Blend Phonics Reader

For Beginning and Remedial Readers

The Prevention and/or Solution
For Artificially Induced Whole-Word Dyslexia

Designed to Accompany
Hazel Loring’s 1980 Timeless Phonics Masterpiece:

Reading Made Easy with Blend Phonics

for First Grade

Mr. Potter’s Secret of Reading:
“Look at all the letters the right way,
and NO guessing.”


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Step One: Short Vowel Sounds

UNIT 1: Short sound of \textit{a b c d f g h j k l m n p q r s t v w x y z ck}

cat bear key-\textit{e} duck fan goat horn jar key leaf monkey nest pig
queen rabbit saw top valentine wagon box yard zebra key-\textit{ck}

bat dad fat had hat bad lad Sam bag tap pan tan
tax ham pad quack yak tag lap nap cap jam gas
van ran wax rat cat mat cab sad rag wag map
sap rap am fan can man an at pass mass Ann
lass zag

UNIT 2: SHORT SOUND OF \textit{i} (fi\textit{sh})

bib did hill in vim bin hid hit pig win bit jig pill
bill kill kiss quick will kid rib yip nip rig dim
rim zip dip big lip rid fib fill lid sit fig fit miss
sip rip wig fin fix mill sin Kim tip hip if it tin
him pit pin Tim six mix zig zip

Mixed Short Sounds of \textit{a} and \textit{i}

bat bit bib did dad hat hit hid fat lit gas hill fill
in an Ann Sam bag big dip dig tip tap hip lip lap
ham him pad pat pit pal cat sat mad mat mitt
miss mass pass lass it at is if mix Max rig rag
tag jam rat van vim six cab zip zap fin fan fix
Tim tam rip rap nap nip rag sag wag wig sap sip
map yak zig-zag quick quack
UNIT 3: SHORT SOUND OF o (top)
Bob log top hop bog dog hog fog fox box hot not nod sod sob pod got pot rob cob cot mob rod rot hod bob pop job gob doll dot lot tot on off Don mop sop moss boss loss toss

Mixed Short Sounds of a, i, and o
Bob bib bob dot tot gob got big bog bag fog fig hog hag hot hit hid hat hod had Nat pod pad pit pot pat cob cab nod not nit sob cot cat rob rib rod rot rat mob pop top tap tip tax job jab jib doll dill fill hill kill lot lit on an in log lag off Don box fox fix fax mop map sop sap sip wag wig mass miss moss boss toss loss quick quack

UNIT 4: SHORT SOUND OF u (duck)
dug rub bun duck jug sun bug fun mug cup rug sum bud but fuss mud tub hut bus gum gun muff muss tug hug lug nut rut cub gull pup cuff hum run cut up us buzz Gus
Mixed Short Sound of a, i, o and u.

but bat bit kit kid hut hat hot hit dug dig dog bug big bag bog hug hag hog rub rob rod rib van ban bin bun bon duck Dick jug jig jag sun sin fun fan fin fix fax tax ax box fox mug wag wig rug rag rig sum Sam bud bad bid Gus fuss buzz mud mad mid mod tub tab bus kiss bass boss gum gun muff miff mutt mitt tug tag lag log lug cup cap cop nut nit not up gull gill cull hill fill pill till mill will gal gut got gob pup pop pat pit putt puff cuff him ham hum run ran Ron cub cob cab cut cat cot cod wax wick mix log lug lag zig-zag quick quack

**UNIT 5: SHORT SOUND OF e (bed)**

bell dell tell fell beg peg Ted bet let led fed jet get pet bed pen dell red den hen less set vet wet web wed met net sell well mess men ten keg leg vex meg yes
Mixed Short Sound of a, i, o, u, and e

got got gut net Nat nit nut not rot rut rat rod rid red set sit sat beg bag bog bug big hen ham hum him hem peg pig pug Ted Todd tad bet bit bat but bed bid bud bad lit lot let fed fad fat fit jet jot jut pet pot pit pat putt wax pen pin pun pan web wed wet wit dell dull doll dill bill dell bell till tell Bill hill hull fell fill fox fax fix box well will pill pull den Dan din Don less lass loss kiss vet vat men man mom mum sell sill mess mass miss moss muss pass yes mop map muff miff mutt mat met mitt Mat ten tin tan tax tux keg buzz kid kit cad cod sod cup cop cap cog sap sop sup sip zig-zag quack quick
Step Two: Consonant Blends

UNIT 6: FINAL CONSONANT BLENDS
(ck) ft, lk, lp, lt, mp, nd, nt, sk, st, tx, xt
(Short sounds only of vowels)

mend pump pomp bent hint bend hand band
bond jump pant duck dock Dick belt felt just
jest quest Jack bump lamp lump dump damp
hump camp kick lock lack lick luck back desk
disk sent send sand wind neck fast fist pick lift
loft list last lust lost lest lend land lent rust rest
quack quick fond fend fund lint lent tent tint
rock Rick rack melt sick sack sock suck gift
next must mast mist went test tack tick tock tuck
tilt milk silk sulk and end ask best its past gust
help

UNIT 7: CONSONANT DIGRAPH: sh (ship)
cash hush dish fish shall shed shelf shut shot
shop ship wish

UNIT 8: CONSONANT DIGRAPH: th (Voiced) (three)
than then them this that thus
CONSONANT DIGRAPH: th (Unvoiced) (this)
bath thick think thank thump thin thud with
UNIT 9: CONSONANT DIGRAPH: ch, tch (cherry)
chat chill witch chin chum much such rich
match notch latch fetch hatch chick chop chip
chap catch patch pitch ditch
ch: SOUNDS LIKE k: (key)
mechanic

UNIT 10: CONSONANT DIGRAPH: wh (wheel)
BLEND wa SOUNDS LIKE wŏ
wha SOUNDS LIKE whŏ
want watch was water wasp wash what

which whisk whack whiff whip whet whiz when
whim

UNIT 11: ng (ang, ing, ong, ung) (swing)
bang ding dong wing ping-pong king hung hang
thing thong rang rung ring sing sung sang song
snug gong gang thing-a-ling long lung

