tune, tube, took, move
- Lesson 21:  $\_ew$  [blank *ew*]  $\_ue$  [blank *ue*] (Ghost 32)  
new, blew, grew, blue, glue, few, news, dew, threw, blew, true, Sue, due, **of two**
- Lesson 22:  $\_y$  [blank *y*],  $\_i$  [blank two-dot *i* blank] (Block E 5)  
rain, rainy, baby, babies, greed, greedy, lady, ladies, duty, duties, ruby, rubies, safe, safely, brave, bravely, or, for, store, story, fairy, fairies, navy, navies, thief, field, believe, blown.
- Lesson 23. *er, ir, ur* (Angry Lion 18)  
her, bird, turn, older, low, lower, high, higher, fly, flier, own, owner, her, hurt, hurry, heard, sir, serve, fir, first, girl, shirt, thirty, thirsty, were weren't **was wasn't** mother third, lazy, lazier, easy, easier.
- Lesson 24. *p* (Dripping Water 16)  
pay, pipe, open, sleepy, sleep, ape, open, pole, deep, sheep, paid, paint, paper, deep, sheep, leap, sleep, play, plane, plate, plain, **àgain àgainst** spider asleep speedy, pony ponies, person, **pēople, soūp, six, ten.**

## The Gold Book: Short Vowels – Phonics Workbook

- Lesson 25. i\_ [i blank] (Baby Pig 29)  
it, is, this, did, win, didn't, dig, dip, with, will, wish, win, hit, his, him, hill, stiff, still, print, give, live, said, are, till, tile, fill, file, simple, nimble, silver, glitter.
- Lesson 26. c, k, \_ck [green box blank ck] (Cracking Nut 3)  
crow, leak, kick, closes. 1. case, care, came, became; 2. oak, poke, soak, stroke; 3. kick, pick, stick, trick; 4. make, cake, snake, take, bake; 5. lift, big split, thick; 6. sly other another come; 7. picnic, break work
- Lesson 27. \_ng [ blank ng], \_ñ\_ [blank n blank mark] (Gong 42)  
sing, finger, sink 1. king, wing, ring, bring; 2. sing, swing, sting, string; 3. sink wink, think, drink; 4. shine, shining, hit, hitting; 5. all, call, called, merry; 6. middle, fiddle, fiddler, bowl; 7. single, tingle, singer, finger; 8. spring, thing, something, nothing.
- Lesson 28. Review
- Lesson 29. Review
- Lesson 30. a\_ [a blank] (Baby Lamb 27)  
as, man, drank, bean, at; 1. an, ant, antlers, animal; 2. bad, bag, bat, bath; 3. can, can't, candle, candlestick; 4. bang, back, bank, blank; 5. ask, fast, pat, grab; 6. aim, aiming; 7. dove, have, happened; 8 wagon. oven, woman.
- Lesson 31. ce, ci, cy (Flat Tire 19 – same as /s/)  
place, racing, fancy, face; 1. ice, mice, nice, rice; 2. race, face, place, space; 3. dance, prance, France, glance; 4. icy, fancy, Nancy; 5. from, some, come, complain. 6. too, two, second; 7. peace, circle, black, 8. silence, practice, accident.
- Lesson 32. Review
- Lesson 33. j\_ [j blank], \_dge [[Green box blank dge], ġe, ġi, ġy (Scrub Brush 10)  
June, bridge, huge, 1. Joe, Joan, joke, joking; 2. job, jam, Jack, jacket; 3. age, cage, page, stage; 4. huge, giant; magic, Janet; 5. Jim gym, bridge, badge, 6. string, stingy, 7. germ, ginger.
- Lesson 34. Review
- Lesson 35. o\_ [o blank] (Boy with Doctor 30)  
not, lock, stopped, dropped, clock; 1. pot, spot, got, lot, lots; 2. drop, dropped, stop, stopped; 3. trot, trotted, nod, nodded; 4. sock, rock, lock, clock. 5. song, strong, long, along; 6. wolf, wolves, door, floor. 7. nimble, simple, glitter flood.
- Lesson 36. \_x [green box blank x] (Pop Bottle 24)  
ox, fox, fix, oxen, six; 1. ox, socks, fox, locks, box, 2. six, tricks, fix, picks, mix; 3. ax, packs, wax, tax, Jack; 4. lion, bray, 5. hot, hop, top, mop, pop; 6. key, turkey, money, donkey, 7. porridge, horrid, stocking; 8. doctor, Dr., mister, Mr.
- Lesson 37. e\_ [e blank], \_ěa\_ [blank ea blank curved mark] (Rocking chair 28)  
sent, never, ahead, instead; 1. tell, test, ten, tent; 2. leg, let, let's, left; 3. red, ready, rest, rent. 4. heard, help, heavy, held; 5. egg, edge, else, end; 6. wasp, dōrne, honēy; 7. extra expect, except, excite; 8. plēasant, penny, any, many, ocean.
- Lesson 38. ch -\_tch [Green box blank tch] (Steam Engine 40)  
each, catch, reach; 1. chase, cheer, change, chief; 2. catch, catches, match, batch, hatch; 3. fell, then, set, seven; 4. neck, nest, next, net; 5. well, wet, web, west; 9, even, never, every, everyone; 7 merry, merrier, how, toss. 8. Saint Ives, St. Ives.
- Lesson 39. Review.

