

## From Sounds to Letters Associational Levels Ladder Progress Chart

|  | Lessons | Levels | Storybooks  | Associations                     | Presented | Firmed | Spelling |
|--|---------|--------|---|----------------------------------|-----------|--------|----------|
| Phase II – Short Vowels and Other Vowel Sounds | 55      | 18     | 23. <i>The Christmas Treasure</i>   | ph, ch (zh)                      |           |        |          |
|  | 54      |        |   | <u>ti</u> , <u>ci</u> , <u>s</u> |           |        |          |
|  | 53      |        |   | <u>w</u> ör                      |           |        |          |
|  | 52      | 17     | 22. <i>Old Snapshots</i>  | kn, gn, wr, mb                   |           |        |          |
|  | 51      |        |   | ö <u>o</u> , <u>u</u> , <u>a</u> |           |        |          |
|  | 50      |        |   | oi, oy                           |           |        |          |
|  | 49      |        |   | Review                           |           |        |          |
|  | 48      |        |   | Review                           |           |        |          |
|  | 47      |        |   | ô for aw                         |           |        |          |
|  | 46      |        |   | aw, au                           |           |        |          |
|  | 45      | 16     | 21. <i>The Goat Who Liked to Jump</i>   | är                               |           |        |          |
|  | 44      |        |   | Review                           |           |        |          |
|  | 43      |        |   | ow ou                            |           |        |          |
|  | 42      |        |   | qu                               |           |        |          |
|  | 41      |        |   | u, â, è, ô                       |           |        |          |
|  | 40      |        |   | ch, tch                          |           |        |          |
|  | 39      |        |   | Review                           |           |        |          |
|  | 38      | 15     | 20. <i>A Pet for Ben</i>  | ch, tch                          |           |        |          |
|  | 37      |        |   | e, ëa                            |           |        |          |
|  | 36      |        |   | x                                |           |        |          |
|  | 35      |        |   | o                                |           |        |          |
|  | 34      |        |   | Review                           |           |        |          |
|  | 33      | 14     | 19. <i>Stolen Rubies</i>  | j, dge, g (e, i, y)              |           |        |          |
|  | 32      |        |   | Review                           |           |        |          |
|  | 31      |        |   | Review                           |           |        |          |
|  | 30      |        |   | a                                |           |        |          |
|  | 29      |        |   | Review                           |           |        |          |
|  | 28      |        |   | Review                           |           |        |          |
|  | 27      | 13     | 18 <i>Winter and Spring</i><br>17. <i>Here Come the Poodles</i>               | ng, ñ                            |           |        |          |
|  | 26      |        |   | k, c, ck                         |           |        |          |
|  | 25      |        |   | i                                |           |        |          |
| Phase I – Long Vowels Sounds                   | 24      | 12     | 16. <i>Fire Fire!</i>   | p                                |           |        |          |
|  | 23      |        |   | er, ir, ur                       |           |        |          |
|  | 22      | 11     | 15. <i>Three Goats and a Troll</i>  | y, î = ë                         |           |        |          |
|  | 21      |        |   | ew, ue                           |           |        |          |
|  | 20      | 10     | 14. <i>The Golden Zoo</i>   | û, u e; û, u e                   |           |        |          |
|  | 19      | 9      | 13. <i>Fair Time</i>  | y, öo                            |           |        |          |
|  | 18      | 8      | 12. <i>Where's Miles?</i>   | g                                |           |        |          |
|  | 17      | 7      | 11. <i>Wires and Tires</i>  | o e, oa                          |           |        |          |
|  | 16      | 6      | 10. <i>Steve's Dream</i>  | ô, öw, oe                        |           |        |          |
|  | 15      |        |   | b                                |           |        |          |
|  | 14      | 5      | 9. <i>The Train Ride</i>  | a e, ai                          |           |        |          |
|  | 13      |        |   | ā, -ay                           |           |        |          |
|  | 12      |        |   | sh                               |           |        |          |
|  | 11      | 4      | 7. <i>Lee Finds Neal</i> ; 8. <i>Lee Meets a Seal</i>                         | v                                |           |        |          |
|  | 10      | 3      | 6. <i>The Tight Line</i><br>4. <i>A Fine Meal</i> ; 5. <i>The Free Meal</i> , | n                                |           |        |          |
|  | 9       | 2      | 3. <i>The Wee Light</i>   | igh                              |           |        |          |
|  | 8       |        |   | i e                              |           |        |          |
|  | 7       |        |   | ī, ŷ, īe                         |           |        |          |
|  | 6       | 1      | 1. <i>Eat</i> , 2. <i>We Feed a Deer</i>                                      | r, e e, z                        |           |        |          |
|  | 5       |        |   | l, d                             |           |        |          |
|  | 4       |        |   | f, th, th                        |           |        |          |
|  | 3       |        |   | h, w                             |           |        |          |
|  | 2       |        |   | t, ëa                            |           |        |          |
|  | 1       |        |   | m, ë, ee, ëa, s                  |           |        |          |

# Notes On the Nature and Use of

## The Association Levels & Components Chart

The Association Levels and Components Chart present the sensory and motor associations for the *From Sounds to Letters* synthetic, long-vowel-first phonics reading method.