UNIT 12: nk (ank, ink, onk, unk) (bank)
bank bunk link lank chunk chink mink monk
wink tank thank think honk kink dunk dank pink
punk rink rank sank sunk sink ink
UNIT 13: INITIAL CONSONANT BLENDS:
  bl, cl, fl, gl, pl, sc, sk, sl, sm, sn, sp, st, sw
plan plant flung fling spunk spank flit flat fled
smug smog block black blast blink blank blend
bland blond bled flock flack smell flag flog
smash smelt blush spit spat spot splat split bliss
stuck stock stick stack stamp stump stand flop
flip flap stop step club slap slip slop clap clip
clop still plod plot plat glad gland glum slam
slim slum slosh slash stem click clack clock
cluck clinch glass gloss cliff seat scalp sled slid
slot slat slit slab stab stub clink clank clunk snip
snap skin snob snub skip skid clench snug snag
sang sung stiff stuff staff cling clang clung skill
skull skiff scuff scoff swell swill swift snuff
sniff scum scam scan spin span spun flesh flash
flush Scotch sketch flip flap flag flop switch
spell spill swing swung swim swam fling flung
smack smock swept swap swag swig swing
swung plan plant plot plop pluck plum plus
Mixed Beginning Consonant Blends and Non-blends
lush blush, pan plan, melt smelt, punk spunk, lit flit, mug smug, lock flock, lock block, fat flat, sell smell, pan span, lend blend, led bled, lag flag, mash smash, sum slum, sash slash, pat spat sat, band bland land, lip clip, cub club, land gland, lap slap sap, till still sill, pod plod, lap cap clap clamp, lad glad, lick click, lass glass, lash slash, sand stand, tack stack sack, lock clock, cat scat sat, led sled, link clink, can scan, nip snip, tub stub, clan clank, skin kin, sob snob, hip ship skip, nap snap sap, tuff stuff stiff tiff, nub snub sub, well swell sell, lash flash, sum scum, pat pit pot spot, sift swift, lap lip flip flap flop, pill spill sill, witch switch, lap flap, sell spell, wing wig swig swing, Mack smack sack sank snack spank, wept swept, lot plot pot, sack snack, pill spill sill skill kill, pop plop sop slop, sick slick lick lack ant plant
UNIT 14: INITIAL CONSONANT BLENDS

br, cr, dr, gr, pr, tr.

brag drug drag frog drop drip crunch frump grin
brand fresh prank brass French Fred Frank Fran
frost brim drank drink drunk bring drum dram
frock brash brush brunch branch brink brick
grand grant grunt print prim prom press dress
grass crab crib trim tram tromp trump tramp
crash crush crest crack crust cramp crump crimp
gruff trot trod crisp truck track trick trunk trend
trust twist grip grog grasp crop drill droll plug
pluck plank grad grid prong stung sting string
strung sprung sprang spring
Mixed Consonant Blends and Non-Blends

rag drag, rug drug dug, bass brass, dunk drunk, rock frock, ranch branch bran brand, rack crack, ramp tramp tram tam, gas grass, rib crib, rot trot tot, red rend, trend tend, rasp gap grasp asp, led bled bed, last blast, end lend blend, rut rust crust, runt grunt, fog frog, ram tram, ruff gruff, luck pluck, let lest blest, ant rant grant, rink brink, rump trump, rush brush, ink rink drink, ring bring, fed Fred, rank Frank, rim brim prim, lug plug, gad grad, rum drum, an and brand, rip drip dip, rill drill dill, black back.
Unit 15. Simple Two-Syllable Words – Short Vowels Only

bedrock napkin chestnut flapjack sunspot handcuff hubcap landmass ashcan blacktop sandbag dishpan claptrap midland helmet eggnog shipment backstop laptop catfish kidnap hotdog gumdrop endless sonnet dogsled bobcat dustpan upland cashbox desktop humbug visit habit basket ticket rabbit pencil vivid robin puppet dental husband sunset sudden exit within rocket racket ribbon combat lemon jacket traffic pocket picket lesson Hobbit handbag wingspan filmstrip magnet handstand tiptop catnap trashcan hilltop nutmeg hatchet latchet ratchet upon seven
Step Three: Long Vowels (CVE)

UNIT 16: WHEN THE FINAL e IS SILENT,
THE VOWEL IS USUALLY LONG (cake, tree, five, rose, mule)
(long vowel sound of vowel is the same as its name).

bāke cane cape cake date daze fate fade gate
gaze hate came haze lake lame make mane
made mate late game wake name pale quake
rate rake pane sake shame shake same take
tame blame flame plane stake glade snake
chase safe paste gave case fake haste flake
save blaze vase taste waste brave brake crate
crave craze drape grape grave trade

hēre these Pete

bīte dime dine dike fine fife dive file fīve
hide hive live drive lime life like mine mite
mile nine pike pine pile quite kite ride shine
side spike smile slime stile swine spine ripe
time tile tide wife wine side pipe size glide
while white pride prime prize
bōne cone cope code dote dole dome globe hole home hope joke lone lode lope poke pole quote rode robe rope sole spoke slope smoke note tone tote stole mope mole vote woke broke drove probe those
cūbe duke dune cute tube tune mule flute prune rule rude plume brute Luke mute fluke
Mixed Long Vowel VCE Words

bake cake cube safe swine note cane came paste spine cape gave ripe tote case time dime dine those tone tune date fake tile stole daze haste tide waste fate flake wife mope fade save wine mole gate blaze wide vote gaze vase slide woke hate taste pipe here size duke haze bite glide dune lake while cute lame white tube make dike bone bane mane fine cone mule made fife cope these mate dive drive drove code brave late file dote broke brake game five dole wake hide dome crate name hive globe crave pale lime hole craze quake life home drape rate like hope rake mine joke pane mite lone gape grape sake mile lobe grade shame nine lope grave shake snake pike poke pride same pine pole prime take pile quote prize tame quite rode probe tape kite robe trade blame ride rope flute flame shine sole prune plane side stone rule role rile stake stoke spike spoke scone rude glade smile plume slime slope brute chase chose stile smoke ate use
Paired Short and Long Vowels

Sam same, shack shake, pill pile, slop slope, plan plane, pal pale, tack take, grad grade, pan pane, back bake, rat rate, past paste, cap cape, lack lake, fad fade, cam came, mad made, at ate, Mack make, rack rake, sack sake, slack slake, fat fate pet Pete, met mete

pick pike, mill mile, pin pine, prim prime, rid ride, Sid side, fill file, rip ripe, till tile, mop mope, Tim time, win wine, slid slide, dim dime, din dine, lick like, slim slime,
cop cope, cod code, jock joke, slop slope, top tope, pock poke, lob lobe, not note, hop hope
cub cube, tub tube, cut cute,

