BLEND PHONICS READER

STANDARD EDITION

UPPERCASE

FOR BEGINNING AND REMEDIAL READERS

THE PREVENTION AND/OR SOLUTION
FOR ARTIFICIALLY INDUCED WHOLE-WORD DYSLEXIA

DESIGNED TO ACCOMPANY
HAZEL LORING'S 1980 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 <u>NO</u> GUESSING."

STEP ONE: SHORT VOWEL SOUNDS

UNIT 1: SHORT SOUND OF **A   B C D F G H J K L M N P QU R S T V W X Y Z CK**

BAT DAD FAT HAD HAT BAD LAD SAM BAG TAP PAN TAN TAX HAM PAD CAN QUACK YAK TAG LAP NAP CAP JAM GAS RAT VAN RAN WAX CAT MAT CAB SAD RAG WAG MAP SAP RAP AM FAN MAN AN AT ZAG

UNIT 2: SHORT SOUND OF **I**

BIB DID HILL IN VIM BIN HID HIT PIG WIN BIT JIG PILL BILL KISS QUICK WILL KID RIB YIP NIP RIG DIM KILL RIM ZIP DIP BIG LIP RID FIB 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

MIXED SHORT SOUNDS OF A AND I

BAT BIT BIB DID DAD HAT HIT HID FAT LIT GAS HILL IN AN SAM BAG BIG DIP DIG TIP TAP HIP LIP LAP HAM HIM PAD PAT PIT PAL CAT SAT MAD MAT MITT MISS MASS 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

UNIT 3: SHORT SOUND OF **O**

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

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 LOT LIT ON AN IN LOG LAG OFF DON BOX FOX FIX FAX MOP MAP SOP SAP SIP WAG WIG

UNIT 4: SHORT SOUND OF **U**

DUG RUB BUN DUCK JUG SUN BUG FUN MUG CUP RUG SUM BUD BUT FUSS MUD TUB HUT BUS GUM GUN MUFF TUG HUG LUG NUT RUT CUB GULL PUP CUFF HUM RUN CUT UP US BUZZ

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 FUSS BUZZ MUD MAD MID MOD TUB TAB BUS KISS BASS BOSS GUM GUN MUFF MIFF MUTT MITT TUG TAG CUP CAP COP NUT NIT NOT UP GULL GILL CULL 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 ZIG-ZAG LOG LUG LAG

UNIT 5: SHORT SOUND OF E

BELL 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**

GET GOT GUT NET NAT NIT NUT NOT ROT RUT RAT ROD RID RED SET SIT SAT TELL TILL BEG BAG BOG BUG BIG BOX 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 BELL BILL HILL HULL FELL FILL FULL FOX FAX FIX WELL WILL DEN DAN DIN DON LESS LASS LOSS VET VAT MEN MAN MOM MUM SELL SILL MESS MASS MISS MOSS MUSS YES MOP MAP MUFF MIFF MUTT MAT MET MITT MAT TEN TIN TAN TAX TUX KEG KISS BUZZ KID KIT CAD COD SOD CUP COP CAP COG SAP SOP SUP SIP ZIG-ZAG

STEP TWO: CONSONANT BLENDS

UNIT 6: FINAL CONSONANT BLENDS
(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 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**

CASH HUSH DISH FISH SHALL SHED SHELF SHUT
SHOT SHOP SHIP WISH

UNIT 8: CONSONANT DIGRAPH: **TH (**VOICED)

THAN THEN THEM THIS THAT THUS

CONSONANT DIGRAPH: **TH** (UNVOICED)

BATH THICK THINK THANK THUMP THIN THUD WITH

UNIT 9: CONSONANT DIGRAPH: **CH**, **TCH**

CHAT CHILL WITCH CHIN CHUM MUCH SUCH RICH
MATCH NOTCH LATCH FETCH HATCH CHICK CHOP
CHIP CATCH PATCH PITCH DITCH

CH: SOUNDS LIKE **K**:

MECHANIC

UNIT 10: CONSONANT DIGRAPH: **WH**

BLEND **WA** SOUNDS LIKE WǑ
WHA SOUNDS LIKE WHǑ

WANT WATCH WAS WATER WASP WASH WHAT

WHICH WHISK WHACK WHIFF WHIP WHET WHIZ WHEN WHIM

UNIT 11: NG (ANG, ING, ONG, UNG)

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 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, SM, SL, SN, SP, ST, SW

PLAN PLANT FLUNG FLING SPUNK SPANK FLIT FLAT FLED SMUG SMOG BLOCK BLACK BLAST BLINK BLANK BLEND BLAND 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 SLAM SLIM SLUM SLOSH SLASH STEM CLICK CLACK CLOCK CLUCK CLINCH GLASS GLOSS CLIFF SCAT 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

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

 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 14: WHEN THE FINAL **E** IS SILENT,
THE VOWEL IS USUALLY LONG
(LONG VOWEL SOUND OF VOWEL IS THE SAME AS ITS NAME).

