

Lexia® LETRS®

Lexia's Language Essentials for Teachers of Reading and Spelling
Louisa Moats & Carol Tolman, Co-Authors
— A Juxtaposition —

WA|HSSR

WordsAhead | Heard. Said. Spelled. Read.
Analysis by Judy Ramirez (February, 2025)

COMMON GROUND FOR LETRS® AND WA|HSSR

LETRS® and WA|HSSR each love to support educators who love to teach, and teach their learners to love learning. Love, love, and more love. LETRS® and WA|HSSR understand that phonemic awareness is the most reliable underpinning for learning to read. LETRS® and WA|HSSR each claim to employ a 'speech-to-print' orientation. Spoken language naturally occurs before spelling. As foundational literacy programs, both LETRS® and WA|HSSR require prerequisite knowledge of letter-unit shapes Aa-Zz and alphabet names.

Pronunciation • Articulation
Spelling • Encoding
Reading • Decoding

PROBLEMS

Phonics and WA|HSSR are incompatible. WA|HSSR manifests a paradigm shift – coined VC Logic and detailed at CompareContrast.xyz – and alleges that many reading scientists develop conclusions based on a deep-seated 'modality bias' coined ABC Logic, as a singular flawed entity. Taxpayer money used for any research based in ABC Logic is unproductive because of the mistaken conclusions about the alphabetic principle. Flawed science predominates. LETRS® co-authors as practitioners relied on established but flawed directives. Learning gaps continue to consume excess mental processing and valuable time.

Readers like you who can fluently decode these words have proved that it is possible to overcome identifiable obstacles. Congratulations! The compelling problem is that many innocent struggling learners – and well-meaning learning leaders themselves – remain justifiably confused about:

- < 1 > Phonemes and Phonics
- < 2 > Taxonomy and Jargon
- < 3 > Sequential Teaching Procedures
- < 4 > Instructional Supports (including Scope and Sequence, Screenings, Testing)

< 1 > PHONEMES AND PHONICS

LETRS® is a favorite professional development program sold to private and public school districts, not for home use or homeschooling. LETRS® is a leader in ‘speech-to-print’ products. Co-authors Moats and Tolman enjoy well-earned esteem because of their dedication and professional contributions.

Cambium Learning Group(TM) > Lexia® Learning > LETRS®

On its website, Lexia® explains the holy grail for Science of Reading (SoR) and, rightly so, everyone agrees that phonemes have primal importance.

National Reading Panel’s five pillars of reading instruction

- | | | |
|-------------------------------|-------------------|-------------|
| (1) PHONEMIC AWARENESS | (2) Phonics* | (3) Fluency |
| (4) Vocabulary | (5) Comprehension | |

Scarborough’s Reading Rope & The Simple View of Reading

Language Comprehension

Background Knowledge ~ facts, concepts, etc.

Vocabulary ~ **PHONOLOGY**, orthography, morphology

Language Structures ~ syntax, semantics, etc.

Verbal Reasoning ~ inference, metaphor, pragmatics, discourse, etc.

Literacy Knowledge ~ print concepts, genres, etc.

Word Recognition

PHONOLOGICAL AWARENESS ~ syllables, **PHONEMES**, etc.

Decoding ~ alphabetic principle, spelling/sound* correspondences

Sight Recognition

Dyslexia Association’s description of oral language (aka Structured Literacy)

PHONEMIC AWARENESS

Phonics* and Spelling

Vocabulary and Morphology

Fluency

Syntax

Text Comprehension and Written Expression

* WA\HSSR disputes phonics

This idea—that explicitly and systematically teaching young children how sounds represent LETTERS is the most effective way to teach them how to read words—is based on decades of research evidence. It’s a core tenet of the approach now being called the “science of reading.”

Three words quoted directly from [Sarah Schwartz’s EdWeek article](#) of July 20, 2022 – “sounds represent letters” – epitomize systemic confusion. This instance may have been a typographical error. Perhaps a mistaken expert gave Sarah the wrong idea, but Mark Twain nailed it: “It ain’t what we don’t know that gets us into trouble. It’s what we know for sure that just ain’t so.” The most common and false attribution is *letter-sounds*. Clever videos teach a notion that speech sounds originate from dancing letters. HSSR is incompatible with any instruction employing ABC Logic as explained at [CompareContrast.xyz](#)

< 2 > TAXONOMY AND JARGON

When teaching phonemes, educators have misplaced their loyalty to flawed science. The errant jargon 'letter-sounds' is commonplace: Bb-Sound, Cc-Sound ... W-Sound, CH-Sound, Soft TH-Sound, etc.



See Jeanne Sager's blog [“Teachers Are Adopting Sound Walls Over Word Walls: Should You?”](#)

LETRS® has recently taken our schools by storm. Before LETRS®, Word Wall vocabulary was systematically alphabetized Aa–Zz or categorized according to letter-sounds (shown above). LETRS® has now shifted classroom focus to Vowel Valley and a consonant chart (shown below). However, LETRS® taxonomy is intrinsically fragile until foolproof labels are assigned to its groupings; not easy. International Phonetic Alphabet is too complicated. Close-up photos of mouths like these are functionally unreliable and potentially intrusive. If needed, the speech therapist can demonstrate sound-units articulations using lips, teeth, certain placements of the tongue inside the mouth, plosives/glides, voicing/voicelessness, etc.



WA|HSSR has escaped phonics and avoided any reference to ‘letter-sounds.’ VC Logic is a public resource which intends to be the most durable and competitive literacy approach:

- MAP arrangement
- V01-C39 classifications for vowels and consonants
- {Sound+Spellings.} for every word-to-be-read
- Predictable methodology – Heard. Said. Spelled. Read.

LISTEN! Vowels are articulated [V01] through [V15]; consonants are articulated [C16] through [C39]
LOOK! HSSR delivers precisely relevant spellings, sound by sound

Any version of the WA|HSSR MAP will keep your focus on speech as you blend parts into the whole. Populate your Blank MAP with favorite emojis or illustrations. A focus sound may or may not be the initial phoneme of your example word: {V01/a.} *apple astronaut cat*; {V01/ai.} *plaid*
 {Sound+Spellings.} often require multiple letters: {C37/l.} {V01/au.} {C24/gh.} *laugh*

[V01]	[V02]	[V03]	[V04]	[V05]	[C16]	[C18]	[C20]	[C22]	[C22+C29]
[V06]	[V07]	[V08]	[V09]	[V10]	[C24]	[C26]	[C28]	[C30]	[C32]
					4				
[V11]	[V12]	[V13]	[V14]	[V15]	[C25]	[C27]	[C29]	[C31]	[C23+C31]
									LUXURY
					[C33]	[C34]	[C35]	[C36]	[C36+V04]
									ONE
{V01/a.} apple	{V02/i.} fish	{V03/o.} octopus	{V04/u.} umbrella	{V05/e.} elephant	{C16/p.} pig	{C18/t.} turtle	{C20/ch.} chicken	{C22/c.} cat	[C22+C29]
{V06/a_e.} gate	{V07/i_e.} ice	{V08/o.} robot	{V09/oo.} spoon	{V10/ea.} eagle	{C17/b.} bee	{C19/d.} dog	{C21/j.} jellyfish	{C23/g.} goat	[C22+C29]
{V11/aw.} paws	{V12/oo.} book	{V13/ow.} owl	{V14/oy.} boy	{V15/ir.} girl	{C24/f.} four	{C26/th.} thumbs-up	{C28/s.} sun	{C32/h.} heart	[C23+C29]
					{C25/v.} volcano	{C27/th.} feather	{C29/z.} zebra	{C31/s.} measure	[C33+C31]
					{C33/m.} mouse	{C34/n.} nails			[C36+V04]
									ONCE
									[C32+C36]
									[V12+C37]
									[C39+V09]
									[C39+V16]
									[C35/ng.} ring

[Appendix A] shows other MAP versions.

[Appendix B] details the system transformation from ABC Logic to VC Logic.

Learn to abhor inaccuracy, distortion, misrepresentation, nonsense, and neglect.

< 3 > SEQUENTIAL TEACHING PROCEDURES

Although LETRS® is not tied to a specific reading program or curriculum, it brings PHONICS as a key component of reading instruction employing conventional ABC Logic. It teaches *easier* information first and *harder* information later, moving gradually from simple to more complex learning.

According to SoR, reading programs are not bona fide unless they employ ABC Logic. Over the years, early reader literature and been contrived and dumbed-down to support the incremental prioritizations. The drill often begins with the first letter of the alphabet as ‘Short-Aa’ [V01]: *The fat cat sat on the mat.* If learners can be quick-witted with strong visual memories, they might escape tedious ‘see-say’ effort to ‘sound-out’ print on the page. Some find themselves using cueing strategies which have now fallen out of favor.

LETRS®’ loyalty to SoR perpetuates misinformation. The focus wrongly remains on ‘graphemes.’ Appendix C shows LETRS®’s entire Scope and Sequence.

GRAPHEME TYPE	(push-back by VC Logic)
Predictable consonants	Consonants are phonemes; LETRS® shows letters
Predictable short vowels	Vowels are phonemes; LETRS® shows letters
Long vowel sounds/single letters	Vowels are not ‘single graphemes’
Consonant digraphs	Grapheme ‘digraphs’ are not phonemes
Two-consonant blends	‘Two-grapheme blends’ are not phonemes
Three-consonant blends	‘Three-grapheme blends’ are not phonemes
More challenging single consonants	‘More challenging’ graphemes are not phonemes
Hard and soft <i>c</i> and <i>g</i>	‘Hard’ and ‘Soft’ are meaningless names for letters
Final consonant blends with nasals	{.C34+C18/nt.}{.C34+C19/nd.}{.C33+C16/mp.}{.C35+C22/nk.}
VCe long vowel patterns	VCe ≠ Vc (as in {.V07/i_e.} <i>ice</i>)
Vowel teams	‘Teamed-up graphemes’ are not vowel phonemes
Vowel-r combinations	Vowels and [C38] do not ‘combine’ to make [V15]
Digraphs	•
Trigraphs	•
Other vowel-r combinations	Vowels and [C38] do not ‘combine’ to make [V15]
Diphthongs and vowels	Some vowels are diphthongs
Letter Yy	{.C39/y.}{.V07/y.}{.V10/y.}{.V02/y.}
Silent letter combinations	Graphemes are not noisy and are not silent
-ild -ost -old -olt -ind patterns	{.V02/i.}{.C37+C19/ld.} -ild; {.V08/o.}{.C28+C18/st.} -ost; etc.
Irregular spellings of high-frequency words	<i>they, enough, of, been, were, said, there</i> can be HSSR
Syllable types, oddities, and schwa	Any syllable, oddity, and schwa can be HSSR
Orthographic rules and generalizations	•
Homophones, contractions, and possessives	HSSR homophones, contractions, and possessives
Compounds	HSSR compound words
Inflectional suffixes	HSSR inflectional suffixes
Irregular past tense and plurals	HSSR irregular past tenses or plurals
Prefixes	HSSR prefixes
Derivational suffixes	HSSR derivational suffixes
Common Latin roots	•

Graphemes are not phonemes. What if we stopped promoting ABC Logic and all nonsense?
What if we endorsed a sound-centric perspective and remained consistent? WordsAhead.com

WA|HSSR brings learners of all ages into direct contact –
First, with sound-units needed for elocution (clear and expressive speech)
Next, with explicit letter patterns needed for encoding (spelling)
Finally, with engaging literature and confident decoding (reading)

No word is considered too hard for HSSR. Within the context of the MAP's taxonomy, what matters most is timeliness and relevant engagement. Deliver precise **aural input** and expect mindful **oral output**. Engage learners's **visual modality** with relevant {*.Sound+Spellings.*}. Enable vocabulary expansion for lifelong learning.

- ⇒ HEARD-SAID – Sound-units perceived, articulated, then blended in whole spoken words
- ⇒ SPELLED – Explicit {*.Sound+Spellings.*} provided; no skipping, no guessing
- ⇒ READ – HSSR text is familiar and recognized within the engaging context

=====
[C22] [V04] [C33] • [C16] [V06] [C38]
{.C22/c.} {.V04/o.} {.C33/m.} • {.C16/p.} {.V06/a_e.} {.C38/r.}
com • pare
compare Compare COMPARE

For the word *compare*, say: [C22] spelled Letter Cc
[V04] spelled Letter Oo (note the relaxed 'schwa')
[C33] spelled Letter Mm (note the syllable break)
[C16] spelled Letter Pp
[V06] split-spelling Letters A_E
[C38] spelled Letter Rr

=====
[C22] [V04] [C34] • [C18] [C38] [V01] [C28] [C18]
{.C22/c.} {.V04/o.} {.C34/n.} • {.C18+C38/tr.} {.V01/a.} {.C28+C18/st.}
con • trast
contrast Contrast CONTRAST

For the word *contrast*, say: [C22] spelled Letter Cc
[V04] spelled Letter Oo (note the relaxed 'schwa')
[C34] spelled Letter N (note the syllable break)
[C18+C38] note the blend, spelled Letters TR
[V01] spelled Letter Aa
[C28+C18] note the blend, spelled Letters ST

Guarantee HSSR for any word-to-be-read, ahead of time.
Pronounce and spell vocabulary-to-be-read for confident recognition within text.
Assistive technology is being developed.

We don't learn to read by watching other people read. Yet, from our earliest years, most of us do learn to speak by listening to and watching other people speak. We can learn to spell by watching other people apply {*.Sound+Spellings.*} to relevant language. Pronounce and spell a word to read it.

LETRS® aligns with Science of Reading. HSSR does not need screenings because learners will be given ubiquitous access to explicit pronunciations and {*.Sound+Spellings.*} for every word-to-be-read.