UNIT 17: PHONOGRAMS USING LONG VOWELS: old, olt, oll, ost, oth, ild, ind

 öld bold scold cold gold fold told sold mold hold cōlt volt molt bolt jolt tōll roll pōst most host both mīld child wild rind wind blind find grind hind kind mind

UNIT 18: SHORT WORDS ENDING IN A LONG VOWEL: be he no she go me so we I the
Step Four: R-Controlled Vowels

UNIT 19: PHONOGRAM: ar (car)

bär dark dart tart mark hark bark scar barn darn
far mart star car farm park tar chart start cart
hard part jar spark lark smart starch stark art
arch march harm yarn sharp arm charm
harmless harmful harvest party warm

UNIT 20: PHONOGRAM: or (fork)

bôrn horn thorn fork torn cord cork fort scorn
torch scorch corn horse storm for pork porch
stork worn north sort short or nor before morn
morning

UNIT 21: PHONOGRAMS: er, ir, ur and sometimes or (fur)

bird stir fir birth dirt first girl sir third clerk fern her
jerk herd term runner camper cutter sitter catcher
starter chopper swimmer dipper sender drummer
spinner helper jumper marker farmer pitcher after
better never over under matter batter bitter sister
mister blister dinner summer winter tender skipper
ladder madder glad gladder glummer hammer slumber
litter miller slimmer winner planner hurt curb curl
fur purr turn burn doctor factor janitor actor work
worm world visitor worst word worker
Step Five: Vowel Digraphs and Diphthongs

UNIT 22: VOWEL DIGRAPH: ai, ay (cake)
ail paid pail may bail bait laid lay bay hay day
brain clay gray fail rail pay pray grain gain drain
rain ray sail say jail tail trail sway maid train jay
gay way wail mail wait plain play claim strain
strait pain paint faint chair tray railway runway
away

UNIT 23: VOWEL DIGRAPH: ee (tree)
bee keen sleet beef free peep sweep beech
freeze peek sweet beet fleet reed sheep deed
green see meet deep greet seed need breeze heed
heel seen wee fee seem weed feet feel feed jeep
sleep week keep sleeve weep three queen

UNIT 24: VOWEL DIGRAPH: ea (tree bed cake)
(three phonemes: long e, short e, and long a)
bēat each reach read beach leaf beast leap real bean
leave cream lean cheat meal cheap least deal sea
dream seat feast treat team tea east teach eat feat
peach steal fear near clean scream
thrēat thread tread bread wealth read breast weather
breath dead death health instead deaf sweat ready
heavy
steāk break great bear beefsteak daybreak breaker
UNIT 25: VOWEL DIAGRAM: ie (five tree)
(two phonemes: long i and long e)

crīed lies tied cries lied tried dried pie dries pies spies fried lie tie

priēst relief believe brief chief yield grief field thief

UNIT 26: FINAL VOWEL: y
(Some dictionaries give it the sound of short i of fish; others say long e of tree. Take your choice.) Long i in one-syllable words.

Long i in one-syllable words: (fiye)

my ply sly try sky shy by why cry dry fly pry myself

Short i of fish (some dictionaries say long e of tree)

army handy sleepy candy hilly thirty guppy healthy twenty daddy fairy silly dolly fifty wealthy dusty messy funny penny gummy puppy party rainy happy sunny pretty foggy Henry copy sloppy sixty flimsy bunny sandy
Mixed Final Vowel y:
army handy sleepy my candy hilly thirty ply
guppy healthy twenty sly daddy fairy silly try
dolly fifty wealthy sky dusty messy shy funny
penny by why gummy puppy cry party rainy dry
happy sunny fly myself pretty foggy Henry
copy sloppy sixty flimsy pry sandy spy

UNIT 27: VOWEL DIGRAPH: **oa, oe**, (like long o) (rose)
boat load roast Joe boast loaf soap toe coat road
toes coach soapy foe woe coast soak goes goat
toad hoe float throat hoed board coal oak cloak
foam loam goad toast bloat oat

UNIT 28: DIGRAPH: **ow** (like long o); DIPHTHONG: **ow** (cow)
bōw slow window bowl tow willow blow throw
yellow crow show glow shown grow snow
grown fellow growth follow flow hollow low
pillow shadow own row

frown flower gown growl bow cow howl crowd
power how clown powder crown drown town
down brown now
UNIT 29

DIPHTHONG: ou (cow)

DIGRAPH: ou (Often irregular; it can sound like short u, short oo, long oo, short o, etc.)

cloud mound round found out sound ground our shout house mouse scout loud pound hound wound proud

you country young soul four

UNIT 30: DIPHTHONGS: oy, oi (boy)

boy toys coin spoil boys oyster join point joy oysters joint toil joys oil toy boil soil going moist Roy broil coil

UNIT 31: LONG SOUND OF oo (moon)

boot moon stooop foolish booth roof spoon smooth bloom loose spool teaspoon coo room shoot noonday cool proof too toothbrush boost mood tool scooter droop gloom tooth papoose food noon troop tooting groom soon coolness school goose roost zoo doom stool cooler smoother scoop pool loop broom root roomy hoot groove choose soothe
UNIT 32: SHORT SOUND of oo (book)
book good hood shook booklet foot look wool
cook footstep looking wood crook goodness
soot wooden brook hoof took woolen cooker
hook stood footstool understood fishhook
woodpile woodshed

UNIT 33: VOWEL DIGRAPHS: aw, au (saw)
crawl hawk saw clause crawling shawl draw
drawn dawn lawn law thaw haul yaw yawn fault
fawn faun cause pause paw jaw

UNIT 34: PHONOGRAMS: al, all (saw)
already bald malt call almost false salt mall also
halt ball wall small all tall stall fall gall always

UNIT 35: DIGRAPHS: ew, ue (mule)
blew flew news flue brew threw pew glue chew
dew stew true crew few due drew mew blue hue
grew new clue Sue
Step Six: Advanced Spellings

UNIT 36: UNACCENTED a AT THE BEGINNING OF A WORD. ALSO THE WORD a WHEN NOT USED FOR EMPHASIS:

ajar around asleep about alike arouse astir adrift ahead apart awake afar amuse aside awhile