Lesson 40. wh (Blow out a match 39)

why, when, which; 1. why, while, white, shine; 2. which, whisper, whip, whisker; 3. wheel, whole, wheat, whoop; 4. crash, crack, blast, reed; 5. air, where, there, very; 6. in been, what, when.

Lesson 41. u\_ [u blank], à [one dot a], è [one dot e], ò [one dot o] (Mother Bear 31)

cut, what, 1. stuff, stuffed, stuck, study; 2. much, must, mud, muddy, bun, but, buzz, buzzed, just, jump, judge, junk 5. – 6. up, on, upon, bus. 7. run, ran, runner, running; 8. sun, shine, sunshine, sunny; 9. for, fōur, forty, stork.

Lesson 42. qu\_ [qu blank] (Coffee Pot, /kw/ 17)

queen, queer, quack, quiet; 1. quick, quickly, quit, quilt; 2. quiet, quite. 3. such, suck, sunk, summer; 4. under, until, unless, uncle; 5. rub, bug, lump, nut; 6. weather, whether; 7. cent, centipede; 8. considering, distracted, protector.

Lesson 43. ow, ou\_ [ou blank] (Hurt Finger 35 – hammer and nail)

now, cloud, thousand; 1. how, hound, house, bowl; 2. found, sound, round, ground; 3. out, outside, mouse, mouth; 4. crown, town, down, brown; 5. grōw, glōw, shōw, thrōw 6. around, about, mountain, 7 puddle, shower, flower, tower; 8, or, unicorn, sixpence, Āpril; 9. plenty, empty, self, shell,

Lesson 44. Review

Lesson 45. är [two-dot r], (Spinning Tire 37)

Large, dark, barely, start, car, park; 1. star, start, started, starting, 2. far, farm, farmer, farming, 3. hard, harder, hardest, hardly, 4. bite, bitten, biting, bit; 5. bottom, done, none, son, 6. park bark, by, buy; 7. mark market, barnyard.

Lesson 46. aw, au\_, a, ô [au blank], (Broken Bat 36)

jaw, haul, hall, call, Paul, saw; 1. saw, raw, draw, straw; 2. paw, claw, jaw, jackdaw; 3, paws, pause, cows, cause; 4. tall, call, stall, small, 5. down, fawn, yawn, lawn; 6. cause, caught, Paul, Maud. 7. caught, taught, naught, slaughter; 8. saw, sauce, hundred.

Lesson 47. ô [tent o] (Broken Bat 36)

toss, cross, across, loss, lost, soft, cost; 1. toss, loss, boss, cross; 2. tossed, lost, cost, frost; 3. off, offer, office, oftèn; 4. malt, salt, halt, fault; 5. hall, fall, wall, water; 6. wash, wasp, watch, want; 7. soft, cloth, cross, gone; 8. shore, àshore, short, horse; 9. hěad, forhěad, sponge, sponges.