LETRS® Phonics and Word-Reading Survey ~ Appendix D
Analysis ~ Appendix E

LETRS® Spelling Screener ~ Appendix F
Analysis ~ Basic/Grades K–2 ~ Appendix G
Analysis ~ Advanced/Grades 3–5 ~ Appendix H

The purpose of any 'screening' is to help the educator determine a student's instructional needs. Individual words in LETRS® instruments will be dictated without exaggerating pronunciation. The word will be used within a provided sentence, then the focus word will be repeated by the adult.

LETRS®: Learners need prior knowledge of letter-sounds, plus generalized phonics rules
WA|HSSR: Learners need ubiquitous access to a MAP and friendly acquaintance with all units.
Use V01 through C39, never 'letter-sounds' Short-Aa, Bb-Sound, Hard-Cc, etc.
Explicit {*.Sound+Spellings.*} are reliably delivered for relevant vocabulary

LETRS®: Students never study words-to-be-spelled and read in advance
WA|HSSR: Students always study words-to-be-spelled and read in advance

LETRS®: Administrators are cautioned NOT to ask the learner to repeat the word aloud before spelling, because... *that might be helpful?! p. ____*
WA|HSSR: Learners are urged to repeat the word aloud before spelling sound-by-sound.

LETRS®: Screening may be administered and scored three times per year
WA|HSSR: Hours dedicated to screening and scoring will go to relevant direct instruction
Internalized learning will become obvious during independent decoding/reading
Creative writing assignments will catch any encoding/spelling errors
Errors will be immediately identified and corrected

LETRS®: Students are not given the opportunity to study words-to-be-spelled in advance
WA|HSSR: Students are always taught words-to-be-spelled and read, ahead of time

LETRS®: Academic instruction follows a prescribed scope and sequence
WA|HSSR: Parent/tutor/teacher will provide appropriate literature options
Whatever words the learner chooses to read, those words-to-be-read will be taught

LETRS®: Random 'Sentences for Dictation' are not part of a meaningful dialog.
WA|HSSR: Literature-based word study is more motivational and meaningful.

MARKETABILITY

HSSR and LETRS® operate by implementing contrasting, integral *modalities* – audio and visual.

HSSR keeps an *aural*-oral (hearing/speaking-based) focus.

VC Logic’s efficacy compels a re-examination of previous methodologies, regardless of the devotion and effort invested in them.

VC Logic intends to disrupt ABC Logic, phonics, SoR, plus its legislative directives.

This is huge. Learn more at CompareContrast.xyz

LETRS®’s adherence to ABC Logic may prove to be its nemesis, but implementation difficulties are understandably being reported:

(a) information overload, (b) cost, and (c) time commitment.

Critics further argue that LETRS® is focused too heavily on theory and lacks concrete strategies to be used in the classroom.

Yet... LETRS® remains a best-seller! Fair enough.

Teachers create a demand. The market is perpetual.

Cambium Learning Group(TM) > Lexia® Learning® > LETRS®

All programs promoting phonics can reap government revenue under the authorizations or requirements of Every Student Succeeds Act (ESSA).

Department of Government Efficiency (DOGE) might create changes.

Other country governments will continue to align with phonics.

Currently, LETRS® training is offered at no charge to eligible educators in certain states:

Alabama, Alaska, Arkansas, Arizona, Delaware, Iowa, Kansas, Kentucky,

Michigan, Mississippi, Missouri, New Hampshire, New Mexico,

North Carolina, South Carolina, West Virginia, and Wyoming.

Forty states plus the District of Columbia have reportedly passed laws and policies to mandate evidence-based reading practices in schools, so more states are choosing LETRS® training to strengthen their SoR professional learning: California, Colorado, Florida, Louisiana, Minnesota, Tennessee, Texas, and Utah.

LETRS® training continues to help teachers focus on phonemes.

Sound walls are happening in classrooms. And yet, unless the controlling ABC Logic is dumped,

LETRS® will remain unable to influence the market’s collective mindset to translate worksheets, cut-and-paste, task cards, graphic organizers, puzzles, templates, word searches, mini books, flashcards, flip-books, and so many more educational materials into VC Logic.

ABC Logic manifests through ‘letter-sounds’ in Jolly Phonics, Teach Your Child to Read in 100 Easy Lessons, and all decodable readers.

A paradigm shift away from ABC Logic into VC Logic will generate innovative educational products.

HSSR provides the framework, empowering developers to create groundbreaking tools that promote a sound-centric approach to foundational literacy.

[Appendix I] provides a small sampling of needed translations.

WordsAhead is a not-for-profit philanthropic outreach licensed under CC BY 4.0.
Open Educational Resources are available for use, adaptation, and sharing.
Efficacy research has not yet occurred.

WordsAhead values transparency, accessibility and collaboration.

VC Logic offers a sound-centric, disruptive-yet-positive impact
to resonate throughout the literacy ecosystem
against strong opposition by vested interests and status quo incumbency.

VC Logic is literacy's *soundest* venture.

HSSR asserts its sound and sound-centric guarantee
that literacy will exponentially improve humanity's capacity to articulate its future.

Jz

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** Screenshots only; clear copies are downloadable online

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Voiceless

This is extreeeeeeeeme phonemic awareness...

A Blank MAP adapts to many stories about *invisible* occupants who live in those spaces. Imagine hot air being wrapped in alphabet letters for a parade – marching, marching, sound by sound. Let those sounds ‘sound-off’ – no talking letters, please. Change uniforms to illustrate this truth.

Every version of WA\HSSR MAP retains its pragmatic organization. Individualized MAPs with colorful mascots may likely become most popular with young learners. Make new MAPs frequently because *practice makes permanent!*

V01	V02	V03	V04	V05	C16	C18	C20	C22	C22+ C28+ C36	V01	V02	V03	V04	V05	C16	C18	C20	C22	C22+ C28+ C36	{V01[a.]} B A T	{V02[i.]} S H I P	{V03[o.]} D O T	{V04[u.]} C U P	{V05[e.]} B E L L	C19 {C16e.} page	C18 {C18i.} rib	C20 {C20ch.} chase	C22 {C22k.} king	{C22-C28k.} expert
V06	V07	V08	V09	V10	C24	C26	C28	C30	C32	V06	V07	V08	V09	V10	C24	C26	C28	C30	C32	{V06[a.e.]} C A N E	{V07[s.e.]} K I T E	{V08[o.e.]} C O N E	{V09[u.e.]} T U B E	{V10[ee.]} F E E T	C17 {C17b.} had	C19 {C19d.} dish	C21 {C21j.} joy	C23 {C23g.} gate	{C23-C28k.} queen
V11	V12	V13	V14	V15	C33	C34	C35	C37	V11	V12	V13	V14	V15	C33	C34	C35	C37	{V11[a.]} B A L L	{V12[oo.]} H O O K	{V13[ow.]} D O W N	{V14[oy.]} B O Y	{V15[ir.]} G I R L	C24 {C24f.} fan	C26 {C26th.} thumb	C28 {C28s.} sun	C30 {C30sh.} shoe	C32 {C32h.} house		
					C36	C37	C38	C39	C36+ V04	C38+ V09	C39+ V15					C33 {C33m.} man	C34 {C34n.} nail	C35 {C35ng.} zing	C37 {C37l.} leg	C38 {C38r.} red	C39 {C39y.} year	{C39-C39e.} one / once	{C32-C38k.} enact	{C33-C38k.} history	{C36-V04e.} one / once	{C33-C36wh.} whish	{V12-C37[ie.]} lime	{C39-C39e.} one	{C38-V15[ure.]} pure

Letter-Aa spells-out 11 MAP units

*Not ‘**Short-Aa**’ – Replace phonics jargon with the name **V01**

[V01] {.V01/a.} *apple amnesty answer*

[V01] 3 other {.Sound+Spellings.}

*Not ‘**Long-Aa**’ – Replace phonics jargon with the name **V06**

[V06] {.V06/a_e.} *age page change came gate fame vane same whale lane race*

[V06] {.V06/ai.} *pain bait tail chain jail faint sail hail main nail rain*

[V06] 20 other {.Sound+Spellings.}

Letter-Bb spells-out 2 MAP units

*Not ‘**Bb-Sound**’ – Replace phonics jargon with the name **C17**

[C17] {.C17/b.} *bag big bog bug beg bait bite boat boot beet ball book bow boy burn*

[C17] {.C17/bb.} *sha•bby ni•bble kno•bby hu•bby De•bby*

[C17] 1 other {.Sound+Spelling.}

Letter-Cc spells-out 4 MAP units

*Not ‘**Hard-Cc**’ – Replace phonics jargon with the name **C22**

[C22] {.C22/c.} *cat cot cut cane cone coon call could cow coin curl*

[C22] {.C22/cc.} *o•ccur so•ccer*

[C22] 7 other {.Sound+Spellings.}

*Not ‘**Soft-Cc**’ – Replace phonics jargon with the name **C28**

[C28] {.C28/c.} *city cent celery ace ice truce fleece circle*

[C28] 7 other {.Sound+Spellings.}

Letter-Dd spells-out 4 MAP units

*Not ‘**Dd-Sound**’ – Replace phonics jargon with the name **C19**

[C19] {.C19/d.} *dad dish doll duck den day die doe do deep dawn down dirt*

[C19] {.C19/dd.} *add hi•dden odd u•dder we•dded*

[C19] 2 other {.Sound+Spellings.}

Letter-Ee spells-out 16 MAP units, including all split-spellings

*Not ‘**Short-Ee**’ – Replace phonics jargon with the name **V05**

[V05] {.V05/e.} *egg elephant elbow*

[V05] {.V05/ea.} *bread dead dread deaf head*

[V05] with 13 other {.Sound+Spellings.}

*Not ‘**Long-Ee**’ – Replace phonics jargon with the name **V10**

[V10] {.V10/ea.} *eagle Easter ear*

[V10] {.V10/ee.} *beef deer feel jeep keep meet need seed week*

[V10] with 18 other {.Sound+Spellings.}

Letter-Ff spells-out 2 MAP units

*Not ‘**Ff-Sound**’ – Replace phonics jargon with the name **C24**

[C24] {.C24/f.} *fan fix fought fun feather face fight forest food feed*

[C24] {.C24/ff.} *gaff jiff off puff Jeff*

[C24] with 4 other {.Sound+Spellings.}

Letter-Gg spells-out 13 MAP units

*Not **‘Hard-Gg’** – Replace phonics jargon with the name **C23**

[C23] {.C23/g.} *gas gill gong gum get game guy go goop geek gall good girl*

[C23] {.C23/gg.} *sa•ggy pi•ggy fo•ggy mu•ggy egg*

[C23] with 1 other {.Sound+Spelling.}

*Not **‘Soft-Gg’** – Replace phonics jargon with the name **C21**

[C21] {.C21/g.} *gym gel gem*

[C21] {.C21/gg.} *Re•ggie*

[C21] with 4 other {.Sound+Spellings.}

Letter-Hh spells-out 13 MAP units

*Not **‘Hh-Sound’** – Replace phonics jargon with the name **C32**

[C32] {.C32/h.} *hat him hop hug hen hate hide hope hoop heel hall hood howl hoist hurt*

[C32] 1 other {.Sound+Spellings.}

Letter-Ii spells-out 11 MAP units

*Not **‘Short-Ii’** – Replace phonics jargon with the name **V02**

[V02] {.V02/i.} *iguana igloo issue fish*

[V02] {.V02/y.} *gym sync hymn mystery*

[V02] 10 other {.Sound+Spellings.}

*Not **‘Long-Ii’** – Replace phonics jargon with the name **V07**

[V07] {.V07/i_e.} *ice bike line*

[V07] {.V07/igh.} *tight fight flight sight might night light right*

[V07] 19 other {.Sound+Spellings.}

Letter-Jj spells-out only 1 MAP unit

*Not **‘Jj-Sound’** – Replace phonics jargon with the name **C21**

[C21] {.C21/j.} *jam jib jot jut jet jade jibe joke juice jeep jar jowl joy jerk*

[C21] 5 other {.Sound+Spellings.}

Letter-Kk spells-out 2 MAP units

*Not **‘Kk-Sound’** – Replace phonics jargon with the name **C22**

[C22] {.C22/k.} *yak kiss junk keg kite oak spook keep book irk*

[C22] 8 other {.Sound+Spellings.}

Letter-Ll spells-out 6 MAP units

*Not **‘Ll-Sound’** – Replace phonics jargon with the name **C37**

[C37] {.C37/l.} *lag lick lot lung let lake light load lute lead lawn look loud loin learn*

[C37] {.C37/ll.} *pill doll what’ll bell they’ll I’ll toll you’ll she’ll ball pull*

[C37] 1 other {.Sound+Spelling.}

Letter-Mm spells-out only 1 MAP unit

*Not **‘Mm-Sound’** – Replace phonics jargon with the name **C33**

[C33] {.C33/m.} *map mitt moss mud mesh make mile I’m more move meet mall mouth moist mirth*

[C33] {.C33/mm.} *ha•mmer di•mmer su•mmer*

[C33] 4 other {.Sound+Spellings.}

Letter-Nn spells-out 2 MAP units

*Not ‘**Nn-Sound**’ – Replace phonics jargon with the name **C34**

[C34] {.C34/n.} *nab nick nod nut neck name nice note nude need naught nook now noise nerve*

[C34] {.C34/nn.} *na•nny wi•nner Ro•nnie ru•nner ke•nnel*

[C34] 6 other {.Sound+Spellings.}

Letter-Oo spells-out 12 MAP units

*Not ‘**Short-Oo**’ – Replace phonics jargon with the name **V03**

[V03] {.V03/o.} *otter octopus ostrich*

[V03] {.V03/o_e.} *dodge gone solve lodge*

[V03] 7 other {.Sound+Spellings.}

*Not ‘**Long-Oo**’ – Replace phonics jargon with the name **V08**

[V08] {.V08/o_e.} *pole tone choke joke code phone vote spoke score home*

[V08] {.V08/o.} *ocean overcoat robot*

[V08] 19 other {.Sound+Spellings.}

Letter-Pp spells-out 4 MAP units

*Not ‘**Pp-Sound**’ – Replace phonics jargon with the name **C16**

[C16] {.C16/p.} *pack pitch pod puff pen page pine poke poof peel pawn put pout point per*