UNIT 37: PHONOGRAMS: ul, ull, ush (book)
(u SOUNDS LIKE SHORT oo)

careful full fullback put pull push dull bull bush fulfill

UNIT 38: SOFT SOUND OF c
(before e, i and y) Usually sounds like s (saw): sometimes sh (ship)

cent brace mice rice cell chance space cease
decide niece nice slice center dance pace spice
civil dunce place since cinder face peace piece
twice cyclone fleece trace circus fence prance
price prince princess thence cinch France choice
cigar hence voice acid ice pencil cistern lace ace
mince race

ci = sh: special ocean precious musician
UNIT 39: SOFT SOUND OF g IN dge AND SOMETIMES BEFORE e, i and y. (jar)

age page badge budge bridge ridge plunge
dodge lodge ledge smudge change rage edge
wedge cage range fudge ginger engage sage
stage hedge giraffe fringe gist huge wage nudge
giblet barge large urge pledge gyp gypsy lunge
hinge judge gymnast

UNIT 40: SILENT gh AND gh SOUNDS LIKE f (fan)
bright high blight tight might slight thigh fight
flight fighter night right plight sigh light
moonlight

taught caught daughter

gh = f: rough tough laugh laughter laughing
enough

(In the above words, au and ou are irregular.)
UNIT 41: SILENT k, w, t, b and l

knee kneel knelt knight knife knit knot known know knock wrist wring wrap wreck wrote wreath wren wrench write wretch wrong answer sword glisten hasten chasten listen often soften comb numb lamb limb thumb climb dumb crumb plumbing doubt debt half walk calf

UNIT 42: se SOUNDS LIKE z (zebra)

choose noise please those chose nose rose wise cheese pause rise as ease pose tease has because praise these is his games tunes hose fuse use

UNIT 43: ph SOUNDS LIKE f (fan)

elephant prophet phonograph photograph telegraph telephone nephew pamphlet phone orphan alphabet phonics earphone phonogram

UNIT 44: FINAL le (leaf); tion, sion (ship)

battle handle bottle bundle puzzle buckle scramble sprinkle pickle circle struggle middle tickle wiggle sample scribble attention partition action portion addition station nation affection section invitation foundation expression education mention mission impression
UNIT 45: ed WITH SHORT e (ēd)

added ended painted waited acted folded planted counted landed printed lighted rested graded seated sifted petted tested needed twisted roasted mended

ed SOUNDS LIKE d (duck)

aimed changed saved stayed burned filled rained turned called named rolled sailed peeled pinned kneeled claimed loaned climbed roared wheeled scattered cleaned canned plowed

ed SOUNDS LIKE t (top)

baked backed picked packed looked locked wished boxed hoped hopped packed camped jumped pitched hitched liked stopped kissed guessed dropped coaxed checked shipped scraped dashed milked draped clapped wrecked wrapped stamped dressed knocked
Unit 46: Long Vowels in Open Syllables (cake tree five rose mule)

baker racer oval shady fever lady cedar grocer paper hero oral caper legal final open taper regal tulip favor before bony Lucy savor tidy pony vapor limy holy wafer slimy over maker viper clover taker biter donor pupil nasal solar fatal polar mural natal libel sober rural label cider local tyro halo spider focal tyrant sago tiger vocal pacer vital total

giant poem pliant dial trial vial duel fuel cruel gruel brier ruin friar

Unit 47: Remaining 37 Dolch List Words with “other” speech sound correspondences, plus three words with /zh/.

do to today together two who into come done does some one once of from again said could would any many only are carry eight have give their they very where were every been buy don’t your

measure pleasure treasure
Reading Made Easy with Blend Phonics for First Grade
by Hazel Logan Loring

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Step Two: Consonant Blends and Digraphs

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   Also the word a when not used for emphasis.
Unit 37. Phonograms: ul, ull, ush (u sounds like short oo)
Unit 38. Soft sound of c (before e, i, and y)
   Usually sounds like s: sometimes like sh.
Unit 39. Soft sound of g in dge and sometimes before e, i, and y.
Unit 40. Silent gh and gh sounds like f.
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The Table of Contents was prepared by Donald L. Potter – June 2003 (slight revision 1/17/05), Odessa, TX. Further revision 7/16/07 and 9/25/07, 10/18/11. Unit 45 added on 2/23/12. Revised 12/5/2018.
Note by Internet Publisher: Donald L. Potter

July 17, 2007

It gives me great pleasure to publish my Blend Phonics Reader to supplement Hazel Loring’s invaluable instructional booklet: Reading Made Easy with Blend Phonics for First Grade. Since its publication in 1980, Loring’s booklet has offered solid guidance to tens of thousands of teachers in the techniques of Blend Phonics and Directional Guidance. Teaching directional guidance with Blend Phonics will help prevent whole-word dyslexia. More information on preventing and curing acquired (artificially induced) whole-word dyslexia can be found on my website: www.donpotter.net.

Loring’s Blend Phonics method is a form of phonics called single-letter phonics. I. A. Beck calls it cumulative or sequential phonics. The whole focus is on blending the sounds of the letters going from left to right. There are many other phonics systems, but Blend Phonics has proven superior in the prevention and remediation of whole-word dyslexia. Loring’s method is a sterling example of pure “synthetic phonics” because it builds up the words from the speech sounds (phonemes) represented by the letters and letter combinations. Inductive phonics (whole-to-part “phonics”), on the other hand, requires that students memorize a bank of sight-words from which they are expected to induce for themselves or with help from their teachers the phonics principles. Unfortunately, the practice of having children memorize sight-words as wholes (configuration) establishes an automatic reflex on the right side of the brain that interferes with the later acquisition of the left brain reading skills necessary for the speedy and accurate decoding of words and good comprehension. In fact, when sight-word instruction precedes phonics instruction, a cognitive conflict is created that generates frustration and impedes progress in reading. The conflict caused by early sight-word instruction creates a form of dyslexia called whole-word dyslexia. This frustration can also create psychological problems that have an adverse effect on student behavior.