Lesson 48. Review

Lesson 49. Review

Lesson 50. oi\_ [oi blank], \_oy [blank oy], (Barking Seal 34)

toy, boil, noisy, boy; 1. joy, join, joined, joyful; 2. boy, boys, noise, noisy; 3. soil, spoil, point, pointer; 4. sea, pea, peacock; 5 pair, space, fair; chair; 6. they they're, their, there, where; 7 every, everyone, everything, everywhere; 8. ate, grěat, grěatly, brěak.

Lesson 51. ōō [double o long curved mark], \_u\_ [blank two-dot u blank] (Barbell 33)

good, pull, full, bull, foot, put, wood, would, could, should; 1. good, wood, hood, stood, 2. book, brook, crook, crookèd; 3, took, look, hook, shook; 4. pull, push, bull, bush; 5. wood, would, could, should, 6. cook cookie, wooden, good-bye. 7. some, someone, something, somewhere; 8. Lōndōn, master, stile, pussycat.

- Lesson 52. kn\_ (*kn* blank] (Motorboat 14), gn\_, wr\_ [*wr* blank] (Angry Lion 18), \_mb  
 knot, write, lamb, gnat, wrong, right, thumb, comb; 1. no, know, nose, knows;  
 2. nod, knock, not, knob; 3. rap, wrap, wrapped, wrapper; 4. wreck, wring, wrote,  
 wrung; 5. long, wrong, strong, song, 6. Nat, gnat, gnaw, gnome; 7. lamb, limb, lime,  
 climb; 8. stairs, stare, pair, wear.
- Lesson 53. wôr (No card was found with this, there is a dot over the *o*)  
 wôrġ, wôrġ, wôrġed, wôrġer, wôrġ, world, knee, know, knew; 1. wôrġ, wôrġ  
 wôrġ, wôrġ; 2. wôrġ, wôrġed, wôrġer, wôrġshop; 3. poor, bad, worse; 4. dône,  
 löve, glöve, âböve; 5. nône, dône, sôme, côme, l. gum, thumb, dumb, crumb;  
 7. might, knight, knife, knives; 8. knee, kneel, new, knew.
- Lesson 54. \_ti\_ [blank *ti* blank]; \_ci\_ [Blank *ci* blank] (Be Quiet! 38] also \_s\_ [blank *s* blank]  
 (Sawing 43) 1. nation, station, question, attention; 2. add, addition, subtract,  
 subtraction; 3 divide, division, television; 4. special, patient, patience; 5. use, usual,  
 usually; 6. pleasure, measure, treasure; 7 voice, choice; 8. woman, women, John
- Lesson 55. ph (Angry Cat 6), ch (The *c* has a line over it, hard sound /k/, no card)  
 phone, Christmas, stomach, ache; 1. Philip, elephant; 2. music, musician; 3. physics,  
 physician; 4. take, ache, make, aching; 5. alphabet, Ralph, graph; 6. photo,  
 photograph; 7. autograph, telegraph; 8. echo, school, schoolroom.



Ann Hughes



Dr. Arther S. Trace  
 Luncheon Speaker Friday

These pictures were taken from *The Reading Informer* published by the Reading Reform Foundation. Ann Hughes tweaked Priscilla McQueen's phonics program for the Open Court Reading Program and wrote the readers for the *Foundation Level*. Dr. Trace chose quality stories to insure that the core values of our civilization were covered and high level reading skills were taught. There was no controlled vocabulary in his readers, the comprehensiveness of the beginning phonics component made vocabulary control unnecessary.