**Chart Orientation:** The chart is oriented vertically from bottom to top to show the sequence and multiplicative effect of adding the associations. As the child ascends the from one level to another there is a “generative” effect in that the number of words the students can read by automatically applying the sound-to-symbol correspondences will grow exponentially: a secure and faithful ladder to high reading achievement.

**Associations:** These are the sound-to-letter correspondences (phoneme-to-grapheme). They are sensory and motor associations (neural bonds/connections) that enable student to respond instantly to the letters.

**Presented:** Presented refers to the date a Level is first read, including the Storybook: that is the day the student reads the Power Point Word Lines and Word Line Sentences, Fables, and Storybooks for a Level. They have been introduced to the association, yet distributed practice (involving reading, spelling, cursive writing, and use in original composition) is still necessary to “firm” the response to the level of full automaticity.

**Firmed:** This is the day when the student can read the Homework (word and sentences lines without diacritical marks) without error or hesitation. The students should able to read and comprehend all the words for silent and oral reading. Here the association has been fully automated. It is a pleasurable and preferable activity for the student. This component involves timing the students reading each lesson until they attain fluency levels indicative of full automaticity. Full instructions on how to conduct the timings are included on the *From Sounds to Letters Homework* document.

**Spelling:** This is the day the student completes writing all the words for a Level in their Spelling Spiral. The goal is “total linguistic function.” When the students have automated the spelling with handwriting, they will be ready and eager to begin serious, thoughtful, creative composition. They should be exposed to good literature, prose and poetry, as models for their own writing. Note that the Spelling Spirals are simply wide lined notebooks. They are inexpensive and serve to keep all the work together. While I personally prefer cursive-first, good manuscript will serve quite well.

**Storybooks:** Ann Hughes and friends wrote the Storybooks to give the students an opportunity to practice reading stories using words with ONLY the sound-to-symbol associations, which had been taught for the preceding rungs of the Associational Ladder. The program is noted for the unusual absence of sight-words in the Storybooks. The method has been carefully crafted to avoid context guessing and partial phonics reading/guessing.

**Long-Vowels First:** The first 24 lessons use only long-vowels (“and” and a few other words being the only exceptions). It unusual sequence takes advantage of the fact that long-vowels are easier to identify, distinguish, store, and recall for decoding than the short vowels. The long vowels allow for the creation of much better early stories for the children to enjoy. The long-vowel spelling patterns consist of many more homonyms thus alerting the students from the very first lesson to distinguish in reading and spelling words such as “meet – meat,” “sea - see,” etc. Long-vowels first are especially helpful for students who have been unsuccessful with short-vowel programs in that they are coming at reading from an entirely different angle. Also, instead of having to spend many months on short-vowels, which they probably already know, they proceed immediately to the areas of reading development that they have yet to reach in the common vowel sequence of phonics instruction.

By Donald L. Potter, 9/22/11. Revised 6/19/2014.

# Millie and the Cowboy

Band 11: (oo, \_u\_), \_s\_

Band 10: (ow, ou\_), ä\_r, (aw, au\_, a, ô) (oi\_, \_oy)

Band 9: (e\_, ěa\_), (ch, tch), wh, (u\_, à, è, ò), qu\_

Band 8: (\_ng, \_ñ\_), a\_, (j\_, ġe. ġi, ġy), o\_, \_x

Band 7: p, i\_, (k, c, \_ck)

Band 6: (ō, o\_e, oa\_, \_ōw, \_oe), g, y\_\_\_, (ōō ū, u\_e, \_ew, \_ue), (ū, u\_e, \_ew)

Band 5: v, (sh, \_ti\_, \_ci\_ (ā, a\_e, \_ai, \_ay), b

Band 4: d, (r, wr\_, er/ir/ur/) (z, s) (ī, i\_e, \_igh, \_y, īe)

Band 3: w\_, (f ph), th th), l

Band 2: m, (ē, ee, e\_e, ea -y \_ī\_), (s, ce, ci, cy), h

Band 1: Introduction

While the sequence of the sound-symbols is the same as in the phonics program, it is not possible to correlate the Bands smoothly with the Lessons. The sound-symbols above are from the Wall Cards.

By Donald L. Potter 6/14/2014.