[C16] {.C16/pp.} *ha•ppy ni•ppy slo•ppy gu•ppy pe•ppy*

[C16] 1 other {.Sound+Spelling.}

Letter-Qq spells-out 2 MAP units

*Not ‘**Qq-Sound**’ -or- ‘**QU-Sound**’ – Replace phonics jargon with the name **C22+C36**

[C22+C26] {.C22+C36/qu.} *quack quit quake quite quote queen*

Letter-Rr spells-out 3 MAP units

*Not ‘**Rr-Sound**’ – Replace phonics jargon with the name **C38**

[C38] {.C38/r.} *rat ring rob rub read race ride road rude reef raw root row royal*

[C38] {.C38/rr.} *a•rrow mi•rrior so•rrow e•rrior te•rrior ho•rrid*

[C38] 4 other {.Sound+Spellings.}

Letter-Ss is employed for 5 MAP units

*Not ‘**Ss-Sound**’ – Replace phonics jargon with the name **C28**

[C28] {.C28/s.} *sad sing sob some set same side soul suit sea saw soot sow soy sir*

[C28] {.C28/ss.} *mass kiss loss fuss guess*

[C28] 6 other {.Sound+Spellings.}

Letter-Tt spells-out 7 MAP units

*Not ‘**Tt-Sound**’ – Replace phonics jargon with the name **C18**

[C18] {.C18/t.} *tan tick top touch tell take tight toad tune team tall took town toy turn*

[C18] {.C19/tt.} *ba•tty ki•tty po•tty nu•tty Be•tty*

[C18] 6 other {.Sound+Spellings.}

Letter-Uu spells-out 13 MAP units

*Not ‘Short-Uu’ – Replace phonics jargon with the name **V04**

[V04] {.V04/u.} *umbrella underwear uncle*

[V04] {.V04/a.} *about above account around*

[V04] using 28 other {.Sound+Spellings.}

*Not another ‘Short-Uu’ – Replace phonics jargon with the name **V09**

[V09] {.V09/oo.} *pool toot tool coop goop food spoon hoop mood*

[V09] {.V09/u_e.} *tube chute dupe nude lure rude yule*

[V09] using 18 other {.Sound+Spellings.}

*Not ‘Long-Uu’ – Replace phonics jargon with the name **C39+V09**

[C39+V09] {.C39+V09/u_e.} *use cube fuse mute mule*

[C39+V09] {.C39+V09/u.} *ukelele unicorn uniform*

[C39+V09] using 10 other {.Sound+Spellings.}

Letter-Vv spells-out 1 MAP unit

*Not ‘Vv-Sound’ – Replace phonics jargon with the name **C25**

[C25] {.C25/v.} *van vane vie vote vow verb*

[C25] {.C25/v.} *of*

[C25] 2 other {.Sound+Spellings.}

Letter-Ww spells-out 10 MAP units

*Not ‘Ww-Sound’ – Replace phonics jargon with the name **C36**

[C36] {.C36/w.} *wag win won well wake wide wore woo week wad wood wow worm*

[C36] 2 other {.Sound+Spellings.}

Letter-Xx spells-out 4 MAP units

*Not ‘Xx-Sound’ – Replace phonics jargon with the name **C22+C28**

[C22+C28] {.C22+C28/x.} *ax fix box flux hex*

Letter-Yy spells-out 8 MAP units

*Not ‘Yy-Sound’ – Replace phonics jargon with the name **C39**

[C39] {.C39/y.} *yam yip yuck yell yea yipes yoke yule year yawn yowl yearn*

[C39] {.C39/i.} *million billion trillion*

[C39] 1 other {.Sound+Spelling.}

Letter-Zz spells-out 3 MAP units

*Not ‘Zz-Sound’ – Replace phonics jargon with the name **C29**

[C29] {.C29/z.} *zap zig zonk zest zany zyme zone zoo zeal zarf zerk*

[C29] {.C29/zz.} *jazz fizz whizz buzz*

[C29] 5 other {.Sound+Spellings.}

In addition to the MAP units already identified, more sound-units exist as equals and must not be ignored. Every learner, regardless of age, deserves a positive introduction to all MAP units, without the misconception that some sounds are ‘too difficult’ or ‘too uncommon.’ Speech is not intimidating.

- [V11] {.V11/a.} *par bar tall car gall fall hall mar wall*
 [V11] **V11** has 11 other {.Sound+Spellings.}
- [V12] {.V12/oo.} *book took cook shook hook nook look rook*
 [V12] **V12** has 4 other {.Sound+Spellings.}
- [V13] {.V13/ow.} *pow bow town down cow gown fowl sow how now wow*
 [V13] **V13** has 8 other {.Sound+Spellings.}
- [V14] {.V14/oy.} *boy toy joy coy soy Roy*
 [V14] **V14** has 3 other {.Sound+Spellings.}
- [V15] {.V15/ir.} *bird chirp girl first thirst sir*
 [V15] **V15** has 27 other {.Sound+Spellings.}
- [C39+V15] {.C39+V15/ure.} *pure cure*
 [C39+V15] **C39+V15** has 1 other {.Sound+Spelling.}
- [C20] {.C20/ch.} *chat chick chop chum chess chase chime choke chew cheek chalk chow chirp*
 [C20] **C20** has 2 other {.Sound+Spellings.}
- [C23+C29] **C23+C29** has only {.C23+C29/x.} *exact exam exit example*
- [C23+C31] **C23+C31** has only {.C23+C31/x.} *luxury luxurious*
- [C26] **C26** has only {.C26/th.} *thank thin thought thud theft thrive throat three thaw third*
- [C27] **C27** has only {.C27/th.} *that this the them they thy those thee thou*
- [C30] {.C30/sh.} *shall ship shock shut shell shave shine shore shoes sheet shawl shook shout shirt*
 [C30] **C30** has 10 other {.Sound+Spellings.}
- [C31] {.C31/s.} *vision pleasure measure*
 [C31] **C31** has 3 other {.Sound+Spellings.}
- [C35] {.C35/ng.} *sang ring song hung*
 [C35] **C35** has 1 other {.Sound+Spelling.}
- [C32+C36] {.C32+C36/wh.} *whack which what when where while whoa wheel whir*
 [C32+C36] **C32+C36** has 2 other {.Sound+Spellings.}
- [C36+V04] **C36+V04** has only {.C36+V04/o_e.} *one once*
- [V12+C37] {.V12+C37/-le.} *apple nibble bottle cuddle freckle jangle sniffle jostle puzzle*
V12+C37 may be spelled in other ways

(screenshot)

Appendix B: LETRS Scope and Sequence for Word Study, Reading, and Spelling

Louisa C. Moats and Carol A. Tolman

This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: m, s, t, k, p, l, c (k), w, b, r, j, k; K, g (g), W, B, R, K, S, X	K	K	him, rapin
Predictable short vowels: /ă/, /ŏ/, /ĕ/, /ĭ/ spelled with a, i, o, u, e	K	K-1	wet, picnic
Long vowel sounds associated with single letters a, e, i, o, u; open syllables in one-syllable words	K	K-1	me, he, we, be, so, to, ti
Consonant digraphs: sh, ch, wh, th, ng	K-1	1	chim, fish, then
Two-consonant blends: qu, st, sm, sn, -st, -k, -p, sk, st, sr, ol, tr, dr, etc.	1	1-2	dragon, slope
Three-consonant blends and blends with digraphs: squ, str, scr, sk, skr	2	2-3	strong, scrape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /r/ = r, /z/ = z, /j/ = j, /g/ = k, c, -ce/after a short vowel; /j/ = j, g	1	1-2	regain, pant, rock
Hard and soft c and g alternation, across a larger body of words	1	2-3	carry, center, girl, gentle
Final consonant blends with nasals: nk, nd, ng, nk	1	2-3	sink, sank, sunk, dump, lent
VCe long vowel pattern in single-syllable words	1	1	wage, theme, fine, dose, outside
Vowel teams for long vowel sounds, most common: ea, ee, ai, ay; oa, oe, oi, igh	1	2	seek, meal, snow, boat, toe, stay, mail, light
Vowel-r combinations, single syllables: ar, or, ur, ir, ur	1	2	part, bird, turn, her
Digraphs ph (/f/), gh (/f/), ch (/k/ and /tʃ/)	2	2-3	phone, rough, school, machine
Trigraphs -sch (/ʃ/), -dge (/j/)	2	2-3	switch, judge
Other vowel-r combinations: ar, ak, or, oe, ur, ee, ve, etc.	2	2-3	hair, hair, for, four, fore; bear, heart
Diphthongs and vowels /aw/ and /aw/: oi, oy, ou, oo, eu, au, au, oi, ai	1-2	2-3	toil, boyfriend, boat, tower, audio, claws, truck, our
All jobs of y (as consonant /y/ as /i/ on ends of one-syllable words like cry; as /i/ on ends of multisyllable words like busy; as /i/ in a few words like gym, myth)	1	2	yellow, try, candy, gym
Silent letter combinations, Anglo-Saxon words	2	3	know, calm, comb, ghost, write
The -ld, -ed, -id, -id, -id pattern	2	2	wild, most, cold, find
Irregular spellings of high-frequency words	2-3	2-3	they, enough, of, bear, were, said, there

[Appendix C-1]

Six Syllable Types and Oddities in Multisyllable Words			
Syllable Type	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	sister, September
Open: long vowel, no consonant ending	1	2	about, behind, music
Vowel-consonant-s (VCe), long vowel sound	?	?	compass, suppose
Vowel-r combinations	?	?	poor, sure, hurts
Vowel teams: long, short, and diphthong vowels	?	3	musical, neighbor, backyard
Consonant-le (Cl), final syllables	?	3	eagle, stubble
Multisyllable word construction and division principles: VC/CV, VC/V, VC/V, CV/V	2-3	3	commitment, e-went, se-er-y, pe-et
Oddities and schwa	2	3+	active, atomic, nation
Orthographic Rules and Generalizations			
Rule/Principle	For Reading	For Spelling	Examples
No word ends in <v or />	1	2-3	have, lose, move; wage, huge, ridge, dodge
Floss rule (F, C, s, z doubling)	1	1	stuff, wall, miss, jazz
Consonant doubling rule for suffix addition	1	2-3	beginning
Drop silent e for suffix addition	1	2-3	scared, likable
Change y to i for suffix addition	1	2-3	studying, cried, candel
Other Aspects of Orthography			
Homophones	2	2-3	to, two, too
Contractions with am, is, was, not	1	2	I'm, he's, she's, isn't, don't
Contractions with have, would, can	2	3	I've, he'd, they'd
Possessives and plurals	1-3	1-3+	house's, houses, houses'; its; hers, theirs
Basic Morphology (Anglo-Saxon and Latin)			
Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., <i>visit</i> , <i>visit</i> , <i>visited</i> , <i>visiting</i>)	1	1-2	walks, walking, walked; wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1-2	2-3	earring, loved, cries
Irregular past tense and plurals	1-3	1-3	ran, went, bent, left, sort; wolf, wolves; shell, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, post-
Common derivational suffixes	2	2-3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -on
Common Latin roots	3	3+	port, form, just, spect, dict, land, ter

(screenshot)

LETRS Phonics and Word-Reading Survey Administration and Scoring Record

General Directions: This survey should be individually administered. It is untimed but should take 5–10 minutes to administer. Do not belabor administration of elements the student clearly does not know.

The survey is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught. When patterns are learned, they can be read automatically, without guesswork. This survey can be used with students from the last half of kindergarten onward. The series of tasks is organized according to a progression of phonics elements and syllable types that increase in difficulty. The number of subtests given will depend on how far the student can go with at least some success. Closed syllables, which have short vowels, are by far the most common in English and are assessed before long vowel syllable patterns. Open syllables and VCe are the long vowel patterns tested first because they are typically taught before other long vowel patterns. The more complex—but still regular—vowel, consonant, syllable, and morphemic patterns follow.

First, ask the student to read the single-syllable words and nonsense syllables in each section. If they know at least some of the one-syllable patterns, ask the student to try the two- and three-syllable words. Discontinue if the student is having no success.

If the student makes a mistake but immediately self-corrects, count the item as correct. If the student makes an error, keep going without giving corrective feedback. Give neutral encouragement (e.g., “Nice job; you did just what I asked.”). Write down the student’s response so that types of decoding errors can be analyzed later. Encourage the student to move on (e.g., “Try the next one.”) if he or she cannot respond to an item within about three seconds. Discontinue the survey when the word lists become too difficult for the student to read.

Quick Tips	
How given?	Individually
Where to begin?	At the level where you think the student will be 100% correct
When to end?	When the student becomes frustrated or makes many errors
What if a student corrects an error immediately?	Count the item as correct
What if a student takes more than three seconds to answer?	Move on to next item, and make a note that he/she took too long to respond

**LETRS® aligns with
Science of Reading phonics –
aka ABC Logic.**

(screenshot)

LETRS Phonics and Word-Reading Survey

Letter Naming

Say: "I'm going to show you some letters in mixed-up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound."

Uppercase

M	S	R	A	I	F	H	B	Q	
T	G	F	J	N	Z	Y	W	C	
K	D	U	X	P	V	L	O		_____ /26

Lowercase

n	f	c	d	j	o	k	h	l	
e	i	t	w	a	r	v	g	u	
s	b	x	m	p	q	y	z		_____ /26

Letter-Sound Correspondences: Single Consonants and Digraphs

Say: "I'm going to show you some letters in mixed-up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names.