## OPEN COURT WALL SOUND CARD CHART

Card Number	Letter	Name of Card	Sound	Spellings	Oral Description	Example Words
1	A	Block A	/ā/	ā a_e ai_ _ay	a mark a blank e ai blank blank ay	Amy, table ape, bake aim, train day, play
2	B	Beating Heart	/b/	b	b	ball, bubble, tub
3	C	Cracking Nut	/k/	c k □ck	c k green box blank ck	cat, cot, cut kin, ankle, ink tack, deck, sick
4	D	Knocking on Door	/d/	d	d	dad, candle
5	E	Block E	/ē/	ē ee e_e ea _y _ī	e mark double e e blank e ea blank y blank two-dot i blank	equal, me eel, feet, see Eve, here eat, leap, tea baby, happy babies, machine
6	F	Angry Cat	/f/	f ph	f ph	fat, waffle phone, elephant, graph
7	G	Croaking Frog	/g/	g	g	gas, wiggle, sag
8	H	Out of Breath	/h/	h_	h blank	hot, heavy
9	I	Block I	/ī/	ī i_e _igh _y _ie	i mark i blank e blank igh blank y mark blank ie mark	I, pilot ice, bite high, light cry, sky pie, fries
10	J	Scrub Brush	/j/	j_ □dge ġe ġi ġy	j blank green box blank dge one-dot ge one-dot gi one-dot gy	jam, jet edge, fudge gem, huge giant gym
11	K	Cracking Nut	/k/	k c □ck	k c green box blank ck	kitten cane, cone, cube sock, duck
12	L	Mixer	/l/	l	l	lamp, wallet, tail
13	M	Ice Cream	/m/	m	m	my, home, mom
14	N	Motorboat	/n/	n kn_	n kn blank	no, tent, sun know, knife
15	O	Block O	/ō/	ō o_e oa_ _ōw _oe	o mark o blank e oa blank blank ow mark blank oe	Oklahoma, no ode, bone oat, soap throw, below toe, hoe

OPEN COURT WALL SOUND CARD CHART (Continued from inside front cover.)

Card Number	Letter	Name of Card	Sound	Spellings	Oral Description	Example Words
16	P	Dripping Water	/p/	<i>p</i>	<i>p</i>	paper, tap
17	Q	Coffeepot	/kw/	<i>qu _</i>	<i>qu</i> blank	quick, quill
18	R	Angry Lion	/r/	<i>r</i> <i>wr _</i> <i>er</i> <i>ir</i> <i>ur</i>	<i>r</i> <i>wr</i> blank <i>er</i> <i>ir</i> <i>ur</i>	road, born, year wrong Ernest, herd, her irk, bird, fir urge, turn, fur
19	S	Flat Tire	/s/	<i>s</i> <i>ce</i> <i>ci</i> <i>cy</i>	<i>s</i> <i>ce</i> <i>ci</i> <i>cy</i>	sat, ask, yes cent, fence cinder bicycle
20	T	Ticking Clock	/t/	<i>t</i>	<i>t</i>	tin, sets, bit
21	U	Block U	/ū/	<i>ū</i> <i>u_e</i> <i>_ew</i>	<i>u</i> mark <i>u</i> blank <i>e</i> blank <i>ew</i>	using, future use, cute few, mew
22	V	Airplane	/v/	<i>v</i>	<i>v</i>	voice, save
23	W	Lariat	/w/	<i>w _</i>	<i>w</i> blank	wash, will
24	X	Pop Bottle	/ks/	<i>□x</i> <i>/gz/</i>	green box blank <i>x</i>	extra, box exist, exam
25	Y	Baby Birds	/y/	<i>y _</i>	<i>y</i> blank	yes, beyond
26	Z	Buzzing Bee	/z/	<i>z</i> <i>_s</i>	<i>z</i> blank <i>s</i> voice bar	zoo, nozzle, buzz toes, hose
27	ă	Baby Lamb	/ă/	<i>a _</i>	<i>a</i> blank	apple, tap
28	ê	Rocking Chair	/ê/	<i>e _</i> <i>_ëa _</i>	<i>e</i> blank blank <i>ea</i> blank curved mark	egg, ten head, bread
29	i	Baby Pig	/i/	<i>i _</i>	<i>i</i> blank	it, sit
30	ô	Boy with Doctor	/ô/	<i>o _</i>	<i>o</i> blank	odd, hot
31	û	Mother Bear	/û/	<i>u _</i> <i>â</i> <i>è</i> <i>ó</i>	<i>u</i> blank one-dot <i>a</i> one-dot <i>e</i> one-dot <i>o</i>	up, bus around loaded wagon
32		Ghost	/oo/	<i>oo</i> <i>û</i> <i>u_e</i> <i>_ew</i> <i>_ue</i>	double <i>o</i> long mark two-dot <i>u</i> mark <i>u</i> blank <i>e</i> blank <i>ew</i> blank <i>ue</i>	boot, too truth rude blew, chew blue, true
33		Barbell	/oo/	<i>oo</i>	double <i>o</i> long curved mark	foot, book
34		Barking Seal	/oi/	<i>_u _</i> <i>oi _</i> <i>_oy</i>	blank two-dot <i>u</i> blank <i>oi</i> blank blank <i>oy</i>	put, pull oil, soil boy, toy