The organization of the Blend Phonics Reader: Standard Edition follows the instructional Units in Loring’s Blend Phonics. Many words not in Loring’s method have been added to the Reader in order for the student to have ample opportunity to thoroughly master all the phonics skills to automaticity. Stories and sentences have been purposefully avoided in order to encourage the students to focus their entire attention on developing highly accurate, automated decoding skills. Rudolf Flesch maintained that students with whole-word dyslexia (the guessing habit) should be removed from their context-guessing environment and focus exclusively on phonics drills until they were able to overcome their whole-word guessing habit. The words have been carefully arranged so that words of similar shape (configuration) are group together. This organization requires the student to differentiate between look-alike words. This is similar to Edward Taub’s “Constraint Induced Therapy,” that has proven effective with rehabilitating stroke victims and helping people with autism. It is effective, cutting edge neuroplasticity therapy.

First-grade students who have mastered all the words in the Blend Phonics Reader will find first-grade level books easy to read, and most will have no problem with second- and third-grade readers. The method is exceptionally effective for curing whole-word dyslexia in students of all ages. I have even used it to teach adults to read.

Many thanks to all my Blend Phonics students for helping me improve my Blend Phonics Reader, especially Ric Hale, who was a fourth-grade student back in 2007.

It is important to make sure the students can write the alphabet from A to Z by memory at a minimum of 40 letters per minute in manuscript or cursive (cursive is best) and flawlessly identify the letters in any order by name. My Shortcut to Manuscript and Shortcut to Cursive are excellent methods for teaching the alphabet to fluency. Teacher training videos are available for both methods on YouTube.

There are 3,000 words in the Reader including duplicates. Words of similar configuration are in close proximity to help students overcome the whole-word configuration guessing habit.

Mr. Potter made the latest revisions to the Blend Phonics Reader: Standard Edition on April 29, 2020.
# Reading Made Easy with Blend Phonics

## Unit Progress Chart with Skills

**Student: __________________**  
**Teacher __________________**

**Start Date __________________**  
**Finish Date _____________**

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<tr>
<td>Step 1</td>
<td>ā b ė ĝ ĺ ķ Ĺ ĳ ĵ</td>
<td>ō ñ ū ġ ū</td>
<td>ĕ ŭ</td>
<td>Ė</td>
<td>ĕ</td>
<td>ĕ</td>
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<tr>
<td>th th</td>
<td>th th</td>
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<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Unit 9</th>
<th>Unit 10</th>
<th>Unit 11</th>
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<th>Unit 13</th>
<th>Unit 14</th>
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</thead>
<tbody>
<tr>
<td>th th</td>
<td>ch, tch</td>
<td>wh</td>
<td>Ng</td>
<td>nk</td>
<td>Beg. C. Blends</td>
<td>Beg. C. Blends</td>
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<table>
<thead>
<tr>
<th>Unit 15</th>
<th>Unit 16</th>
<th>Unit 17</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>SV Compd. Words</td>
<td>Step 3 VCE</td>
<td>LV: old, etc.</td>
<td>LV Short Words</td>
<td>Step 4 ar</td>
<td>or</td>
<td>er/ir/ur/or</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 22</th>
<th>Unit 23</th>
<th>Unit 24</th>
<th>Unit 25</th>
<th>Unit 26</th>
<th>Unit 27</th>
<th>Unit 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 5</td>
<td>Step 5</td>
<td>ee</td>
<td>a</td>
<td>e</td>
<td>-y, -y=-e</td>
<td>iew/ow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 29</th>
<th>Unit 30</th>
<th>Unit 31</th>
<th>Unit 32</th>
<th>Unit 33</th>
<th>Unit 34</th>
<th>Unit 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>ou</td>
<td>Step 6</td>
<td>Long oo</td>
<td>Short oo</td>
<td>aw/au</td>
<td>al/all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 36</th>
<th>Unit 37</th>
<th>Unit 38</th>
<th>Unit 39</th>
<th>Unit 40</th>
<th>Unit 41</th>
<th>Unit 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>a = ŭ</td>
<td>ul/ull/ush = short oo</td>
<td>Soft c &amp; s = ch</td>
<td>Soft g, dge</td>
<td>gh</td>
<td>Silent k w t b l</td>
<td>se - /z/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 43</th>
<th>Unit 44</th>
<th>Unit 45</th>
<th>Unit 46</th>
<th>Unit 47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent gh ph/gh=f</td>
<td>le, tion, sion</td>
<td>ed</td>
<td>Long Vowel in Open Syllables</td>
<td>37 Dolch Words + 3 /zh/ Words</td>
</tr>
</tbody>
</table>

Created by Donald L. Potter, 9/30/07. Skills added 2/18/12. Revised 5/23/2017 ([www.donpotter.net](http://www.donpotter.net))
**BLEND PHONICS RECORD**  
**OF STUDENT INSTRUCTION AND DEGREE OF MASTERY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Units</th>
<th>Tutor’s Notes and Fluency Records</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Reading rates are calculated simply by counting the words read in 60 seconds. Decoding rates, copying rates, and dictation rates are all valuable indications of mastery and progress. Fluency is an indirect, but accurate, measure of the strength of neural bonds (connections). Errors are subtracted for the net speed. Suggested minimum speeds are: **Grade 1**: 30 wpm; **Grade 2**: 55 wpm; **Grade 3**: 70 wpm; **Grade 4**: 85 wpm; **Grade 5**: 100; **Grade 6**: 115 wpm; **Grades 7 – 8**: 130 wpm. Fluency = speed + accuracy. The goal is 100% accuracy.
Reading Made Easy with Blend Phonics
Phonovisual Charts Correlation

