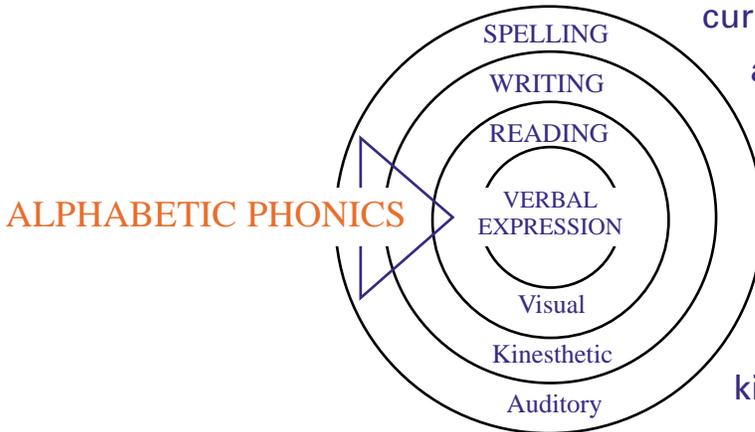


Alphabetic Phonics

Multisensory Teaching of Basic Language Skills

Alphabetic Phonics is an ungraded, multisensory curriculum, based on the Orton-Gillingham approach, that teaches the structure of the English language. This phonetic program teaches reading, handwriting, spelling, verbal and written expression, and comprehension, by simultaneously engaging the visual, auditory, and kinesthetic modalities.



A basic language-training program, *Alphabetic Phonics* can be taught to individuals or small groups of any age. Each daily, one-hour session is structured to alternate modalities by including ten different activities: alphabet, review of letters, review of sounds, multisensory introduction of a new letter, reading, cursive handwriting, spelling, verbal expression, review, and listening.

Teacher's Materials

Foundations for Literacy

Structures and Techniques for Multisensory Teaching of Basic Written English Language Skills
Revised Edition, Aylett R. Cox

This basic manual for *Alphabetic Phonics* defines the terminology and coding used in the curriculum, presents four levels of daily lesson plans, outlines multisensory teaching methods, and details procedures and activities for teaching the alphabet, reading, cursive handwriting, dictation, copying, spelling, and verbal and written expression. Syllable division and spelling formulas are covered in depth. A graph divided into three schedules coordinates the sequence of grapheme introduction with essential related concepts and other components of the program. An appendix offers a large list of reference and supplementary materials.

Situation Reading

Clues to the Code

Aylett R. Cox

This reference manual lists the regular and irregular ways in which letters and letter clusters are pronounced for reading. Written in outline form, the information is listed according to the position of a letter in a word (initial, medial, final), and is followed by an explanation of how accent and adjacent letters affect pronunciation. The coding for pronunciation and example words is also included.

Situation Spelling

Formulas and Equations for Spelling the Sounds of Spoken English

Aylett R. Cox

Situation Spelling is a reference book of graphic symbols that represent the major sounds of English. Equations for regular and irregular spellings of each sound, the positions in which these spellings are most often found, formulas to specify their use, and words to illustrate them are listed.

Supplementary Materials

Initial Reading Deck

Aylett R. Cox

This card deck provides daily review of the sounds of letters for reading. Each card shows a letter or letter cluster with identifying code marks and an illustration of a key word. When shown the card, the student names the key word and isolates the sound.

Advanced Reading Deck

Aylett R. Cox

The *Advanced Reading Deck* contains three sets of cards. One set shows the 68 symbols (single letters and letter clusters) that recur most regularly in English. These cards are used daily to evoke students' accurate visual recognition and naming of the symbols, and to promote students' automatic translation of the symbols into speech sounds without the help of key words. The second set of cards consists of regularly recurring, nonphonetic final syllables with constant pronunciation and spelling. The Situation Cards provide practice with the two sounds of *c* and *g*.

Instant Spelling Deck

Aylett R. Cox

These cards list the most frequent spellings of the 44 basic English speech sounds. A key word is provided for each spelling. The deck is used daily to review and reinforce students' ability to hear the sound and then spell it both orally and in writing.

Missing Letter Deck

Aylett R. Cox

Four sets of cards, in ascending order of difficulty, emphasize concepts of "before" and "after," facilitating speed and proficiency in using alphabetized materials by requiring students to name the letter(s) missing from the sequence on each card.

Alphabet Cards for *Alphabetic Phonics*

Georgie F. Green et al.

A card for each letter in the alphabet shows models of the upper- and lowercase letter forms, a model of the lowercase cursive form, and a picture of the key word used to remind students of the letter's most common sound. The 9×12" cards are ideal for wall posting.

Affix and Root Cards

Dorothy M. Bywaters

Each color-coded card presents a word part of Anglo-Saxon, Greek, or Latin origin, a definition, and example words to reinforce students' skills in reading, spelling, and vocabulary.

Workbooks

All *Alphabetic Phonics* and *Situation Learning* workbooks follow the sequence and teaching methods outlined in *Structures and Techniques*, and are referenced to that manual.

Alphabetic Phonics Workbooks

A Basic Language Curriculum for Phonics, Reading, Writing and Spelling

Georgie F. Green et al.

These student workbooks, appropriate for primary-age students, provide a variety of multisensory exercises in phonics, alphabet, reading, reading comprehension, spelling, and cursive writing. *Workbooks 1* and *2* cover the same material presented in *Situation Learning, Schedule I. Alphabetic Phonics 3* covers material through Lesson 7 of *Situation Learning, Schedule IIa*. Students who have completed the *Alphabetic Phonics Workbook* series may begin in *Situation Learning* with *Schedule IIa, Lesson 8*.

