

# The Cursive Road to Reading and Spelling

## Blumenfeld's Alpha-Phonics Progress Chart

Student \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

Lesson 1 <b>Short ā Consonants</b>	Lesson 2 s/a/m/n/t/x	Lesson 3 Review	Lesson 4 d	Lesson 5 Review	Lesson 6 Sentences	Lesson 7 -nd	Lesson 8 l/b/c/g/j/f/l/n	Lesson 9 p/t/r/v/w/y/l/z	Lesson 10 ā Spelling Family
Lesson 11 ck	Lesson 12 Article ā /ū/	Lesson 13 ā Sentences	Lesson 14 Syllables <b>F-R1</b>	Lesson 15 <b>Short Vowel Preview</b>	Lesson 16 <b>Short ě</b>	Lesson 17 ě Sentences	Lesson 18 Syllables	Lesson 19 <b>Short ĭ</b>	Lesson 20 ĭ Sentences
Lesson 21 th/𐐚	Lesson 22 th Sentences	Lesson 23 <b>Short ǫ</b>	Lesson 24 ǫ Sentences	Lesson 25 -s, -'s	Lesson 26 -s Sentences	Lesson 27 <b>Short ŭ</b>	Lesson 28 ŭ Sentences <b>F-R2</b>	Lesson 29 sh <b>Consonant Digraphs</b>	Lesson 30 ch
Lesson 31 wh	Lesson 32 Review	Lesson 33 Sentences	Lesson 34 have, are, you, were	Lesson 35 Sentences	Lesson 36 Contractions	Lesson 37 Sentences <b>F-R3</b>	Lesson 38 Compound Words	Lesson 39 Sentences <b>F-R4</b>	Lesson 40 -all & Sent.
Lesson 41 -ng	Lesson 42 Sentences	Lesson 43 <b>Ending Blends</b>	Lesson 44 Sentences	Lesson 45 er	Lesson 46 nk/nc/nch	Lesson 47 Sentences	Lesson 48 ct/ft/pt/xt Sentences	Lesson 49 sk/sp/st Sentences <b>F-R5</b>	Lesson 50 lb/lđ/lf/lk
Lesson 51 lm/lp/lt	Lesson 52 mp	Lesson 53 tch Sent.	Lesson 54 dge	Lesson 55 nce/nse	Lesson 56 Review	Lesson 57 Compd. Words	Lesson 58 bl/br <b>Beginning Blends</b>	Lesson 59 cl/cr	Lesson 60 dr
Lesson 61 fl/fr	Lesson 62 gl/gr/gw	Lesson 63 pl/pr	Lesson 64 sl	Lesson 65 shr/sm/sn	Lesson 66 sp/spr	Lesson 67 st/str	Lesson 68 sw/sc/sk/scr	Lesson 69 tr/thr/tw	Lesson 70 Review
Lesson 71 Sentences <b>F-R6</b>	Lesson 72 <b>Long ā</b>	Lesson 73 a-e	Lesson 74 Sentences	Lesson 75 ai	Lesson 76 ai Sentences	Lesson 77 ay/ey	Lesson 78 Sentences	Lesson 79 ei/eigh Sent.	Lesson 80 ā Review
Lesson 81 Homonyms	Lesson 82 Compd. Words	Lesson 83 au/aw	Lesson 84 au/aw Sentences	Lesson 85 ar	Lesson 86 Sentences <b>F-R7</b>	Lesson 87 <b>Long ě ee</b>	Lesson 88 ee Sentences	Lesson 89 ea	Lesson 90 ea Sentences
Lesson 91 e-e Sent.	Lesson 92 ie Sent.	Lesson 93 Vowel y = ē	Lesson 94 y Sentences	Lesson 95 y-ies	Lesson 96 ē Review	Lesson 97 ē Sentences	Lesson 98 <b>Long ĭ (y, ie)</b>	Lesson 99 (ī-e) Sentences	Lesson 100 igh Sentences <b>F-R8</b>
Lesson 101 augh/ough	Lesson 102 gh=f	Lesson 103 o-e <b>Long ǫ</b>	Lesson 104 ǫ Sentences	Lesson 105 oa Sentences	Lesson 106 ōw Sentences	Lesson 107 ōld Sent.	Lesson 108 to, two, etc.	Lesson 109 <b>Long oo Short oō</b>	Lesson 110 oo Sentences
Lesson 111 ould Sent.	Lesson 112 ou/ow	Lesson 113 ou/ow Sentences	Lesson 114 oi/oy Sent.	Lesson 115 u-e Sent. <b>Long ū</b>	Lesson 116 ue/ui Sent.	Lesson 117 ew/ey Sent. <b>F-R9</b>	Lesson 118 er/ir/or/ur/ear <b>Multi-letter Consonants</b>	Lesson 119 -le Sent.	Lesson 120 ph=f
Lesson 121 ci/ti/etc.	Lesson 122 kn	Lesson 123 mb	Lesson 124 Silent h	Lesson 125 wr	Lesson 126 st-s/ft-f	Lesson 127 ch-k/ps-s	Lesson 128 y – ĭ <b>FR-10/11</b>	<b>You can Read, Write, and Spell!</b>	