For example, if you see n, you would say /n/. Point to the letter as you say the sound."

m	f	t	s	b	w	
k	d	r	v	n	j	
l	g	p	h	z	y	
qu	th	sh	ch	wh	ng	_____ /24

High-Frequency Words

Say: "Here are some words for you to read. Point to them as you read them." (Encourage the student to try the next one if he or she doesn't know a word within three seconds.)

see	my	have	to	she	all	some	
was	of	any	where	put	for	are	
they	over	what	would	these	which	your	
every	once	things	does	right	because	answer	
done	always	much	pull	heart	whole	although	_____ /35

Letter-Sound Correspondences: Short and Long Vowels

(Students recall the sound.) Say: "I'm going to show you some more letters. Tell me the short vowel sound each one stands for."

i	u	a	o	e	_____ /5
---	---	---	---	---	----------

Say: "Now, tell me the long sound for each vowel." (If the student doesn't know how to respond, tell him or her that the long vowel can be found in the letter's name.)

i	u	a	o	e	_____ /5
---	---	---	---	---	----------

**WA|HSSR replaces errant phonics jargon:
"Letter-Sound"
"Short and Long Vowels"**

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[Appendix D-2]

(screenshot)

(Students recognize the letter.) If the student has trouble, say: "Now I'm going to say a vowel sound. You point to the letter that spells that sound." Exaggerate the vowel sound as you say the following words: /ŏ/, ŏ – p; /ĕ/, ĕ – ch; /ŏ/, ŏ – ctapus; /ă/, ă – ppl; /ĭ/, ĭ – tĭ.

i u a o e _____ /5

Closed-Syllable Words with Short Vowels and Single Consonants

Say: "I'm going to show you some real words and some made-up words. You can read the made-up (nonsense) words as if they were parts of real words. Do the best you can." Tell the student that the second set is nonsense or made-up words.

Real	rot	wed	bun	lap	kit	sum	_____ /6
Nonsense	lom	mis	dez	gom	jad	jun	_____ /6
Combined	rabbit	unfed	picnic	napkin	sudden	cotton	_____ /6

Closed Syllables with Digraphs, Doubles, and Blends

Real	twin	prep	still	grunt	drop	trust	_____ /12
	glint	clamp	smell	flunk	shred	chick	_____ /12
Nonsense	chuck	thrasp	spir	blung	stede	culf	_____ /6
Combined	skimming	backdrop	upswing	complex	maddest	subject	_____ /6

Long Vowel: VCe Words and Syllables

Real	dome	plate	tune	vote	chime	whale	_____ /6
Nonsense	lete	pruse	wabe	pire	thome	bline	_____ /6
Combined	suppose	compete	implode	unmade	intact	commune	_____ /6

Vowel-r Syllables

Real	fur	or	yurt	girl	chard	tern	_____ /6
Nonsense	jer	thir	zer	gurt	sarm	glers	_____ /6
Combined	setter	doctor	artwork	platform	surfer	starburst	_____ /6

Vowel Team Syllables

Real	ray	keel	mail	sprout	foal	flight	_____ /6
Nonsense	woy	fain	loch	cruit	plaud	stight	_____ /6
Combined	sustain	turmoil	cheater	coleslaw	soupspoon	snowboard	_____ /6

Complex Consonant Patterns: Hard/Soft c and g; -dge, -tch

Real	price	guard	sledge	clutch	gem	cyst	_____ /6
Nonsense	gyr	troen	woge	datch	zudge	nim	_____ /6

VC Logic abhors *nonsense!*

WA|HSSR replaces errant phonics jargon:

“VCe” “Vowel-r”

“Vowel Team” “Soft c and g”

(screenshot)

Mixed Syllables with Consonant-le

bugle stable battle juggle steeple
boggle scrabble maple noodle chortle _____ /10

Base Words with Inflections and Common Suffixes

mitten crushes puffed unknowing evenly
dodged poorly frighten breezes guppies _____ /10

Compound Words: Varied Syllable Types

daytime blueprint cornfield deadbeat earthworm grapevine
butterfly matchbook playground roadway skylight whiplash _____ /12

Common Prefixes, Roots, and Derivational Suffixes

informative disagreement enjoyable retract prediction express _____ /6

Extension: Encoding (Use separate piece of lined paper.)

Say: "Write the alphabet in order. Use uppercase or lowercase letters."

a b c d e f g h i j k l m n o p q r s t u v w x y z _____ /26

Say: "Write the letter or letters that represent each sound."

/sh/ /j/ /y/ /r/ /l/ /ll/
/ch/ /m/ /w/ /z/ /est/ (s) /ow/ (qu) _____ /12

{.Sound+Spellings.} are foolproof.

- {.C19/d.} daily**
- {.C20/ch.} change**
- {.C21/j.} joy**
- {.C22+C28/x.} mix**
- {.C22+C36/qu.} quickly**
- {.C25/v.} vibrant**
- {.C29/z.} zealous**
- {.C30/sh.} share**
- {.C32/h.} happy**
- {.C34/n.} now**
- {.C37/l.} likely**
- {.C39/y.} YES!**

(screenshot)

Name: _____ Date: _____

Summary Chart

Foundation Skill	Targets for Instruction			TOTALS	
				Pre	Post
Letter Naming, Uppercase				___/26	___/26
Letter Naming, Lowercase				___/26	___/26
Letter-Sound Correspondences: Single Consonants and Digraphs				___/24	___/24
High-Frequency Words				___/35	___/35
Letter-Sound Correspondences: Short and Long Vowels				___/6	___/6
				___/5	___/5
				___/6*	___/6*
Decoding Skill	Real	Nonsense	Combined	Pre	Post
Closed-Syllable Words with Short Vowels and Single Consonants	___/6	___/6	___/6	___/18	___/18
Closed Syllables with Digraphs, Doubles, and Blends	___/12	___/6	___/6	___/24	___/24
Long Vowels: VCe Words and Syllables	___/6	___/6	___/6	___/18	___/18
Vowel-r Syllables	___/6	___/6	___/6	___/18	___/18
Vowel Team Syllables	___/6	___/6	___/6	___/18	___/18
Complex Consonant Patterns	___/6	___/6		___/12	___/12
Mixed Syllables with Consonant- <i>le</i>	___/10			___/10	___/10
Base Words with Inflections and Common Suffixes	___/10			___/10	___/10
Compound Words: Varied Syllable Types	___/12			___/12	___/12
Common Prefixes, Roots, and Derivational Suffixes	___/6			___/6	___/6
Extension: Encoding	Targets for Instruction			Pre	Post
Writing the Alphabet				___/26	___/26
Writing the Letters				___/12	___/12

*Test recognition if student has trouble with recall of vowel sounds.

LETRS Phonics and Word-Reading Survey—Student Pages

(screenshot)

Letter Names

M S R A L E H B Q
T G F J N Z Y W C
K D U X P V I O

Letter Names

o f e d j n k h l
c i t w a r v g u
s b x m p q y z

Letter Sounds

m f t s b w
k d r v n j
l g p h z y
qu th sh ch wh ng

Words

see my have to she all some
was of any where put for are
they over what would these which your
every once things does right because answer
done always much pull heart whole although

Vowels

i u a o e

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[Appendix D-6]

(screenshot)

Closed Syllables

rot wed bun lap kit sum
~~lom mis dez gom jad jun~~
rabbit unfed picnic napkin sudden cotton

Complex Closed Syllables

twin prep stiff grunt drop trust
glint clamp smell flunk shred chick
~~chonk thramp spiz blung steck culf~~
skimming backdrop upswing complex maddest subject

Long Vowel: VCe

dome plate tune vote chime whale
~~lete pruse wabe pire throme bline~~
suppose compete implode unmade intact commune

Vowel-r Syllables

fur or yurt girl chard tern
~~jer thir zer gurt sarm glers~~
setter doctor artwork platform surfer starburst

Vowel Team Syllables

ray keel mail spout foal flight
~~voy fain loob eruit plaud stight~~
sustain turmoil cheater coleslaw soup spoon snowboard

Complex Consonant Patterns

price guard sledge clutch gem cyst
~~gyr tree woge datch zudge eim~~

Mixed Syllables with Consonant-le

bugle stable battle juggle steeple
boggle scrabble maple noodle chortle

Base Words

mittens crushes puffed unknowing evenly
dodged poorly frighten breezes guppies

Compound Words

daytime blueprint cornfield deadbeat earthworm grapevine
butterfly matchbook playground roadway skylight whiplash

Common Prefixes, Roots, and Derivational Suffixes

informative disagreement enjoyable retract prediction express

nonsense (literally):
unacceptable behavior; having no meaning; making no sense

WORD-READING SURVEY
(sorted alphabetically)

all although always answer any are artwork Aa
backdrop battle because chard cheater
clamp coleslaw daytime deadbeat disagreement
earthworm enjoyable foal grapevine guard
have heart informative intact
lap mail maple matchbook napkin
plate platform playground
rabbit ray retract roadway
scrabble snowboard stable starburst sustain
unmade was whale what whiplash

backdrop battle because blueprint Bb
boggle breezes bugle bun butterfly
deadbeat enjoyable matchbook rabbit
scrabble snowboard stable starburst subject

backdrop because Cc
chard cheater chick chime chortle
clamp clutch coleslaw commune
compete complex cornfield cotton crushes cyst
doctor intact
matchbook much once picnic prediction price
retract scrabble subject which

backdrop chard cornfield Dd
doctor dodged does daytime deadbeat
disagreement dome done drop
guard implode noodle
playground prediction puffed roadway
shred sledge snowboard sudden
unmade wed would

answer are Ee
battle because blueprint boggle
breezes bugle butterfly
cheater chime chortle coleslaw
commune compete complex cornfield crushes
daytime deadbeat disagreement dodged
does dome done
earthworm enjoyable evenly every express
frighten gem grapevine guppies
have heart implode informative juggle keel
maple mittens noodle
once over plate prep prediction price puffed
retract scrabble see setter she shred
sledge smell some stable steeple
subject sudden suppose surfer
tern these they tune unmade vote
wed whale where whole

butterfly cornfield Ff
flight flunk foal for frighten fur informative
of platform puffed stiff surfer

PHONEMES & BLENDS
(sorted V01-C39 and syllables)

[V01] an•swer
plat•form ba•ttle back+drop clamp
scra•bble have
match+book nap•kin ra•bbit
– in•tact whip+lash re•tract

[V02] im•plode in•tact in•for•ma•tive
pic•nic twin di•sa•gree•ment
chick kit glint
things cyst ski•mming stiff
mi•ttens whip+lash which
– up+swing un•know•ing
– pre•dic•tion blue+print
– nap•kin ra•bbit

[V03] bo•ggle dodged doc•tor drop
co•tton com•plex

[V04] up+swing of un•made un•know•ing
puffed bu•tter+fly bun
trust does done ju•ggle
co•mmune com•pete clutch cru•shes
gu•ppies grunt
flunk su•ppose sub•ject su•dden
su•stain sum/some much was what
– in•for•ma•tive en•joy+a•ble
– pre•dic•tion be•cause
– di•sa•gree•ment co•tton

[V05] ex•press e•ver•y a•ny en•joy•a•ble
prep dead+beat gem
se•tter smell sledge shred wed
– e•ven•ly bree•zes di•sa•gree•ment
– com•plex cru•shes frigh•ten
– sub•ject su•dden mi•ttens

[V06] plate play+ground day+time
grape+vine they sta•ble
maple mail whale where ray
– un•made al•ways
– su•stain road+way

[V07] price chime flight frigh•ten
sky+light my right;
– bu•tter+fly day+time grape+vine

[V08] o•ver or
poor•ly dome chor•tle
coleslaw corn+field
foal for vote snow+board whole
road+way your
– im•plode in•for•ma•tive
– un•know•ing al•though
– plat•form su•ppose

[Appendix E-1]

although boggle bugle chortle Gg
 disagreement dodged flight frighten
 gem girl glint grapevine grunt guard guppies
 juggle playground
 right skimming skylight sledge
 things upswing unknowing

although chard cheater chick chime Hh
 chortle clutch crushes earthworm
 flight frighten have heart
 matchbook much right
 she shred skylight these they things
 whale what where which whiplash whole

blueprint chick chime cornfield Ii
 daytime disagreement
 flight frighten girl glint grapevine guppies
 implode informative intact kit
 mail mittens napkin picnic prediction price
 rabbit right skimming skylight stiff sustain
 things turmoil twin unknowing upswing
 which whiplash

enjoyable juggle subject Jj

artwork backdrop chick flunk keel kit Kk
 matchbook napkin
 skimming skylight unknowing

all although always Ll
 battle blueprint boggle bugle butterfly
 chortle coleslaw complex cornfield clamp clutch
 enjoyable evenly flight flunk foal girl glint
 implode juggle keel lap mail maple noodle
 plate platform playground poorly pull
 scrabble skylight sledge smell stable steeple
 turmoil whale whiplash whole would

chime clamp commune compete complex Mm
 daytime disagreement dome
 earthworm gem implode informative
 mail maple matchbook mittens much my
 platform skimming smell some sum
 turmoil unmade

answer any Nn
 blueprint bun commune cornfield cotton
 disagreement done enjoyable evenly
 flunk frighten glint grapevine grunt
 informative intact mittens napkin noodle once
 picnic playground prediction
 skimming snowboard soup+spoon sudden sustain
 tern things tune twin
 unknowing unmade upswing

[V09] blue+print to tune
soup+spoon noodle

[C39+V09] bu•gle
– co•mmune

[V10] e•ven•ly be•cause bree•zes
chea•ter keel these
see stee•ple she re•tract
– e•ver•y a•ny poor•ly
– di•sa•gree•ment dead+beat
– com•pete corn+field gu•ppies

[V11] all al•though al•ways are art+work
chard guard star+burst heart
– coleslaw

[V12] put pull would
– match+book

[V13] spout
– play+ground

[V14] – en+joy+a•ble tur•moil

[V15] earth+worm tur•moil tern girl
fur sur•fer yurt
– an•swer e•ver•y o•ver art+work
– bu•tter+fly doc•tor chea•ter
– se•tter star+burst