<table>
<thead>
<tr>
<th>Unit 1 Step 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6 Step 2</th>
<th>Unit 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>All single letter consonants &amp; ck short a (cat)</td>
<td>Short i (fish)</td>
<td>Short ð (top)</td>
<td>Short ú (duck)</td>
<td>Short ê (bed)</td>
<td>End C. Blends</td>
<td>No new sounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8 th/gh (three &amp; this)</th>
<th>Unit 9 ch, tch (cherry)</th>
<th>Unit 10 wh (wheel)</th>
<th>Unit 11 ng (swing)</th>
<th>Unit 12 nk (bank)</th>
<th>Unit 13 Beg. C. Blends</th>
<th>No new sounds</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 15 Compound SV Words</th>
<th>Unit 16 Step 3 VCE</th>
<th>Unit 17 old, etc. (rose &amp; fïve)</th>
<th>Unit 18 be, go, etc (rose &amp; tree)</th>
<th>Unit 19 Step 4 ar (car)</th>
<th>Unit 20 or (fork)</th>
<th>Unit 21 er/ir/ur/or (fur)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 22 Step 5</th>
<th>Unit 23 ee (tree)</th>
<th>Unit 24 - ea (tree, bed, cake)</th>
<th>Unit 25 ie (fïve &amp; tree)</th>
<th>Unit 26 -y = ë (i) (tree)</th>
<th>Unit 27 oa, oe (rose)</th>
<th>Unit 28 òw, ow (rose, cow)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 29 ou, ù (cow, rose)</th>
<th>Unit 30 oy/oi (boy)</th>
<th>Unit 31 Long oo (moon)</th>
<th>Unit 32 Short oo (book)</th>
<th>Unit 33 aw/au (saw)</th>
<th>Unit 34 al/all (saw)</th>
<th>Unit 35 ew/eu (mule)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 36 Step 6</th>
<th>Unit 37 ul/ull/ush = Short oo (book)</th>
<th>Unit 38 Soft c &amp; s = sh (saw, ship)</th>
<th>Unit 39 Soft g (jar)</th>
<th>Unit 40 gh (fïve)</th>
<th>Unit 41 Silent k, w, t, b, l No new sounds</th>
<th>Unit 42 se = z (zebra)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 38 ph = f (fan)</th>
<th>Unit 44 le, tion, sion (leaf, ship)</th>
<th>Unit 45 -ed No new sounds</th>
<th>Unit 46 Long Vowel in Open Syllables (cake, tree, fïve, rose, mule)</th>
<th>Unit 47 37 Dolch List, 3 /zh/ words</th>
<th>Unit 48</th>
</tr>
</thead>
</table>


The Phonovisual Sound Pictures are in parenthesis. The two Phonovisual Charts (Consonants & Vowels) form a Universal Method for teaching the sound-to-symbol associations of written English. In constant use since 1942, they are a time-tested method for teaching phonemic awareness and phonics. Coupling the Phonovisual Charts and Blend Phonics forms a powerful combination that is easy to teach and leads to reading success for all students. www.phonovisual.com. Mr. Potter has published Phonovisual training videos on YouTube.
# Blend Phonics Reader Skills Ladder

<table>
<thead>
<tr>
<th>Step</th>
<th>Unit</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 6</strong></td>
<td><strong>Advanced Spellings</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Open Syllables</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>37 Dolch Words</strong></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>37 Dolch list words and 3 /zh/ words</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Long Vowels in Open syllables</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>ed with short e; ed sounds like 'd; ed sounds like 't</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Final le, tion, sion</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>ph sounds like f</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>se sounds like z</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Silent k, w, t, b, and l</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Silent gh (igh, ough/augh), and gh like f</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Soft sound of g in dge &amp; sometimes before e, i, y</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Soft sound of c (before e, i, &amp; y); s like sh (sugar)</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Phonograms: ul, ull, ush (u sound like short oo)</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Unaccented a at beginning of words &amp; a</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Diagraphs ew, ue</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Phonograms: al, all</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Vowel Digraphs aw, au</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Short sound of ōō</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Long sound of ōō</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Dipthong: oy, oi</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Dipthong ou; Digraphs ōu, often Irregular</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Digraph: ōw, Dipthong: ow</td>
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<tr>
<td>27</td>
<td>Vowel Digraph: oa, oe (like long ō)</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Final Vowel y (ē); Long ī in single syllable words</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Vowel Digraph ie (long ĵ and long ĕ)</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Vowel Digraph ea (long ē, short ē, long ā)</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Vowel Digraph: ee</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Vowel Digraph: ai, ay</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Phonogram er, ir, ur, and sometimes or</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Phonogram: or</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Phonogram: ar</td>
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<tr>
<td><strong>Step 5</strong></td>
<td><strong>Vowel Digraphs &amp; Dipthongs</strong></td>
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<tr>
<td>18</td>
<td>Short words ending in long vowels: be, go, he, me, etc.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Phonograms - Long Vowels: old, olt, oll, ost, outh, ild, ind</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>VCE (long vowels)</td>
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<tr>
<td><strong>Step 4</strong></td>
<td><strong>R-Contr. Vowels</strong></td>
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<tr>
<td>15</td>
<td>Short Vowel Compound Words</td>
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</tr>
<tr>
<td>14</td>
<td>Initial Consonant Blends: br, cr, dr, gr, pr, tr</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sm, sl, sn, sp, st, sw</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>nk (ank, ink, onk, unk)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>ng (ang, ing, ong, ung)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Consonant Digraph: wh</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Consonant Digraphs: ch, tch (ch = k)</td>
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</tr>
<tr>
<td>8</td>
<td>Consonant Digraphs: th (voiced); th (unvoiced)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Consonant Digraph: sh</td>
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</tr>
<tr>
<td>6</td>
<td>Final Consonant Blends</td>
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</tr>
<tr>
<td><strong>Step 2</strong></td>
<td><strong>Consonant Blends &amp; Digraphs &amp; Compound Words</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Short vowel ē</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Short vowel ū</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Short vowel ō</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Short vowel ĩ</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Short vowel ā b c d f g h j k l m n p q r s t v w y z ck</td>
<td></td>
</tr>
</tbody>
</table>
All 220 Dolch List Sight-Words Taught in Mr. Potter’s Blend Phonics Reader

Chart of the Units Indicating Where the Dolch List Words are Taught.