OPEN COURT WALL SOUND CARD CHART (Continued from facing page.)

Card Number	Letter	Name of Card	Sound	Spellings	Oral Description	Example Word
35		Hurt Finger	/ow/	<i>ow</i> <i>ou</i> _	<i>ow</i> <i>ou</i> blank	owl, town, cow out, hound
36		Broken Bat	/aw/	<i>aw</i> <i>au</i> _ <i>a</i> <i>ô</i>	<i>aw</i> <i>au</i> blank <i>a</i> two dots tent <i>o</i>	awful, lawn, saw author, Paul, caught all, talk off, song
37		Spinning Tire	/är/	<i>är</i>	two-dot <i>ar</i>	art, cart, car
38		Be Quiet!	/sh/	<i>sh</i> _ <i>ti</i> _ _ <i>ci</i> _	<i>sh</i> blank <i>ti</i> blank mark blank <i>ci</i> blank mark	ship, bishop, fish nation special
39		Blowing Out the Match	/wh/	<i>wh</i> _	<i>wh</i> blank	white
40		Steam Engine	/ch/	<i>ch</i> □ <i>tch</i>	<i>ch</i> green box blank <i>tch</i>	chest, church itch, catch
41		Angry Goose	/th/	<i>th</i> <i>th</i>	<i>th</i> <i>th</i> voice bar	thick, tooth this, feather, bathe
42		Gong	/ng/	_ <i>ng</i> _ <i>n</i> _	blank <i>ng</i> blank <i>n</i> blank mark	sing, ringing angry, tank
43		Sawing	/s/	_ <i>s</i> _	blank <i>s</i> blank mark	vision, treasure

The last card (44) is the Signal Card. The signals are *e*, *i*, and *y*. They serve two purposes:

1. They can signal through one consonant to tell the preceding vowel to say its name: *shade*, *shiny*, *babies*. (They can also signal through one consonant and *l*, as in *table*.)
2. The signals following *g* or *c* soften those letters: *ge-gem*, *gi-giant*, *gy-gym*; *ce-cent*, *ci-cinder*, *cy-bicycle*.

Cards should be posted in order, 1-44 (cards are numbered at the bottom). The first 26 should be posted in a single line above the front chalkboard, if possible, so that all children can see them and the teacher or a child can easily point to them. To save space, the blank tops can be cut off the last 18 cards, which can then be posted in a double or triple line, preferably in the front of the room, if they cannot be in a single line with the first 26 cards.

Vowel spellings are printed in red to draw attention to them. Consonants are printed in black. A blank in a spelling indicates that a letter will take that space when a word is formed. It may also indicate the position of the spelling in a word or syllable.

On long-vowel cards, the spelling at the bottom of the card is the usual spelling of the long-vowel sound heard at the end of a word or syllable. The initial position of the blank helps with this concept.

Certain spellings have green boxes above their blanks. The significance of the green box is that the short-vowel response cards are green and a short-vowel spelling will take the place of the green box in words that use these "green box spellings." ("When I hear /k/ at the end of a word [or syllable] and the vowel in front is short, the spelling of /k/ is \_ *ck*." Or: "When I see \_ *dge* at the end of a word, the vowel in front is short." The first concept is synthetic, the second analytic.)