[C39+V15] •

[C16] up+swing
pic•nic puffed poor•ly put pull prep
drop grape+vine soup+spoon
ma•ple nap•kin whip+lash
– back+drop com•pete gu•ppies
– stee•ple
[C16+C37]
plat•form plate play+ground
– im•plode com•plex
[C16+C38]
prep price pre•dic•tion
– ex•press blue+print

[C17] ba•ttle back+drop bo•ggle
bu•tter+fly bun be•cause bu•gle
sub•ject
– dead+beat en+joy+a•ble
– scra•bble sta•ble star+burst
– snow+board match+book ra•bbit
[C17+C37]
blue+print
[C17+C38]
bree•zes

although artwork Oo
 backdrop boggle chortle
 coleslaw commune compete complex
 cotton cornfield
 doctor dodged does dome done drop
 earthworm enjoyable
 foal for implode informative
 matchbook noodle of once or over
 platform playground poorly prediction
 roadway rot
 snowboard some soup•spoon spout suppose
 to turmoil unknowing
 vote whole would your

backdrop blueprint Pp
 clamp compete complex drop
 express grapevine guppies
 implode lap maple napkin
 picnic plate platform playground poorly
 prediction prep price puffed pull put
 soup•spoon spout steeple suppose
 upswing whiplash

• Qq

answer are artwork Rr
 backdrop blueprint breezes butterfly
 chard cheater chortle cornfield crushes
 disagreement doctor drop
 earthworm every express
 for frighten fur girl grapevine grunt guard
 heart informative or over
 platform playground poorly prediction prep price
 rabbit ray retract right roadway rot
 scrabble setter shred snowboard starburst surfer
 tern trust turmoil where your yurt

always answer because breezes Ss
 coleslaw crushes cyst
 disagreement does express guppies mittens
 scrabble see setter she shred skimming skylight
 sledge smell snowboard some soup•spoon spout
 stable starburst steeple stiff
 subject sudden sum suppose surfer sustain
 these things trust upswing was whiplash

although artwork battle blueprint butterfly Tt
 cheater clutch compete chortle cotton cyst
 daytime deadbeat disagreement doctor
 earthworm flight frighten
 glint grunt heart informative intact kit
 matchbook mittens
 plate platform prediction put
 rabbit retract right rot setter skylight spout
 stable starburst steeple stiff subject sustain
 tern these they things to trust tune turmoil twin
 vote what yurt

[C18] plat•form puffed plate put
 to tune tur•moil tern
 kit flight vote spout what right yurt
 – in•tact in•for•ma•tive
 – ba•ttle bu•tter+fly
 – doc•tor dead+beat day+time
 – chor•tle chea•ter co•tton com•pete
 – frigh•ten se•tter sky+light
 – mi•ttens ra•bbit
 [C18+C36]
 twin
 [C18+C38]
 trust re•tract

[C19] di•sa•gree•ment dodged doc•tor
 does done dead+beat day+time dome
 shred wed would road+way
 – im•plode un•made pre•dic•tion
 – noo•dle su•dden
 [C19+C38]
 back+drop drop

[C20] chick chor•tle chime chea•ter chard
 clutch match+book much which

[C21] ju•ggle gem sledge
 – en+joy+a•ble sub•ject

[C22] pic•nic back+drop doc•tor chick
 kit co•tton com•plex com•pete
 co•mmune coleslaw corn+field keel
 – art+work pre•dic•tion be•cause
 – match+book nap•kin
 [C22+C18] – in•tact sub•ject re•tract
 com•plex

[C22+C28]
 [C22+C36]

[C22+C37] clamp clutch
 [C22+C38] cru•shes

[C23] gu•ppies guard girl
 – bo•ggle bu•gle ju•ggle
 ex•press

[C23+C29]
 [C23+C31]

[C23+C37] glint
 [C23+C38] grunt grape+vine
 – play+ground di•sa•gree•ment

[C24] puffed foal for fur stiff
 – in•for•ma•tive plat•form
 – corn+field sur•fer
 [C24+C37] flunk flight
 – bu•tter+fly
 [C24+C38] frigh•ten

[C25] of vote have
 – in•for•ma•tive e•ver•y
 o•ver e•ven•ly grape+vine

[Appendix E-3]

although Uu
 because blueprint bugle bun butterfly
 clutch commune crushes
 flunk fur grunt guard guppies juggle
 much playground puffed pull put
 soup spoon spout starburst subject sudden sum
 suppose surfer sustain trust tune turmoil
 upswing unknowing unmade would your yurt

evenly every grapevine Vv
 have informative over vote

answer always artwork Ww
 coleslaw earthworm
 roadway snowboard twin
 unknowing upswing
 was wed whale what where
 which whiplash whole would

complex express Xx

any always butterfly cyst daytime Yy
 enjoyable evenly every
 my playground poorly
 ray roadway skylight
 they your yurt

breezes Zz

[C26] earth+worm things

[C27] they these
– al•though

[C28] price cyst sub•ject su•ppose su•dden
sum/some su•stain se•tter
soup+spoon see sur•fer
– an•swer ex•press di•sa•gree•ment
[C28+C16] spout
– soup+spoon
[C28+C18] trust cyst stiff
sta•ble stee•ple star+burst
– su•stain
[C28+C22] ski•mming sky+light
[C28+C22+C38] scra•bble
[C28+C33] smell
[C28+C34] snow+board
[C28+C36] – up+swing
[C28+C37] sledge – cole•slaw

[C29] does things these was
– al•ways be•cause bree•zes
– cru•shes gu•ppies su•ppose
– mi•ttens

[C30] she
– pre•dic•tion cru•shes whip+lash
[C30+C38] shred

[C31] •

[C32] have whole heart

[C33] im•plode dome chime gem
com•pete sum/some
match+book mi•ttens ma•ple mail
– in•for•ma•tive un•made
– earth+worm tur•moil
– di•sa•gree•ment day+time
– co•mmune ski•mming
[C33+C16] clamp

[C34] an•swer in•tact in•for•ma•tive
un•made un•know•ing en+joy+a•ble
bun twin tune tern done
nap•kin noo•dle
– a•ny e•ven•ly pic•nic pre•dic•tion
– co•tton co•mmune grape+vine
– frigh•ten su•dden su•stain
– soup+spoon mi•ttens
[C34+C18] glint grunt
– blue+print di•sa•gree•ment
[C34+C19] – play+ground
[C34+C28] once

[C35] things
– up+swing un•know•ing ski•mming
[C35+C22] flunk

Letter-Sound Correspondences

Single Consonants and Digraphs:
"Point to the letter as you say the sound."

Short and Long Vowels: "Look... Tell me the sound..."

Closed-Syllable Words with Short Vowels and Single Consonants

Closed Syllables with Digraphs, Doubles, and Blends

Long Vowel: VCe Words and Syllables

Vowel-r Syllables

Vowel Team Syllables

Complex Consonant Patterns: Hard/Soft c and g; -dge, -tch

Mixed Syllables with Consonant -le

Base Words with Inflections and Common Suffixes

Compound Words: Varied Syllable Types

Common Prefixes, Roots, and Derivational Suffixes

Encoding: "Write the letter or letters that represent each sound."

[C30] [C20] [C21] [C34] [C39] [C25]
[C32] [C29] [C37] [C22+C28] [C19] [C22+C36]

1 MISSING UNIT

Letter Qq quack quit quiet

< ABC Logic >
LETRS® Word-Reading Survey

25/26 = 96%

[C36] was wed would
– al•ways art+work earth+worm
– road+way
[C32+C36]
[C36+V04] whip+lash which what whale where
once

[C37] all al•though al•ways
pull cole•slaw keel girl foal smell
whole mail whale
– e•ven•ly poor•ly tur•moil
– sky+light whip+lash
[C37+C19] corn+field

[V12+C37] – en+joy+a•ble
– ba•ttle bo•ggles bu•ggle
– chor•tle ju•ggles
– scra•bble sta•ble stee•ple
– ma•ple noo•dle

[C38] or are poor•ly chor•tle
for star+burst where ra•bbit ray right
road+way re•tract your
– in•for•ma•tive
[C38+C18] art+work heart
[C38+C19] chard guard snow+board
[C38+C33] plat•form
[C38+C34] corn+field

[C39] your yurt

*Would
you ignore
amu letters
while
teaching
the
alphabet?*

4 MISSING UNITS

[C39+V15] pure cure
[C22+C36] quack quit
[C23+C31] luxury luxurious
[C31] vision measure

< VC Logic >
LETRS® Word-Reading Survey

44/48 = 92%

(screenshot)

Instructions for Administration of the LETRS Spelling Screeners

Administration of a qualitative screener of spelling development is an efficient and valid way of determining a student's instructional needs.

The words in these screeners sample the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns. The sequence in which these features are generally learned is reflected in the order of the feature categories from top to bottom in the first column on the screener. Each feature that is correctly spelled is circled and given a point. If a word is spelled correctly, the student also gets another point for the whole word in the Word Correct row.

Directions for Administering the Spelling Screeners

Use the Basic Spelling Screener for grades K–2. Use the Advanced Spelling Screener for grades 3–5, or until students show that they can spell these words. For kindergarten, you will probably only dictate the first 5–8 words on the Basic Spelling Screener. For first grade, dictate at least 15. For second and third grade, use the entire list. Use the first part of the Advanced Spelling Screener for any third-graders who are able to spell more than 20 of the words on the Basic Spelling Screener.

Guidelines for Words to Dictate	
Kindergarten	First 5–8 words, Basic Spelling Screener
1st grade	15+ words, Basic Spelling Screener
2nd grade	Entire Basic Spelling Screener
3rd grade, or younger students who spell 20+ words on the Basic Spelling Screener	Advanced Spelling Screener (stop when students have five incorrectly spelled words in a row)

Students are not to study these words in advance. Studying the words on the screener would invalidate its purpose, which is to find out what concepts and orthographic patterns the students have internalized. You can administer this same list of words three times—in the fall, winter, and spring—to measure students' progress.

The words at the top of the page are ordered from left to right in terms of their relative difficulty for students in grades K–5. For this reason, you need to limit testing to the words that sample features your students are likely to master during the year. However, it is important to dictate enough words (easy to difficult) to give you a sense of the range of ability in your class.

Testing procedure. Dictate the words as you would for any test. Use them in a sentence to be sure your students know the exact word. Assure your students that this is not for a grade but to help you plan better for their needs. Seat the children to minimize copying, or test them in small groups (recommended for kindergarten and early first grade). Say each word naturally; then use it in a sentence (suggested sentences appear on the next two pages) and repeat the word. If you exaggerate the pronunciation to clarify the identity of sounds or syllables, you are providing a scaffold that may not be available in natural speech. If you ask students to repeat the word before writing it, you are also providing a scaffold that should help students attend to and remember the sound sequence.

WA|HSSR gives every opportunity for learners to “attend to and remember the sound sequence.”

... features for
... an additional
... ed for some

US 3rd Edition • Unit 4

[Appendix F-1]

(screenshot)

Assigning points and analyzing the results. Total the number of points across for each feature and down for each word. Staple the student's spelling test to the individual scoring sheet. The total point score for features will give you a number that can be compared over time. The most useful information, however, will be the feature analysis. Look across each feature row to determine the needs of individual students. Transfer these numbers to a class composite sheet to get a sense of your group as a whole and to form groups for instruction. Highlight features where students are making two or more errors. For example, a student who gets four of five short vowels correct on the Basic Spelling Screener knows these vowels, although some review work might be in order. In contrast, a student who gets only two of the short vowels needs a lot of work on both sound identification and spelling patterns. Since the total possible number will vary depending on how many words you call out, the criteria for mastery will vary.

If X is the number of total correct responses, then X or X - 1 indicates good knowledge of that phoneme-grapheme relationship, while X - 2, or more, indicates the need for instruction. If the student did not get any points for an orthographic feature, it is beyond his or her instructional range and earlier features need to be addressed first.

Basic Spelling Screener Sentences for Dictation

- 1. mud Don't step in the mud.
- 2. nap I like to nap when I'm tired.
- 3. set The sun will set in the west.
- 4. fog It's hard to see in thick fog.
- 5. rib The football player broke his rib.
- 6. life Remember to enjoy life every day.
- 7. shack A shack is a small house.
- 8. stone Stone walls last a long time.
- 9. trunk I keep all my toys in a trunk.
- 10. goat A goat is a useful farm animal.
- 11. scrape Did you scrape your knee when you fell down?
- 12. beat Keep the beat when you clap to music.
- 13. champ The World Series winner was the champ.
- 14. third Third place is behind first and second.
- 15. drain Water goes down a drain.
- 16. bridges Two bridges go over the canyon.
- 17. crutch If you are hurt, you can use a crutch to walk.
- 18. growing We are growing carrots in our garden.
- 19. walked I walked slowly to school.
- 20. born The kittens were born yesterday.
- 21. spoil Don't let the rain spoil the trip.
- 22. smiling Smiling is easy if you are having fun.
- 23. slipping Our feet were slipping on the ice.
- 24. shouting My voice was tired from shouting.
- 25. higher Eagles fly higher than most small birds.

WA|HSSR
loves
relevant vocabulary.

*Why spend time
on random sentences?!*

Choose
literature
worth reading
and
systematically teach
{.Sound+Spellings.}
for
each
word-to-be-read.

Heard.
Said.
Spelled.
WordsAhead!!

[Appendix F-2]

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(screenshot)

Advanced Spelling Screener Sentences for Dictation

1. cap My cap fits me perfectly.
2. chip It is hard to eat just one potato chip.
3. shut Please shut the window.
4. tent I love sleeping in a cozy tent.
5. grain I eat whole grain bread for breakfast.
6. broke My brother broke my phone.
7. slice Please give me one slice of apple.
8. trudge I'll trudge to school with my heavy pack.
9. flight My flight home was delayed.
10. dropping Dropping eggs is messy.
11. gnaw The squirrel will gnaw on nuts.
12. curved A bow is a curved hunting weapon.
13. fewer We had fewer rainstorms this year.
14. babies My rabbit had five babies.
15. matched Her sweater matched the color of her eyes.
16. known I wish I had known about the party.
17. pattern If you sew a costume, follow a pattern.
18. staples We will need staples for the stapler.
19. radar Airports track planes by radar.
20. except I like all vegetables except broccoli.
21. treasure The sunken ship still contained a treasure chest.
22. organization Would you like to join our organization?
23. questionable The results of the test were questionable.
24. obedient An obedient dog follows commands.
25. resident A new resident came to live in our neighborhood.