# Practice Chart for the Blumenfeld's Alpha-Phonics First Readers

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

<u>Reader</u>	<u>Lesson Completed</u>	<u>Skills Practiced</u>	<u>Dates Read</u>
<b>Book 1</b>	Lessons 1 - 14	Short ā Single Letter Consonants, ck, qu	_____
<b>Book 2</b>	Lessons 15 – 28	Short vowels: ä, ë, ĩ, ö ũ, ph th.	_____
<b>Book 3</b>	Lessons 29 – 37	Consonant digraphs: sh, ch, wh; to be, to have; contractions.	_____
<b>Book 4</b>	Lessons 38 – 39	Two-Syllable, short vowel words.	_____
<b>Book 5</b>	Lessons 40 – 49	al, all; Consonant Blends: ng, ing, Final Consonant Blends	_____
<b>Book 6</b>	Lessons 50 – 71	More Final Consonant Blends 2-Syllable words w/consonant blends; Initial Consonant Blends	_____
<b>Book 7</b>	Lessons 72 – 86	Long ā spellings, au/aw, ar.	_____
<b>Book 8</b>	Lessons 87 – 100	Long Vowel ē & ī Spellings	_____
<b>Book 9</b>	Lessons 101 – 117	ough, augh, gh=f, Long Vowel ō spellings Long oō, Short oō; ow, ou; oy, oi; Long Vowel ū Spellings.	_____
<b>Book 10</b>	Lessons 118 – 128	The rest of the <i>Blumenfeld's</i> <i>Alpha-Phonics</i> Spelling Patterns, /er/, Silent Letters, etc.	_____
<b>Book 11</b>	Poetry		_____

## Tutor's Daily Record Chart

### For Blumenfeld's Alpha-Phonics System

Student's Name \_\_\_\_\_ School \_\_\_\_\_

[illegible]

# Note from Internet Publisher: Donald L. Potter

September 15, 2009

I have been using Dr. Samuel L. Blumenfeld's *Alpha-Phonics System* for sixteen years. I have used it to teach reading to elementary bilingual students and remedial students of all ages.

During the 1999-2000 school year, I taught it to a group of second grade bilingual students at the Murry Fly Elementary School in Odessa, TX. This was the first year that I implemented Dr. Blumenfeld's whole program (phonics plus cursive) for "total linguistic function." I followed the handwriting lessons in his book *How to Tutor*, which are correlated with the phonics lessons. Before that I had worked in a bilingual pullout program where I only saw the children a few hours each week so I felt that there was not time to introduce the cursive. For the Murry Fly Students, I implemented the complete program including the cursive handwriting, spelling, and creative writing. Detailed *Alpha Phonics Lesson Plans* for that year of instruction are on my website: [www.donpotter.net](http://www.donpotter.net). Blumenfeld's *Alpha-Phonics Primer* (2005) is available at [www.chalcedon.edu](http://www.chalcedon.edu)

To be specific, the children learned to apply their phonics by writing all the words and sentences in *Alpha-Phonics* two times: once for class work under my close supervision, and once for homework under the eye of their parents. They read all the words and sentences to their parents. This was highly intensive phonics and cursive handwriting program.

At the end of the school year, we had an exciting **Alpha-Phonics Celebration** with parents, family, friends, and distinguished educators from our school district.

I **demonstrated conclusively** that Dr. Blumenfeld's program could be taught to a whole class in a single school year. The English reading test scores that year were excellent. Providentially, I was able to test the children with the *Miller Word Identification Assessment: Level 2* for artificially induced whole-word dyslexia three years later when they were in fifth grade. The students were free of any signs of dyslexia and were reading significantly above grade level in English. They not only read well, but their fluent cursive handwriting enabled them to lay down a lot of words on the page when they were taking class notes, writing essays, and doing creative writing assignments.

Other teachers I trained, when I was an ESL Trainer for the district, report that they are still using *Alpha-Phonics* in their bilingual classrooms.

This *Alpha-Phonics Cursive & Reading Progress Chart* will enable teachers to keep close track of their students' progress. I offer the chart as a free service from the [www.donpotter.net](http://www.donpotter.net) web site. Blumenfeld's *Alpha-Phonics First Readers* are not available at this time, but we hope to make them available in the near future. I taught *Alpha-Phonics* successfully for years without them, but have lately found them a welcome addition.

The 2009-2010 year at the Odessa Christian School, I used *Alpha-Phonics* in conjunction with *Motor Movement Cursive Handwriting* with all my tutoring students. I call the method, *The Cursive Road to Reading and Spelling: The Cursive Cure for ADHD*. It has proven tremendously effective for teaching reading, writing, spelling, and interestingly in helping students develop focus and self-control. This is essentially a spelling approach to teaching reading. **F-R1-11** stands for *First Reader* 1 through 11. The *First Readers* are now available from Amazon as paperback anthology: *First Readers Anthology* by Donald L. Potter.

Thanks to my granddaughter Leticia Saaid for helping with editing of this chart. Leticia is a recent honors graduate from Lubbock Christian University in Lubbock, TX. She has extensive experience tutoring college students struggling with math. One of her main areas of interest is math anxiety: its cause and cure. I am looking forward to publishing the results of her research on my website.

Last revised 10/18/10, 3/15/13, 1/20/14.  
Donald L. Potter, Odessa, TX.