Note: The sounds of the various spellings are represented within slash marks (/ /). They are designed to correlate with their commonest or simplest spelling (usually the first given on the wall sound card) and do not use symbols other than the letters of the alphabet and the Open Court diacritical marks.

This Chart is from the *Open Court Headway Foundation Program*, 1979, 1982, 1985.



## Open Court Pronunciation Key

a, ă	sat, tan	ġ	gem, giant	p	pay, put
ā	radio, table	_gh	though, taught (silent)	ph	phone, elephant
à	alone, Donna	h	hat	qu	quick, queen
â	care, air	i, î	it, sit	r	ram, road
ä	father, wand	ī	pilot	s	send, sun
a	all, ball	__ī	babies, machine	_s	toes, hose
a_e	bake, ape	i_e	bite, pile	_s_	vision, confusion
ai	mail, sail	_igh	light, bright	sh	shall, show
är	calendar	ir	fir, bird	t	tall, tale
är	car, park	j_	jam	th	thick, three
au	Paul	k	kite	th	this, them
aw	saw, raw	kn_	knife	_tch	itch, patch
_ay	say, day	l	lamp	_tj_	nation, station
b	bat, boy	_le	table	u, ū	up, us, bus
c	cat, cot, cut	m	man	ū	use, cute
ce	cent, ace	_mb	lamb, comb	ū	true, blue
ch	chest, church	n	no, nice	ü	nature
ch	chorus	_n_	uncle, anger	u	pull, full
ch	chute	n	bon (French nasal sound)	ü	üben (German)
ci	cinder,	_ng	sing, ring	ur	fur, urge
_ci_	special	o, ö_	hot, pot	ür	cure, pure
_ck	tack, sick	ō	go, no	v	voice, save
cy	bicycle	ó	come, wagon	w_	will, wash
d	dad	ō	horse, long	wh_	white, what
_dge	edge, judge	ö	schön (German)	wr_	write
e, ě	pet, hen	oa_	soap, roam	_x	extra, ax
ē	he, me	o_e	bone, mole	_x_	exist, example
é	moment, loaded	oi_	oil, boil	y_	yes, yet
ē	here, dear	ōō	book, nook	__y	baby, happy (when it is the only vowel in the final syllable)
ea	eat, leap	ór	boot, zoo	_y_	bicycle
_ea_	head, bread	ou_	motor, doctor	_y_	cry, sky
ee	see, eel	ow	owl, cow	ý	zephyr, martyr
er	father, her	_ow	low, throw	z	zoo, zebra
_ew	few, blew	_oy	boy, toy		
f	far, fast				
g	gas, get				

1. THE PRONUNCIATION KEY: This Pronunciation Key includes all of the common sounds (phonemes) and all of the common spellings (graphemes) in the English language and a few from foreign languages. Each sound is illustrated with a sample word. Whenever two letters are listed together, they have a sound or sounds occurring in the illustrative word, rather than their normal individual sounds. For instance, *ea* is pronounced *ē*, not *ě* and *ā*; *er* is pronounced *r*, not *ě* and *r*; *ür* is pronounced *yör*, not *ū* and *r*.
2. INTRODUCING THE PRONUNCIATION KEY: When using each of the above spellings or diacritical marks for the first time, explain exactly how the sound is pronounced and give illustrative words, marking the letters as they are marked in this Pronunciation Key.
3. ENDINGS: If a word ends in a silent *e* as in **face**, the silent *e* is not marked. If the last syllable of a word is *\_ture* pronounced **chur** as in **nā' tūre**, the only marking for the syllable is a dot placed over the *u*. If a word ends in

- \_ed* pronounced **t** as in **baked** or **d** as in **stayed**, no mark is needed. If the ending *\_ed* forms a separate syllable pronounced **éd** as in **load' éd**, the *e* has a dot. If a word ends in *\_ior* pronounced **yer**, as in **sāv' iör**, the *i* has two dots and the *o* has one dot.
4. MARK THE VOWEL THAT IS PRONOUNCED: If there are two or three vowels within the same syllable, mark only the one that is appropriate, as in **beau' ty**, **friēnd**, or **breāk**. All other vowels within the syllable are considered to be silent.
  5. PRONUNCIATION WITHOUT REPELLING: The Open Court diacritical marks in the Pronunciation Key make it possible to indicate the pronunciation of most unfamiliar words without respelling.