[Appendix F-3]

Talk, talk, talk for language comprehension. Then demystify literacy.

Become friendly with ALL spoken sound-units. Learn explicit { .Sound+Spellings. }.

Whenever you can PRONOUNCE and SPELL – you can READ.

Grades K-2 SPELLING SCREENER
(sorted alphabetically)

beat champ drain goat nap Aa
scrape shack walked

beat born bridges rib Bb

champ crutch scrape shack Cc

bridges drain mud third walked Dd

beat bridges higher Ee
life set scrape stone walked

fog life Ff

bridges fog goat growing Gg
higher shouting slipping smiling

champ crutch higher shack shouting third Hh

bridges drain growing higher life rib Ii
shouting slipping smiling spoil third

• Jj

shack trunk walked Kk

life slipping smiling spoil walked Ll

champ mud smiling Mm

born drain growing nap Nn
shouting slipping smiling stone trunk

born fog goat growing shouting spoil stone Oo

champ nap scrape slipping spoil Pp

• Qq

born bridges crutch drain growing Rr
higher rib scrape third trunk

bridges set scrape shack shouting Ss
slipping smiling spoil stone

beat crutch goat Tt
set shouting stone third trunk

crutch mud shouting trunk Uu

• Vv

growing walked Ww

• Xx

• Yy

• Zz

< ABC Logic >
LETRS® - Basic
Spelling Screener

20/26 = 77%

PHONEMES & BLENDS
(sorted V01-C39 and syllables)

[V01] champ shack nap
[V02] bri•dges rib – grow•ing smi•ling sli•pping shou•ting
[V03] fog
[V04] trunk crutch mud
[V05] set – bri•dges
[V06] drain scrape
[V07] smi•ling high•er life
[V08] born goat grow•ing stone
[V09] •
[C39+V09] •
[V10] beat
[V11] walked
[V12] •
[V13] shou•ting
[V14] spoil
[V15] third – high•er
[C39+V15] •
[C16] scrape nap – sli•pping
[C17] born beat rib
[C17+C38] bri•dges
[C18] beat goat set walked – shou•ting
[C18+C38] trunk
[C19] third mud
[C19+C38] drain
[C20] champ crutch
[C21] – bri•dges
[C22] shack walked
[C22+C28] •
[C22+C36] •
[C22+C38] crutch
[C23] goat fog
[C23+C29] •
[C23+C31] •
[C23+C38] grow•ing
[C24] fog life
[C25] •
[C26] third
[C27] •
[C28] set
[C28+C16] spoil
[C28+C18] stone
[C28+C22+C38] scrape
[C28+C33] smi•ling
[C28+C37] sli•pping
[C29] – bri•dges
[C30] shack shou•ting
[C31] •
[C32] high•er
[C33] mud
[C33+C16] champ
[C34] drain stone nap
[C35] – grow•ing smi•ling sli•pping shou•ting
[C35+C22] trunk
[C36] walked
[C32+C36] •
[C36+V04] •
[C37] spoil life – smi•ling
[V12+C37] •
[C38] rib
[C38+C34] born
[C39] •

*Would
any product
claiming to teach
alphabet letters
be acceptable
with this score?*

18/26 69%

*Which 8 letters
are not needed?*

[Appendix G-1]

< VC Logic >
LETRS® - Basic
Spelling Screener

33/48 = 69%

{.Sound+Spellings.} for LETRS® Grades K-2 SPELLING SCREENER

[V01]	{.V01/a.} champ shack nap
[V02]	{.V02/i.} bri•dges rib grow•ing smi•ling sli•pping shou•ting; {.V02/i_e.} bridge
[V03]	{.V03/o.} fog
[V04]	{.V04/u.} trunk crutch mud
[V05]	{.V05/e.} set bri•dges
[V06]	{.V06/a_e.} scrape; {.V06/ai.} drain
[V07]	{.V07/i_e.} smile life; {.V07/i.} smi•ling; {.V07/igh.} high•er
[V08]	{.V08/o_e.} stone; {.V08/o.} born; {.V08/oa.} goat; {.V08/ow.} grow•ing
[V09]	•
[C39+V09]	•
[V10]	{.V10/ea.} beat
[V11]	{.V11/a.} walked
[V12]	•
[V13]	{.V13/ou.} shou•ting
[V14]	{.V14/oi.} spoil
[V15]	{.V15/ir.} third; {.V15/er.} high•er
[C39+V15]	•
[C16]	{.C16/p.} scrape nap; {.C16/pp.} sli•pping
[C17]	{.C17/b.} born beat rib
[C17+C38]	{.C17+C38/br.} bri•dges
[C18]	{.C18/t.} beat goat set shou•ting; {.C18/ed.} walked
[C18+C38]	{.C18+C38/tr.} trunk
[C19]	{.C19/d.} third mud
[C19+C38]	drain
[C20]	{.C20/ch.} champ; {.C20/tch.} crutch
[C21]	{.C21/dg.} bridge bri•dges
[C22]	{.C22/ck.} shack; {.C22/lk.} walked
[C22+C28]	•
[C22+C36]	•
[C22+C38]	{.C22+C38/cr.} crutch
[C23]	{.C23/g.} goat fog
[C23+C29]	•
[C23+C31]	•
[C23+C38]	{.C23+C38/gr.} grow•ing
[C24]	{.C24/f.} fog life
[C25]	•
[C26]	{.C26/th.} third
[C27]	•
[C28]	{.C28/s.} set
[C28+C16]	{.C28+C16/sp.} spoil
[C28+C18]	{.C28+C18/st.} stone
[C28+C22+C38]	{.C28+C22+C38/scr.} scrape
[C28+C33]	{.C28+C33/sm.} smi•ling
[C28+C37]	{.C28+C37/sl.} sli•pping
[C29]	{.C29/s.} bri•dges
[C30]	{.C30/sh.} shack shou•ting
[C31]	•
[C32]	{.C32/h.} high•er
[C33]	{.C33/m.} mud
[C33+C16]	{.C33+C16/mp.} champ
[C34]	{.C34/n.} drain stone nap
[C35]	{.C35/ng.} grow•ing smi•ling sli•pping shou•ting
[C35+C22]	{.C35+C22/nk.} trunk
[C36]	{.C36/w.} walked
[C32+C36]	•
[C36+V04]	•
[C37]	{.C37/l.} spoil life smi•ling
[V12+C37]	•
[C38]	{.C38/r.} rib
[C38+C34]	{.C38+C34/rn.} born
[C39]	•

Grades 3-5 SPELLING SCREENER (sorted alphabetically)

babies cap gnaw grain matched organization pattern questionable radar staples treasure	Aa
babies broke obedient questionable	Bb
cap chip curved except matched slice	Cc
curved dropping matched obedient radar resident trudge	Dd
babies broke curved except fewer matched obedient pattern questionable resident slice staples tent treasure trudge	Ee
fewer flight	Ff
dropping gnaw grain organization trudge	Gg
chip flight matched shut	Hh
babies chip dropping flight grain obedient organization questionable resident slice	Ii
• Jj	
broke known	Kk
flight questionable slice staples	Ll
matched	Mm
dropping gnaw grain known obedient organization pattern questionable resident tent	Nn
broke dropping known obedient organization questionable	Oo
cap chip dropping except pattern staples	Pp
questionable	Qq
broke curved dropping fewer grain organization pattern radar resident treasure trudge	Rr
babies questionable resident shut slice staples treasure	Ss
except flight matched obedient organization pattern questionable resident shut staples tent treasure trudge	Tt
curved questionable shut treasure trudge	Uu
curved	Vv
fewer gnaw known	Ww
except	Xx
• Yy	
organization	Zz

< ABC Logic >
LETRS® - Advanced
Spelling Screener

24/26 = 92%

PHONEMES & BLENDS (sorted V01-C39 and syllables)

[V01]	pa•ttern cap matched
[V02]	chip – dro•pping re•si•dent
[V03]	dro•pping
[V04]	trudge shut – or•ga•ni•za•tion ques•tio•na•ble
[V05]	ex•cept tent trea•sure ques•tio•na•ble re•si•dent – o•be•di•ent
[V06]	ba•bies grain sta•ples ra•dar – or•ga•ni•za•tion
[V07]	flight slice – or•ga•ni•za•tion
[V08]	o•be•di•ent or•ga•ni•za•tion broke known
[V09]	•
[C39+V09]	few•er
[V10]	o•be•di•ent ba•bies
[V11]	gnaw – ra•dar
[V12]	•
[V13]	•
[V14]	•
[V15]	curved – pa•ttern trea•sure few•er
[C39+V15]	•
[C16]	pa•ttern chip cap – dro•pping sta•ples
[C16+C18]	ex•cept
[C17]	ba•bies – o•be•di•ent ques•tio•na•ble
[C17+C38]	broke
[C18]	tent flight shut matched – pa•ttern
[C18+C38]	trudge trea•sure
[C19]	curved – o•be•di•ent re•si•dent ra•dar
[C19+C38]	dro•pping
[C20]	chip matched – ques•tio•na•ble
[C21]	trudge
[C22]	broke cap curved
[C22+C28]	ex•cept
[C22+C36]	ques•tio•na•ble
[C23]	or•ga•ni•za•tion
[C23+C29]	•
[C23+C31]	•
[C23+C38]	grain
[C24]	few•er
[C24+C37]	flight
[C25]	curved
[C26]	•
[C27]	•
[C28]	ques•tio•na•ble slice – ex•cept
[C28+C18]	sta•ples
[C28+C37]	slice
[C29]	– or•ga•ni•za•tion ba•bies sta•ples re•si•dent
[C30]	shut – or•ga•ni•za•tion
[C31]	– trea•sure
[C32]	•
[C33]	matched
[C34]	grain known gnaw
[C34+C18]	– or•ga•ni•za•tion pa•ttern ques•tio•na•ble
[C35]	tent – o•be•di•ent re•si•dent
[C36]	– dro•pping
[C32+C36]	•
[C36+V04]	•
[C37]	•
[V12+C37]	– ques•tio•na•ble sta•ples
[C38]	or•ga•ni•za•tion re•si•dent ra•dar
[C39]	•

< ABC Logic >
LETRS® - Advanced
Spelling Screener

33/48 = 69%

[Appendix H-1]

{.Sound+Spellings.} for LETRS® Grades 3-5 SPELLING SCREENER

[V01]	{.V01/a.} pa•ttern cap matched
[V02]	{.V02/i.} chip dro•pping re•si•dent
[V03]	{.V03/o.} dro•pping
[V04]	{.V04/u.} shut; {.V04/u_e.} trudge; {.V04/a.} ques•tio•na•ble; {.V04/io.} or•ga•ni•za•tion
[V05]	{.V05/e.} ex•cept tent ques•tio•na•ble re•si•dent o•be•di•ent; {.V05/ea.} trea•sure
[V06]	{.V06/a.} ba•bies sta•ples ra•dar – or•ga•ni•za•tion; {.V06/ai.} grain
[V07]	{.V07/i_e.} slice; {.V07/i.} or•ga•ni•za•tion; {.V07/igh.} flight
[V08]	{.V08/o_e.} broke; {.V08/o.} o•be•di•ent or•ga•ni•za•tion; {.V08/ow.} known
[V09]	•
[C39+V09]	{.C39+V09/ew.} few•er
[V10]	{.V10/e.} o•be•di•ent; {.V10/ie.} ba•bies
[V11]	{.V11/a.} ra•dar; {.V11/aw.} gnaw
[V12]	•
[V13]	•
[V14]	•
[V15]	{.V15/ure.} trea•sure curved; {.V15/er.} pa•ttern few•er
[C39+V15]	•
[C16]	{.C16/p.} pa•ttern chip cap sta•ples; {.C16/pp.} dro•pping
[C16+C18]	{.C16+C18/pt.} ex•cept
[C17]	{.C17/b.} ba•bies o•be•di•ent ques•tio•na•ble
[C17+C38]	{.C17+C38/br.} broke
[C18]	{.C18/t.} tent flight shut matched; {.C18/tt.} pa•ttern; {.C18/ed.} matched
[C18+C38]	{.C18+C38/tr.} trudge trea•sure
[C19]	{.C19/d.} o•be•di•ent re•si•dent ra•dar; {.C19/ed.} curved
[C19+C38]	{.C19+C38/dr.} dro•pping
[C20]	{.C20/ch.} chip; {.C20/tch.} matched; {.C20/t.} ques•tio•na•ble
[C21]	{.C21/dg.} trudge
[C22]	{.C22/k.} broke; {.C22/c.} cap curved
[C22+C28]	{.C22+C28/x.} ex•cept
[C22+C36]	{.C22+C36/qu.} ques•tio•na•ble
[C23]	{.C23/g.} or•ga•ni•za•tion
[C23+C29]	•
[C23+C31]	•
[C23+C38]	{.C23+C38/gr.} grain
[C24]	{.C24/f.} few•er
[C24+C37]	{.C24+C37/fl.} flight
[C25]	{.C25/v.} curved
[C26]	•
[C27]	•
[C28]	{.C28/s.} ques•tio•na•ble; C28/c.} slice ex•cept
[C28+C18]	{.C28+C18/st.} sta•ples
[C28+C37]	{.C28+C37/sl.} slice
[C29]	{.C29/z.} or•ga•ni•za•tion; {.C29/s.} ba•bies sta•ples re•si•dent
[C30]	{.C30/sh.} shut; {.C30/t.} or•ga•ni•za•tion
[C31]	{.C31/s.} trea•sure
[C32]	•
[C33]	{.C33/m.} matched
[C34]	{.C34/n.} grain or•ga•ni•za•tion pa•ttern ques•tio•na•ble; {.C34/kn.} known; {.C34/gn.} gnaw
[C34+C18]	{.C34+C18/nt.} tent o•be•di•ent re•si•dent
[C35]	{.C35/ng.} dro•pping
[C36]	•
[C32+C36]	•
[C36+V04]	•
[C37]	•
[V12+C37]	{.V12+C37/-le.} ques•tio•na•ble sta•ples
[C38]	{.C38/r.} or•ga•ni•za•tion re•si•dent ra•dar
[C39]	•