| a        | U36 | call | U34 | gave | U16 | keep | U23 | only | U47 | sleep | U23 | very | U47 |
| about    | U36 | came | U16 | get  | U5  | kind | U17 | open | U46 | small | U34 |
| after    | U21 | can  | U1  | give | U47 | know | U41 | or   | U20 | so    | U18 | walk  | U41 |
| again    | U47 | carry | U47 | go   | U18 |      |     |      |     |      |     |      |     |
| all      | U34 | clean | U24 | goes | U27 | laugh| U40 | out  | U29 | soon  | U31 | warm  | U19 |
| always   | U34 | cold | U17 | going | U30 | let  | U5  | over | U46 | start | U19 | was   | U10 |
| am       | U1  | come | U47 | good | U32 | light | U40 | own  | U28 | stop  | U13 | wash  | U10 |
| an       | U1  | could | U47 | got  | U3  | like | U16 |      |     |      |     |      |     |
| and      | U6  | cut  | U4  | green | U23 | little | U44 | pick | U6  | take  | U16 | well  | U5  |
| any      | U47 | grow | U28 |      |     |      |     |      |     |      |     |      |     |
| are      | U47 | did  | U2  |      |     |      |     |      |     |      |     |      |     |
| around   | U36 | do   | U47 | had  | U1  | look | U32 | pretty | U26 | thank | U8  | what  | U10 |
| as       | U42 | does | U47 | has  | U42 |      |     | pull  | U37 | that  | U8  | when  | U10 |
| ask      | U6  | done | U47 | have | U47 | made | U16 | put  | U37 | the   | U18 | where | U47 |
| at       | U1  | don’t | U47 | be   | U18 | make | U16 | their | U47 | which | U10 |
| ate      | U16 | dawn | U33 | help | U6  | many | U47 | ran  | U1  | them  | U8  | white | U16 |
| away     | U22 | draw | U33 | her  | U21 | may  | U21 | read | U24 | then  | U8  | who   | U47 |
| be       | U18 |      |     | him  | U2  | much | U9  |      |     |      |     |      |     |
| because  | U42 | eat  | U24 | his  | U42 | must | U7  | right | U40 | they  | U47 | wish  | U7  |
| been     | U47 | eight | U47 | hold | U17 | my   | U26 | round | U29 | think | U8  | with  | U8  |
| before   | U20 | every | U47 | hot  | U3  | myself | U26 | run  | U4  | this  | U8  | work  | U21 |
| best     | U6  | how  | U28 |      |     |      |     |      |     |      |     |      |     |
| better   | U21 | fall | U34 | hurt | U21 | never | U21 | said | U47 | three | U23 | write | U41 |
| big      | U2  | far  | U19 |      |     |      |     |      |     |      |     |      |     |
| black    | U13 | fast | U6  | I    | U18 | no   | U18 | say  | U22 | today | U47 | yellow | U28 |
| blue     | U35 | find | U17 | if   | U2  | not  | U3  | see  | U23 | together | U47 | yes  | U5  |
| both     | U17 | first | U21 | in   | U2  | now  | U28 |      |     |      |     |      |     |
| bring    | U14 | five | U16 | into | U47 |      |     |      |     |      |     |      |     |
| brown    | U28 | fly  | U26 | is   | U42 | of   | U47 | she  | U18 | two   | U47 |
| but      | U4  | for  | U20 | it   | U5  | off  | U3  | show | U28 |      |     |      |     |
| buy      | U47 | found | U29 | its  | U6  | old  | U17 | sing | U11 | under | U21 |      |     |
| by       | U26 | four | U29 |      |     |      |     | sit  | U2  | up    | U4  |      |     |
| from     | U47 | jump | U6  | once | U47 | six  | U2  | upon | U15 |      |     |      |     |
| full     | U37 | jump | U6  | once | U47 | six  | U2  | upon | U15 |      |     |      |     |
| funny    | U26 |      |     |      |     |      |     |      |     |      |     |      |     |

These 220 words make up from 50% to 75% of all ordinary reading-matter. U = Blend Phonics Unit. Since all the Dolch List Sight Words are taught in the *Blend Phonics Reader*, there is **no need** to teach them with whole word memorization.
**Consonant Chart:** The top of the chart starts at the front of the mouth and goes to the back going down the column. The first column (p, wh, f, th, t, s, sh, ch, k, h) are unvoiced consonants (quiet cousins). The second column (b, w, v, th, d, z, j, g) represents voiced consonants (noisy cousins). The third column (m, n, ng) are nasals (singing cousins). The column on the right (qu, l, r, y, x) relates to the consonants to the left according to points of articulation (neighbors).
**Vowel Chart:** Top row are long vowels spellings. Second row are short vowel spellings. The vowels below the short vowel row are called “other vowels.” The small print represents secondary spellings.

Color Coded Large Wall Charts, Small Student Charts, and Flashcards can be ordered from [www.phonovisual.org](http://www.phonovisual.org). They are a useful aid to teaching the sound-to-symbol correspondences.
Postscript

The following quote is from Rudolf Flesch’s 1955 Why Johnny Can’t Read and what you can do about it. This is the most helpful advice that I have ever read for helping students with reading problems.

To begin with, let’s try to isolate Johnny from his word-guessing environment. While he is in school, that is difficult or almost impossible. So the best thing will be to work with him during the summer vacations. Let him stop all reading – all attempts to read. Explain to him that now he is going to learn to how to read, and that for the time being, books are out. All he’ll get for several months are lessons in phonics. … This, incidentally, is important. Take him fully into your confidence and explain to him exactly what you are trying to do. Tell him that you are going to do something new with him – something entirely different from what his teachers did in school. Tell him that this is certain to work. Convince him that as soon as he has taken this medicine he will be cured. … Start him on the phonics lessons. Give him either this book or the only other book of that type that I know: Remedial Reading Drills by Thorleif G. Hegge, Samuel A. Kirk, and Winfred D. Kirk. Go with him through the Exercises, one by one, always making sure that he has mastered the previous one before you go on to the next. … Only when you are through – or almost through – with the drills and exercises, start him again on reading. At first, let him read aloud to you. Watch like a hawk that he doesn’t guess a single word. Interrupt him every time he does it and let him work out the word phonetically. He’ll never learn to read if he doesn’t get over the word-guessing habit. (115).

Hazel Loring’s Reading Made Easy with Blend Phonics for First Grade hadn’t been written in 1955 when Flesch wrote his Johnny, but I am sure that he would have been glad to recommend Blend Phonics right along with the Hegge-Kirk-Kirk Remedial Reading Drills (available for free on my website) and his own 72 Exercises, published at the end of his Johnny. Most people are not aware that Flesch published another book in 1956: Johnny Can Read, containing the same exercises as in his 1955 book.

For information on fluency: http://special.edschool.virginia.edu/papers/Binder-et-al_Fluency.pdf

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It is of historical interest to note that Hazel Loring taught James H. Fassett’s 1913/1921 Beacon Phonics reading method in the 1920’s. Close inspection indicates that Loring drew her blend phonics technique from that highly successful method.