For a complete description of the Pronunciation Key, of the diacritical marks, and of pronunciation without respelling, refer to the *Pronunciation Guide* in the appendix. For a more complete description of how to syllabicate and indicate accents of words refer to page xxii.

## Note from Internet Publisher: Donald L. Potter

This analysis is dedicated to three pioneers in the field of intensive phonics: Caroline Yale, Mildred McGinnis, and Priscilla McQueen. The *Open Court Foundation* level was based squarely on the work of these three innovative scholars. The recent revision by SRA/McGraw-Hill is a different program having little to do with the long-vowel-first approach of these three women and the original *Open Court* method that was used by untold of thousands of children in classrooms across America to learn to read from the “sounds.”

The use of the *Northampton Chart* symbols from Caroline Yale’s work is obvious. See her 1946 *The Formation and Development of English Speech Sounds*, available for free download from the Education Page of my web site [www.donpotter.net](http://www.donpotter.net)

The solid foundation of Mildred McGinnis’ *Association Method* will be obvious to all who know the history of the *Foundation Program* of the original *Open Court*.

Priscilla McQueen was the mind behind the *Foundation Program* and should receive due credit for her brilliant achievement. You will note that she began instruction with the long vowels. She had valid reasons for beginning with the long vowels, the validity of which can be amply verified by the success of the teachers who taught her program. Ann Hughes contributed significantly to the program through her stories. She also made slight changes in the order presentation of the letters and sounds.

The program scope and sequence is transparent. I dare say I could teach the entire program successfully from the blackboard with nothing but this “Analysis” in my hands. In 1982, I personally worked through every page of *The Blue Book* and *The Gold Book* with my son and can testify first hand to the effectiveness of the program to teach both high-level reading and accurate spelling.

As far as I am able to determine, the only method presently available that maintains the integrity and pedagogical supremacy of the original *Open Court Foundation Program* as conceived by Priscilla McQueen is *School Phonics* by William C. Carroll and Kenneth A. Lexier published by Didax and available at [www.didax.com](http://www.didax.com).

Miss Geraldine Rodgers has recently published her massive research into oral reading accuracy done in 1977 and 1978, *Why Jacques, Johann and Jan CAN Read* (Published August 15, 1979 and Revised September 8, 2005). The current edition is published by PageFreePublishing, Otsego, MI.). In this important and unique research project, she tested students who had been taught with phonics-first methods and sight-word methods and then compared their oral reading accuracy. Each program was classified by the amount of phonics and sight-words taught. A Level 10 would be pure phonics-first with no sight words, while a Level 1 would be almost pure sight-word memorization with no phonics. She classified *Open Court* as a Level 10, pure phonics-first. It produced very accurate and objective readers compared to the current sight-word methods. She make an interesting comment in the “Forward,” “It should be mentioned that the 1977-1978, truly phonic, ITA, Lippincott and *Open Court* beginning reading materials are no more. It is true that a present-day, very weak phonics program carries the *Open Court* name, but it is in no sense comparable to the 1977-1978 *Open Court* program, and even gives some sight words to rank beginners.”

This Analysis was originally prepared on September 24, 2006. I was just starting my work at the Odessa Christian School in Odessa, Texas. I had previously taught for 21 years for the Ector County ISD. My children learned to read with the old *Open Court*. The school had switched to the new *Open Court* by SRA/McGraw-Hill, when the older program was no longer available. The teachers decided not to teach the new program because of all the changes. They switched to the *A Beka Book Phonics-First Reading Program*. I found two copies of *The Blue Book* and a stack of copies of *The Gold Book* in the school bookroom, which I used to write this Analysis. The school used the old *Open Court* for over 40 years.

Document last edited 7/14/10. Several diacritical marks now available to me were added.