Aa-Zz Sounds Pictures

Replace all ‘letter-sounds’ with MAP unit names – V01-C39

Word Chain Ladders

Replace ‘CVC words’ with ‘cVc words’ (vowels are pivotal)

Easy words: *pig big tub dub cot got fat vat sip zip hip map nap win leg red yes*

Other cVc words:

[V01] *chat that shall have laugh*

[V02] *been/bin chip gym/Jim give thing this sieve ship*

[V03] *tot Don chop John cot cough gone thought shot*

[V04] *tongue does chum judge thumb thus some/sum shut won/one young*

[V05] *chess guess then head said says shell*

[V06] *beige days/daze chase came gauge vague there/their*

they’ll they’ve share wait/weight wear/ware raise/rays/raze rain/reign

[V07] *buys type died/dyed dial chime guide thighs thine sign sighs shine height live*

[V08] *door chose those coat goes four/for/fore sews shown nose/knows rogue*

[C39+V09] *use*

[V09] *dual choose chewed juice shoot/chute shoes move rouge rule*

[V10] *peace/piece teach cheese keys thief these sheet league*

[V11] *pause/paws ball taught dawn caught thaws shawl*

[V12] *push should would/wood look*

[V13] *pout boughs/bows down dowse shout house mouth*

[V14] *boys choice join*

[V15] *purred purge term dirge chirp girl hurt third shirt nerve work worse*

[C39+V15] •

Short-Aa Word Lists

Instead teach [V01] heard in *ant dance plaid laugh*

Itemize { .V01/a. } { .V01/a_e. } { .V01/ai. } { .V01/au. }

Long-Aa Word Lists

Instead teach [V06] heard in *age baby wait play*

Itemize { .V06/a_e. } { .V06/a. } { .V06/ai. } { .V06/ay. } etc.

Short-Ee Word Lists

Instead teach [V05] heard in *egg else head any*

Itemize { .V05/e. } { .V05/e_e. } { .V05/ea. } { .V05/a. } etc.

Long-Ee Word Lists

Instead teach [V10] heard in *keep me teach piano many*

Itemize { .V10/ee. } { .V10/e. } { .V10/ea. } { .V10/i } { .V10/y. } etc.

Short-Ii Word Lists

Instead teach [V02] heard in *itch give pretty gym*

Itemize { .V02/i. } { .V02/i_e. } { .V02/e. } { .V02/y. } etc.

Long-Ii Words

Instead teach [V07] heard in *ice pie find light my*

Itemize { .V07/i_e. } { .V07/ie. } { .V07/i. } { .V07/igh. } { .V07/y. } etc.

Short-Oo Words

Instead teach [V03] heard in *off gone broad knowledge*

Itemize { .V03/o. } { .V03/o_e. } { .V03/oa. } { .V03/ow. } etc.

Long-Oo Words

Instead teach [V08] heard in *nose old coat own warm*

Itemize { .V08/o_e. } { .V08/o. } { .V08/oa. } { .V08/ow. } { .V08/a. } etc.

Don't commingle [V09] and [C39+V09].

Instead teach [V09] heard in *rule blue truth fruit juice chew*

Itemize { .V09/u_e. } { .V09/ue. } { .V09/u. } { .V09/ui. } { .V09/ui_e. } { .V09/ew. } etc.

Long-Uu Words

Instead teach [C39+V09] heard in *use cue vacuum*

Itemize { .C39+V09/u_e. } { .C39+V09/ue. } { .C39+V09/uu. } etc.

Vowel-Yy

Instead teach [V02] { .V02/y. } heard in *gym hymn mystery*

Instead teach [V07] { .V07/y. } heard in *by try cry fly my*

Instead teach [V10] { .V10/y. } heard in *any many pretty ugly*

/ar/ Words

Instead teach { .V11/a. } { .C38/r. } *par bar tar jar car far star scar mar*

Soft-Gg and Hard-Gg Words

Instead teach [C21] { .C21/g. } *gym gentle giant germ*

Instead teach [C21] { .C21/dg. } *ridge dodge fudge wedge*

Instead teach [C23] { .C23/g. } *gap gone gum get game gown*

Instead teach [C23] { .C23/gg. } *egg buggy beggar giggle*

KN, PH and WR Picture Cards

Instead teach [C34] { .C34/kn. } *knack knit knot know knew*

Instead teach [C24] { .C24/ph. } *phone photo phase phony*

Instead teach [C38] { .C38/wr. } *wrap wrist wrong wreck write*

CVCC Word Work

Instead teach { .C17/b. } { .V01/a. } { .C26/th. } *bath*

Instead teach { .C19/d. } { .V04/u. } { .C22/ck. } *duck*

Instead teach { .C38/r. } { .V02/i. } { .C35/ng. } *ring*

Instead teach { .C17/b. } { .V11/a. } { .C37/l. } *ball*

etc.

Phoneme Segmentation ~ Not ‘See-Say’ Letter-Sounds...

/b/ /ee/ – Instead teach {C17/b.} {V10/ee.} bee

/p/ /ie/ – Instead teach {C16/p.} {V07/ie.} pie

/l/ /ea/ /f/ – Instead teach {C37/l.} {V10/ea.} {C24/f.} leaf

/s/ /l/ /i/ /de/ – Instead teach {C28+C37/sl.} {V07/i_e.} {C19/d.} slide

/k/ /ey/ – Instead teach {C22/k.} {V10/ey.} key

Sound Buttons

Graphemes are not sounds. – Instead teach sound-units and {Sound+Spellings.}.

•wh •i •ch – Instead teach {C32+C36/wh.} {V02/i.} {C20/ch.}

•ch •e •s •t – Instead teach {C20/ch.} {V05/e.} {C28+C18/st.}

•sh •ee •p – Instead teach {C30/sh.} {V10/ee.} {C16/p.}

Digraphs

{C20/ch.} *chap chip chop chump chest*

{C22/ck.} *pack pick pock puck peck*

{C26/th.} *thank thistle thought thumb theft*

{C27/th.} *that this thus them*

{C30/sh.} *shall ship shop shut shell*

Diphthongs are unique vowel units combining two other vowel units:

[V06] = [V05] [V10]

[V07] = [V11] [V10]

[C39+V09]

[V13] = [V01] [C36]

[V14] = [V08] [V10]

[C39+V15]

ChuChu TV ABC Phonics Song with TWO Words
<https://youtu.be/hq3yfQnllfQ?si=NxAmeC9aAiA3fvWb>

[V01]	{.V01/a.} apple ant – Letter A	
[V02]	{.V02/i.} ink insect – wrongly pronounced [V10] – Letter I	
[V03]	•	
[V04]	{.V04/u.} uncle umbrella – Letter U	
[V05]	{.V05/e.} egg elephant – Letter E	
[V06]	•	YouTube [letter sounds]
[V07]	•	Filter: View count
[V08]	{.V08/o.} ocean; {.V08/oa.} oar – Letter O	6.3B views
[V09]	•	
[C39+V09]	•	<i>Aa for...</i>
[V10]	•	<i>Bb for...</i>
[V11]	•	<i>Cc for...</i>
[V12]	•	
[V13]	•	
[V14]	•	
[V15]	•	
[C39+V15]	•	
[C16]	{.C16/p.} parrot – wrongly pronounced “puh” – Letter P [C16+C37] {.C16+C37/pl.} plum	
[C17]	{.C17/b.} bat ball – wrongly pronounced “buh” – Letter B	
[C18]	{.C18/t.} tap tub – wrongly pronounced “tuh” – Letter T	
[C19]	{.C19/d.} dog dots – wrongly pronounced “duh” – Letter D	
[C20]	•	
[C21]	{.C21/j.} juice jar – Letter J	
[C22]	{.C22/c.} cat cup; {.C22/k.} king kite – wrongly pronounced “cuh” – Letters C K	
[C22+C28]	{.C22+C28/x.} box fox – Letter X	
[C22+C36]	{.C22+C36/qu.} queen quail – wrongly pronounced [C21] – Letter Q	
[C23]	{.C23/g.} goat – wrongly pronounced “guh” – Letter G [C23+C38] {.C23+C38/gr.} grass	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fish – wrongly pronounced “fuh” – Letter F [C24+C38] {.C24+C38/fr.} frog	
[C25]	{.C25/v.} violin violet – Letter V	
[C26]	•	
[C27]	•	
[C28]	{.C28/s.} sun sunflower – wrongly pronounced “suh” – Letter S	
[C29]	{.C29/z.} zoo zebra – wrongly pronounced “zuh” – Letter Z	
[C30]	•	
[C31]	•	
[C32]	{.C32/h.} hand hat – wrongly pronounced “huh” – Letter H	
[C33]	{.C33/m.} man monkey – wrongly pronounced “muh” – Letter M	
[C34]	{.C34/n.} neck nose – wrongly pronounced “nuh” – Letter N	
[C35]	•	
[C36]	{.C36/w.} well water – wrongly pronounced “wuh” – Letter W	
[C36+V04]	•	
[C32+C36]	•	
[C37]	{.C37/l.} lamb leaf – wrongly pronounced “luh” – Letter L	
[V12+C37]	•	
[C38]	{.C38/r.} rope rat – wrongly pronounced “ruh” – Letter R	
[C39]	{.C39/y.} yacht yellow – Letter Y	

ChuChu TV Phonics Song 2 with TWO Words in 3D

<https://youtu.be/zAax3z5uQ2k?si=ORjS2wp44ZNsuoth>

[V01]	{.V01/a.} ambulance – wrongly pronounced [V11] – Letter Aa	
[V02]	{.V02/i.} iguana igloo – wrongly pronounced [V10] – Letter Ii	
[V03]	{.V03/o.} octopus ostrich – Letter Oo	
[V04]	{.V04/u.} umbrella uncle – Letter Uu	
[V05]	{.V05/e.} elephant engine – Letter Ee	
[V06]	{.V06/ai.} airplane – Letter Aa (+Ii)	YouTube [letter sounds]
[V07]	{.V07/i.} idea; {.V07/i_e.} ice cream – Letter Ii (+Ee)	Filter: View count
[V08]	{.V08/o.} ocean oboe – Letter Oo	2.3B views
[V09]	•	
[C39+V09]	{.C39+V09/u.} uniform unicorn – Letter Uu	<i>Aa for airplane</i>
[V10]	{.V10/ee.} eel; {.V10/ea.} eagle – Letter Ee (+Aa)	<i>Aa for ambulance</i>
[V11]	•	<i>[V11]...</i>
[V12]	•	
[V13]	•	
[V14]	•	<i>Bb for bus</i>
[V15]	•	<i>Bb for boy</i>
[C39+V15]	•	<i>[C17+V04]...</i>
[C16]	{.C16/p.} penguin panda – wrongly pronounced “puh” – Letter Pp	<i>etc.</i>
[C17]	{.C17/b.} bus boy – wrongly pronounced “buh” – Letter Bb	
[C18]	{.C18/t.} tiger tongue – wrongly pronounced “tuh” – Letter Tt	
[C19]	{.C19/d.} dinosaur; {.C19+C38/dr.} drum – wrongly pronounced “duh” – Letter Dd	
[C20]	•	
[C21]	{.C21/j.} jam jaguar; {.C21/g.} giraffe giant – wrongly “juh” – Letters Jj and Gg	
[C22]	{.C22/c.} car cow; {.C22/k.} kangaroo koala – wrongly pronounced “cuh” – Letters Cc and Kk	
[C22+C28]	{.C22+C28/x.} box ox – Letter X	
[C22+C36]	{.C22+C36/qu.} quilt queen – wrongly pronounced – Letter Qq (+Uu)	
[C23]	{.C23/g.} gorilla guitar – wrongly pronounced “guh” – Letter Gg	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fan fox – wrongly pronounced “fuh” – Letter Ff	
[C25]	{.C25/v.} violin vulture – wrongly pronounced “vuh” – Letter Vv	
[C26]	•	
[C27]	•	
[C28]	{.C28+C34/sn.} snake snail – wrongly pronounced “suh” – Letter Ss	
[C29]	{.C29/z.} zebra zoo – wrongly pronounced “zuh” – Letter Zz	
	{.C29/x.} xylophone xenopus – wrongly pronounced “zuh” – Letter Xx	
[C30]	{.C30/sh.} ship shark – wrongly pronounced “shuh” – Letter Ss (+Hh)	
[C31]	•	
[C32]	{.C32/h.} horse helicopter – wrongly pronounced “huh” – Letter Hh	
[C33]	{.C33/m.} mother mango – wrongly pronounced “muh” – Letter Mm	
[C34]	{.C34/n.} noodle nuts – wrongly pronounced “nuh” – Letter Nn	
[C35]	•	
[C36]	{.C36/w.} walrus – wrongly pronounced “wuh” – Letter Ww	
[C36+V04]	•	
[C32+C36]	{.C32+C36/wh.} whale – Letter Ww (+Hh)	
[C37]	{.C37/l.} ladybug lollipop – wrongly pronounced “luh” – Letter Ll	
[V12+C37]	•	
[C38]	{.C38/r.} rabbit rainbow – wrongly pronounced “ruh” – Letter Rr	
[C39]	{.C39/y.} yo-yo yogurt – wrongly pronounced “yuh” – Letter Yy	