The Miller Word Identification Assessment: Level I, which follows at the end of this document, is one of the main assessments Mr. Charlie Richardson and I have used over the years to determine if young students have artificially induced whole-word dyslexia (WWD). Students with this form of educational-dyslexia are “subjective readers” who inaccurately identification the meaning of words based on guessing from a context base of memorized sight-vocabulary (high frequency function words). Blend Phonics, on the other hand, will produce “objective readers” who accurately identify words from the sounds represented by the letters. Blend Phonics can both prevent and cure artificially induced whole-word dyslexia.
DIRECTIONS for the MILLER WORD IDENTIFICATION ASSESSMENT I (MWIA I)

INTRODUCTION

The MWIA Level I is a quick way to see how a person analyzes words: By decoding (sounding-out), by sight memorization, or a mix of the two. The MWIA consists of a “Holistic” and a “Phonetic” list. You need a pen/pencil, stopwatch or equivalent, a clipboard or folder to hold your copy out of sight of the student, and a copy of the test for the student. (Use a separate copy to record each student’s responses.) If the student is apprehensive about being timed, tell him this is part of some research (which it is) and that we need to see if he reads one list slower or faster than the other. Explain that he should read aloud across each line (point), and stop at the end of the first list.

TESTING

When you and your watch are ready, tell him to begin, and start your watch. Underline each word he mis-calls, but give no hint or signal; if he self-corrects, just circle the word. If possible, mark some indication of his error for later analysis. When he completes the Holistic list, stop your watch. Ask him to wait while you record the time, and reset your watch.

Repeat as above for the next list. Stop your watch; record the time.

On the PHONETIC LIST ONLY, re-visit 6 - 10 of the words he mis-called, point to each and say, “Spell this out loud while you’re looking at it, then say it again.” If he says it right, complete the underline into a full circle around the word. If he still says it wrong, bracket the word /thus/ to indicate that it was attempted but not successful. If he “blurts out” the correct word without spelling it, just circle the word. Enter the # of words spell-corrected and total # re-tried for the Phonetic list.

SCORING

Convert the recorded times to speeds in WPM (words-per-minute) by the formula (3000 divided by seconds). Record WPM’s. The percent slow-down (SD) from the Holistic speed (HS) to the Phonetic speed (PS) is 100(PS/HS) subtracted from 100: 100 - 100(PS/HS) = %SD

INTERPRETATION

Severity of “Whole -Word-Dyslexia” (WWD) is proportional to %SD and the rise in errors on the Phonetic list. Up to 5% SD is mild, 10-20% is moderate, >20% is severe. Up to 3 Phonetic errors is mild, 4-8 is moderate, >10 is severe. Combinations are left to the judgment of the examiner. Examine the errors: if the substituted word is a “look-alike,” he’s using memory instead of decoding. If he switches a vowel it’s a phonetic error. If he mistakes look-alike consonants, e.g., “n” or “b” for an “h,” it could signal a visual difficulty. The above are not absolutes!

Mr. Potter first published this test on 9/27/03 on the www.donpotter.net website from a copy Mr. Richardson sent him. Rudolf Flesch’s 1955 phonics primer, Why Johnny Can’t Read and what you can do about it, is readily available in an inexpensive paperback and highly effective for helping students with WWD. Hazel Loring’s highly effective Reading Made Easy for First Grade with Blend Phonics is available for free on Donald L. Potter’s website: www.donpotter.net and www.blendphonics.org. Mr. Richardson passed away in 2008 and his TLC organization was disbanded. There is also a MWIA II, which consists of two lists of words of 210 words each to use with older students. Writing the students response over the misread word will quickly reveal whether the students are reading the words by shape or letters. Articles by Samuel L. Blumenfeld, Miss Geraldine Rodgers, Raymond Laurita, Helen Lowe, Charles Walcutt, Dr. Patrick Groff, and many other experts can be read for free on Mr. Potter’s website. Revised by Mr. Donald L. Potter in 2016 by swapping out the Dr. Suess Holistic Green Eggs and Ham words with the first 50 words on the Dolch Grade Level List.
DIRECTIONS for the MILLER WORD IDENTIFICATION ASSESSMENT I (MWIA I)

INTRODUCTION

The MWIA Level I is a quick way to see how a person analyzes words: By decoding (sounding-out), by sight memorization, or a mix of the two. The MWIA consists of a “Holistic” and a “Phonetic” list. You need a pen/pencil, stopwatch or equivalent, a clipboard or folder to hold your copy out of sight of the student, and a copy of the test for the student. (Use a separate copy to record each student’s responses.) If the student is apprehensive about being timed, tell him this is part of some research (which it is) and that we need to see if he reads one list slower or faster than the other. Explain that he should read aloud across each line (point), and stop at the end of the first list.

TESTING

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Repeat as above for the next list. Stop your watch; record the time.

On the PHONETIC LIST ONLY, re-visit the words he mis-called, point to each and say, “Spell this out loud while you’re looking at it, then say it again.” If he says it right, complete the underline into a full circle around the word. If he still says it wrong, bracket the word /thus/ to indicate that it was attempted but not successful. If he “blurs out” the correct word without spelling it, just circle the word. Enter the # of words spell-corrected and total # re-tried for the Phonetic list.

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Name ______________________ M (__)/F (__) Age ____ Grade ____ Test Date ______

School _____________________ City/State ____________________________________

Level I

Holistic WPM _____ Phonetic WPM _____ Difference _____

Difference _____/Holistic WPM ______ x 100 = ______ % of Slow-down

Holistic Errors ____ Phonetic Errors ____ Difference ____

Ratio of Phonic Errors _____/Holistic errors _____ = ______

Phonetic Corrected ____ out of ____ attempted = ____% Phonic Efficiency

Tested by __________________

Scored by __________________

K – 1 School _____________________ City/State/District __________________________

Method/Program __________________________

Publisher _____________________________

Comments:
Name _____________________  M (__)/F(__) Age ______ Grade ______ Test Date ________

Holistic-Dolch I  Time ____ : ___” = ( _______ Sec) \(3000 = _______\) WPM  Error ______

the to and a I you it in 
said for up look is go we little 
down can see not one my me big 
come blue red where jump away here help 
make yellow two play run find three funny 
he was that she on they but at 
with all 

Phonetic-Flesch – I  Time ____ ’ ____” = (____ Sec) \(3000 = \) ________ WPM

Errors ______ Spell-Cor ______/_______ Slow-Down _____%

bib nip map tag job met sip mix 
pad lock wig pass hot rack jet kid 
pack Tom luck neck pick cut deck kick 
duck fuzz mud hack sick men hunt rash 
pest land tank rush mash rest tent fond 
bulk dust desk wax ask gulps ponds hump 
lamp belt 

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