Workbook 1 introduces the letters *i, t, p, n,* and *s*. The accompanying *Teacher's Manual* contains step-by-step procedures for introducing these letters, auditory exercises, handwriting practice, and vocabulary activities; reproduces the workbook text; and establishes the procedures and format for using subsequent workbooks in the series.

Workbook 2 covers the letters *a, s* (as [z]), *l, d,* and *f*. The *Teacher's Manual to Accompany Workbook 2* reproduces the workbook text, and contains the teacher's script for the stories. *Alphabetic Phonics 3* contains short stories using the graphemes from *Workbooks 1* and *2* and the new graphemes *h, g, o, k, n* (as [ng]), and *c*; and digraphs *ng* and *ck*. Its *Teacher's Manual* also reproduces the student text and contains the teacher's scripts for the stories.

Situation Learning Workbooks

Situation Learning Student's Study Books provide multisensory exercises and reinforcement activities in spelling, read-

ing, and review of each grapheme and concept presentation in the *Alphabetic Phonics* curriculum.

The *Teacher's Guides* contain the same exercises with suggested lesson plans and directions for presentation.

Situation Learning, Schedule I (revised editions)

Bernice Jones Raines and Carolyn Drake Kribs

The Schedule I Student's Study Book, which can be used by students of all ages, covers the graphemes *i, t, p, n, s, a, l, d, f,* and *h*; the *f/l/s/* spelling rule; and suffix *s*.

Situation Learning, Schedules IIa, IIb, IIc

Bernice Jones Raines

Schedule IIa introduces graphemes *g, o, k, n* (as [ng]), *c, m, r, b, e, y, j,* and *u*; digraphs *ng, ck, oo* (as [oō]), and *th*; suffixes *ing, ness,* and *less*; and VCCV syllable division.

Schedule IIb includes graphemes *w* and *a* (as [ō]); digraphs *ee* and *sh*; combinations *er, ir,* and *ur*; suffixes *ed* and *er*; silent *e*; and final consonant-*le* syllables. *Schedule IIc* covers graphemes *y* [as (ī, ĩ)] *v, x,* and *z*; digraphs *ay* and *ai*; trigraph *igh*; combinations *ar, or,* and *qu*; suffixes *ly* and *y*; VCV syllable division; and dictionary quartiles.

Situation Learning, Schedules IIIa, IIIb, IIIc, IIId

Marietta Laing Biddle

Similar in format to the *Student's Study Books* for Schedule II, this series aids the teacher in planning daily lessons for the individual needs of each student. *Schedule IIIa* introduces grapheme *c* (as [s]); digraphs *oo* (as [oō]), *ch,* and *ea*; trigraph *tch*; combination *wh*; diphthongs *oi, oy, ou,* and *ow*; prefixes, affixes, and more suffixes, silent letters; *ild* and *old*; and half-long vowels.

Schedule IIIb includes graphemes *a* (as [au]) and *g* (as [j]); digraphs *ow* [as (ō)], *oa, oe, au, aw, ge, ea* (as [ē]), *ie,* and *ue*; trigraph *dge*; French ending *age*; and VCCCV syllable division. *Schedule IIIc* covers grapheme *o* (as [ū]) digraphs *ie* (as [ī]), *ph, ch* (as [k]), *ei, ey, eu,* and *ew*; final *tion* and *sion*; VV syllable division; and possessives. *Schedule IIId* contains lessons on digraphs *ea* (as [ā]), *ei* (as [ā]), *ey* (as [ā]), *au* (as [ō]), and *ch* (as [sh]); quadgraph *eigh*; French endings *ine, ile, ice,* and *ous*; final *ture* and *dure*; and division/accenting of three-syllable base words.

Situation Learning, Alphabet Exercises and Review for Schedule II

Marietta Laing Biddle

The alphabet section of this workbook provides a variety of alphabet exercises and activities, such as dictionary and telephone directory practice, alphabetizing, and alphabet games, that may be incorporated into the daily lesson plans for Schedules II and III. The review section contains exercises, drills, and reviews for students who need additional reinforcement of the concepts taught in Schedule II.

Testing Materials

Bench Mark Measures

Aylett R. Cox

This assessment tool contains three sequential tests in four areas of remedial language training: alphabet and dictionary skills, reading, handwriting, and spelling. The test levels correspond to the three schedules of the *Alphabetic Phonics* curriculum, but the tests can be used to measure any student's general phonics knowledge. The *Bench Mark Measures* is not restricted to any grade level, but can serve as a diagnostic tool, as a measure of progress in remediation, or as a criterion for ending remediation. Each test requires 30–60 minutes to administer; alphabet and reading tests must be given individually, but handwriting and spelling tests may be given to a group.

Materials for administering the measures are contained in a kit that includes a *Guide to Bench Mark Measures* (a description of the measures, their purpose, and general procedures for administration, along with specific scoring and evaluation instructions; 16pp.) *Bench Mark Measures—The Tests* (step-by-step directions for administration, instructions to be read to students, and reading passages and spelling lists; 24 pp.); a *Graph of Concepts and Multisensory Introductions* (showing the sequence of grapheme and concept introduction in *Alphabetic Phonics* and of testing by the measures); *Summary Sheets* (to record responses and mark errors for all levels of the measures, and to list information on student training, testing, and progress; two doz.); a *Skeleton Dictionary* (marked only with page numbers and guide lines); a sheet of block capital letters; a spirit duplicating master for specially-lined handwriting paper; three dimensional rubber letters; and 56 5×3 cards. Additional copies of the *Summary Sheets* (in two-doz. lots) *Skeleton Dictionary*, and *Graph of Concepts and Multisensory Letter Introductions* may be purchased separately.