[Appendix J-2]

Roma and Diana Learn the Alphabet / ABC Song
<https://youtu.be/NvdUSZyCGRs?si=sqDEpPd3KMAvqwQ5>

[V01]	{.V01/a.} animals apples – Letter A	
[V02]	•	
[V03]	•	
[V04]	•	YouTube [letter sounds]
[V05]	{.V05/e.} elephant eggs – Letter E	Filter: View count
[V06]	•	1.6B views
[V07]	{.V07/i_e.} ice cream – Letter I	
[V08]	{.V08/o.} orange – Letter O (pronounced [V04])	
[V09]	•	<i>A is for apples</i>
[C39+V09]	{.C39+V09/u.} unicorn – Letter U	<i>[V01] [V01] apples...</i>
[V10]	•	
[V11]	•	
[V12]	•	
[V13]	•	
[V14]	•	
[V15]	•	
[C39+V15]	•	
[C16]	{.C16/p.} penguin pizza – Letter P	
[C17]	{.C17/b.} balls – Letter B	
[C18]	{.C18/t.} tiger – Letter T	
[C19]	{.C19/d.} disco diamonds – Letter D	
[C20]	•	
[C21]	{.C21/j.} jump juice – Letter J	
[C22]	{.C22/c.} cat car – Letter C; {.C22/k.} ketchup kitty – Letter K	
[C22+C28]	{.C22+C28/x.} x-ray – Letter X	
[C22+C36]	{.C22+C36/qu.} queen – Letter Q (+U)	
[C23]	{.C23/g.} guitar – Letter G	
	[C23+C37] {.C23+C37/gl.} glasses	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fish – Letter F	
	[C24+C37] {.C24+C37/fl.} flowers	
[C25]	{.C25/v.} volcano vacuum – Letter V	
[C26]	•	
[C27]	•	
[C28]	{.C28+C18+C38/str.} strawberry – Letters S (+T+R)	
[C29]	{.C29/z.} zebra zipper – Letter Z	
	{.C29/x.} xylophone – Letter X	
[C30]	•	
[C31]	•	
[C32]	{.C32/h.} horse house – Letter H	
[C33]	{.C33/m.} monkey – Letter M	
[C34]	{.C34/n.} nuts – Letter N; {.C34/kn.} knowledgeable (computer)	
[C35]	•	
[C36]	{.C36/w.} watermelon water – Letter W	
[C36+V04]	•	
[C32+C36]	•	
[C37]	{.C37/l.} ladybug; {.C37/ll.} llama (misspelled ‘lama’) – Letter L	
[V12+C37]	•	
[C38]	{.C38/r.} rain rabbit – Letter R	
[C39]	{.C39/y.} yogurt Yarto – Letter Y	

Cocomelon ABC Songs for Children

https://youtu.be/_UR-l3QI2nE?si=DOcE37KhOyCB9j3-&t=61

[V01]	{.V01/a.} ant apple Adam – [V06] (a)	
[V02]	•	
[V03]	•	
# [V04]	(.V04/u.) umbrella	
# [V05]	{.V05/e.} elephant egg – [V10] Ee	
[V06]	•	
[V07]	{.V07/i.} island Isaac; {.V07/i_e.} ice cream – “eye” (i)	YouTube [phonics sounds of alphabet]
[V08]	{.V08/o.} orange Owen – “oh” (o)	Filter: View count
# [V09]	{.V09/u.} Umberto	1.6B views
# [C39+V09]	{.C39+V09/u.} unicorn – “you” (u)	
# [V10]	{.V10/e.} Ethan	# Commingled Sound-Units
[V11]	•	Letter Ee
[V12]	•	{.V05/e.} elephant egg
[V13]	{.V13/ow.} owl – “oh” (o)	{.V10/e.} Ethan
[V14]	•	Letter Gg
[V15]	•	{.C21/g.} giraffe George
[C39+V15]	•	{.C23/g.} gorilla goat
[C16]	{.C16/p.} penguin pig Peevy pizza peapods – “pee” (p); {.C16+C37/pl.} plate	Letter Uu
[C17]	{.C17/b.} balloon bear butterfly birthday Bianca – “bee” (b)	{.V04/u.} umbrella
[C18]	{.C18/t.} turtle tiger tunnel Taylor – “tea” (t); {.C18+C38/tr.} train	{.V09/u.} Umberto
[C19]	{.C19/d.} dinosaur duck dog Daisy – “dee” (d)	{.C39+V09/u.} unicorn
[C20]	•	
# [C21]	{.C21/g.} giraffe George – “gee” (g)	Letter Ww
	{.C21/j.} jelly-bean jar jack-in-the-box Jackie – “jay” (j)	{.C36/w.} walrus water
	{.C22/c.} car cat Caleb – “see” (c)	{.C32+C36/wh.} whales
	{.C22/k.} kite kangaroo Kyle – “cay” (k)	Letter Xx
# [C22+C28]	– “ex” (x)	{.C22+C28/x.} Letter Xx
[C22+C36]	{.C22+C36/qu.} queen quilt Quentin – “cue” (q) +(u)	{.C29/x.} xylophone
# [C23]	{.C23/g.} gorilla goat – “jee” (g); [C23+C38] {.C23+C38/gr.} great	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fish Francesca – “eff” (f); [C24+C38] {.C24+C38/fr.} frog	
[C25]	{.C25/v.} violin Vanessa vegetables – “vee” (v)	
[C26]	•	
[C27]	•	
[C28]	{.C28/s.} sun Sam – “ess” (s) ; {.C28+C18/st.} star; {.C28+C22+C36/squ.} square	
	{.C28/c.} circle; no mention of (c)	
# [C29]	{.C29/z.} Zeena; zoo Zoey zebra – “zee” (z); {.C29/x.} xylophone – “ex” (x)	
[C30]	•	
[C31]	•	
[C32]	{.C32/h.} house horse hippopotamus hummingbird Hannah – “aitch” (h)	
[C33]	{.C33/m.} mouse maze mole mushroom monkey Michael – “em” (m)	
[C34]	{.C34/n.} newt Nichole nest – “en” (n)	
[C35]	•	
# [C36]	{.C36/w.} walrus water-skiing William – “double-you” (w)	
[C36+V04]	•	
# [C32+C36]	{.C32+C36/wh.} whales	
[C37]	{.C37/l.} lion ladybug Lorin – “el” (l)	
[V12+C37]	•	
[C38]	{.C38/r.} rabbit raining ride rainbow red Rachael – “are” (r)	
[C39]	{.C39/y.} yacht yellow yo-yo Yon – “wye” (y)	

[Appendix J-4]

KidsTV123 Phonics Song 2

<https://youtu.be/BEL1ZKpi1Zs?si=Z6e8XpaNrht9WApq>

[V01]	{.V01/a.} apple – Letter Aa	
[V02]	{.V02/i.} igloo – Letter Ii	YouTube [phonics sounds of alphabet]
[V03]	{.V03/o.} octopus – Letter Oo	Filter: View count
[V04]	{.V04/u.} umbrella – Letter Uu	910M views
[V05]	{.V05/e.} elephant – Letter Ee	
[V06]	•	
[V07]	•	<i>Aa is for apple [V01] [V01] apple</i>
[V08]	•	<i>Bb is for ball [C17] [C17] ball</i>
[V09]	•	<i>Cc is for cat [C22] [C22] cat</i>
[C39+V09]	•	<i>etc.</i>
[V10]	•	
[V11]	•	
[V12]	•	
[V13]	•	
[V14]	•	
[V15]	•	
[C39+V15]	•	
[C16]	{.C16/p.} pig – Letter Pp	
[C17]	{.C17/b.} ball – Letter Bb	
[C18]	{.C18+C38/tr.} train – Letter Tt (+Rr)	
[C19]	{.C19/d.} dog – Letter Dd	
[C20]	•	
[C21]	{.C21/j.} juice – Letter Jj	
[C22]	{.C22/c.} cat – Letter Cc; {.C22/k.} kangaroo – Letter Kk	
[C22+C28]	{.C22+C28/x.} box – Letter Xx	
[C22+C36]	{.C22+C36/qu.} question – Letter Qq (+Uu)	
[C23]	{.C23/g.} gorilla – Letter Gg	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fish – Letter Ff	
[C25]	{.C25/v.} van – Letter Vv	
[C26]	•	
[C27]	•	
[C28]	{.C28/s.} sun – Letter Ss	
[C29]	{.C29/z.} zoo – Letter Zz	
[C30]	•	
[C31]	•	
[C32]	{.C32/h.} hat – Letter Hh	
[C33]	{.C33/m.} monkey – Letter Mm	
[C34]	{.C34/n.} no – Letter Nn	
[C35]	•	
[C36]	{.C36/w.} watch – Letter Ww	
[C36+V04]	•	
[C32+C36]	•	
[C37]	{.C37/l.} lion – Letter Ll	
[V12+C37]	•	
[C38]	{.C38/r.} ring – Letter Rr	
[C39]	{.C39/y.} yellow – Letter Yy	

[Appendix J-5]

Cocomelon ABC Phonics Song
<https://youtu.be/wSSlwtED2Yg?si=2VMcxkrKCsoxrgFS>

[V01]	{.V01/a.} apple	
[V02]	{.V02/i.} igloo	
[V03]	•	
[V04]	{.V04/u.} umbrella	YouTube [letter sounds]
[V05]	{.V05/e.} elephant	Filter: View count
[V06]	•	579M views
[V07]	•	
[V08]	{.V08/o.} orange	
[V09]	•	<i>I'm on my ABC Phonics Song.</i>
[C39+V09]	•	<i>I want to sing it all day long.</i>
[V10]	•	
[V11]	•	<i>A is for apples</i>
[V12]	•	<i>[V01] [V01] apples...</i>
[V13]	•	
[V14]	•	
[V15]	•	
[C39+V15]	•	
[C16]	{.C16/p.} pig – wrongly pronounced “puh”	
[C17]	{.C17/b.} banana – wrongly pronounced “buh”	
[C18]	{.C18/t.} teddy bear – wrongly pronounced “tuh”	
[C19]	{.C19/d.} duck – wrongly pronounced “duh”	
[C20]	•	
[C21]	{.C21/j.} juice – wrongly pronounced “juh”	
[C22]	{.C22/c.} cake; {.C22/k.} kitten – wrongly pronounced “cuh”	
[C22+C28]	•	
[C22+C36]	{.C22+C36/qu.} queen	
[C23]	{.C23/g.} guitar – wrongly pronounced “guh”	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fish – wrongly pronounced “fuh”	
[C25]	{.C25/v.} vegetables – wrongly pronounced “vuh”	
[C26]	•	
[C27]	•	
[C28]	{.C28/s.} socks – wrongly pronounced “suh”	
[C29]	{.C29/x.} xylophone – wrongly pronounced “zuh”	
	{.C29/z.} zipper – wrongly pronounced “zuh”	
[C30]	•	
[C31]	•	
[C32]	{.C32/h.} hat – wrongly pronounced “huh”	
[C33]	{.C33/m.} mitten – wrongly pronounced “muh”	
[C34]	{.C34/n.} nest – wrongly pronounced “nuh”	
[C35]	•	
[C36]	{.C36/w.} wolf – wrongly pronounced “wuh”	
[C36+V04]	•	
[C32+C36]	{.C32+C36/wh.} whale (shown)	
[C37]	{.C37/l.} lemon – wrongly pronounced “luh”	
[V12+C37]	•	
[C38]	{.C38/r.} ring – wrongly pronounced “ruh”	
[C39]	{.C39/y.} yo-yo	

[Appendix J-6]

[V01]	{.V01/a.} apple	
[V02]	{.V02/i.} igloo	
[V03]	•	
[V04]	{.V04/u.} umbrella	YouTube [letter sounds]
[V05]	{.V05/e.} elephant	Filter: View count
[V06]	•	199M views
[V07]	•	
[V08]	•	<i>What sound does the letter make?</i>
[V09]	•	<i>Sound it out...</i>
[C39+V09]	•	<i>The sound the letter makes...</i>
[V10]	•	
[V11]	•	
[V12]	•	
[V13]	{.V13/ow.} owl – wrongly spelled Letter Oo	
[V14]	•	
[V15]	•	
[C39+V15]	•	
[C16]	{.C16/p.} pig – mispronounced ‘puh’	
[C17]	{.C17/b.} ball – mispronounced ‘buh’	
[C18]	{.C18/t.} toy	
[C19]	{.C19/d.} dog – mispronounced ‘duh’	
[C20]	•	
[C21]	{.C21/j.} jet – mispronounced ‘juh’	
[C22]	{.C22/c.} cat; {.C22/k.} kite – mispronounced ‘cuh’	
[C22+C28]	•	
[C22+C36]	{.C22+C36/qu.} queen – wrongly spelled Letter Qq	
[C23]	{.C23/g.} girl – mispronounced ‘guh’	
[C23+C29]	•	
[C23+C31]	•	
[C24]	{.C24/f.} fish – mispronounced ‘fuh’	
[C25]	{.C25/v.} volcano – mispronounced ‘vuh’	
[C26]	•	
[C27]	•	
[C28]	{.C28/s.} sun	
[C29]	{.C29/x.} xylophone – mispronounced [C22+C28]; {.C29/z.} zebra – mispronounced ‘zuh’	
[C30]	•	
[C31]	•	
[C32]	{.C32/h.} hat – mispronounced ‘huh’	
[C33]	{.C33/m.} monkey – mispronounced ‘muh’	
[C34]	{.C34/n.} nose – mispronounced ‘nuh’	
[C35]	•	
[C36]	•	
[C36+V04]	•	
[C32+C36]	{.C23+C36/wh.} whale – mispronounced ‘whuh’	
[C37]	{.C37/l.} lion – mispronounced ‘luh’	
[V12+C37]	•	
[C38]	{.C38/r.} rose – mispronounced ‘ruh’	
[C39]	{.C39/y.} yellow – mispronounced ‘yuh’	