BAKE 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

HERE THESE

BITE DIME DINE DIKE FINE FIFE DIVE FILE FIVE 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

BONE 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

CUBE DUKE DUNE CUTE TUBE TUNE MULE FLUTE PRUNE
RULE RUDE PLUME BRUTE

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

PILL PILE, SLOP SLOPE, PLAN PLANE, SAM SAME,
PICK PIKE, MILL MILE, LOB LOBE, PIN PINE,
PRIM PRIME, SHACK SHAKE, RID RIDE, SID SIDE,
RAT RATE, HOP HOPE, PAL PALE, FILL FILE,
TACK TAKE, GRAD GRADE, PAN PANE, BACK BAKE,
NOT NOTE, PAST PASTE, CAP CAPE, RIP RIPE,
TILL TILE, MOP MOPE, LACK LAKE, CUB CUBE,
TIM TIME, FAD FADE, WIN WINE, SLID SLIDE,
DIM DIME, DIN DINE, TUB TUBE, COP COPE,
CAM CAME, MACK MAKE, MAD MADE, COD CODE,
RACK RAKE, JOCK JOKE, LICK LIKE, AT ATE,
SACK SAKE, SLACK SLAKE, SLIM SLIME, SLOP SLOPE,
PET PETE,TOP TOPE, POCK POKE, FAT FATE

UNIT 15: PHONOGRAMS USING LONG VOWELS:
OLD, OLT, OLL, OST, OTH, ILD, IND

OLD BOLD SCOLD COLD GOLD FOLD TOLD SOLD
MOLD HOLD
COLT VOLT MOLT BOLT JOLT   TOLL ROLL   POST
MOST HOST BOTH
MILD CHILD WILD RIND WIND BLIND FIND GRIND
HIND KIND MIND

UNIT 16: SHORT WORDS ENDING IN A LONG VOWEL:

BE HE NO SHE GO ME SO WE I THE

UNIT 17: INITIAL CONSONANT BLENDS AND
FINAL CONSONANT BLENDS
(AND/OR DIGRAPHS, PHONOGRAMS)

ENRICHMENT REVIEW

BRAG DRUG DRAG FROG DROP DRIP CRUNCH FRUMP GRIN
BRAND FRESH PRANK BRASS FRENCH FRED FRANK FRAN
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 BLEND BLAND BLOND BLAST
BLEST BLED GLAD GLUM CLANG CLUNG CLING SWUNG
SWING 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
\

STEP FOUR: R-CONTROLLED VOWELS

UNIT 18: PHONOGRAM: **AR**

BAR 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 19: PHONOGRAM: **OR**

BORN 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 20: PHONOGRAMS: **ER, IR, UR** AND SOMETIMES **OR**

BIRD STIR WORM PLANNER CLERK THIRD CAMPER
RUNNER FERN CURB CUTTER SITTER JERK CURL
CATCHER STARTER HER BURN CHOPPER SWIMMER
HERD FUR DIPPER SENDER TERM HURT DRUMMER
SPINNER BIRTH PURR HELPER DIRT TURN JUMPER
ACTOR FIRST WORD MARKER DOCTOR GIRL WORLD
FARMER JANITOR SIR WORK PITCHER VISITOR AFTER
BETTER NEVER OVER UNDER WORST WORKER FIR
MATTER BATTER BITTER SISTER MISTER BLISTER
DINNER SUMMER WINTER TENDER SKIPPER LADDER
MADDER GLADDER GLUMMER HAMMER SLUMBER
LITTER MILLER SLIMMER WINNER FACTOR

STEP FIVE: VOWEL DIGRAPHS AND DIPHTHONGS

UNIT 21: VOWEL DIGRAPH: **AI, AY**

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 22: VOWEL DIGRAPH: **EE**

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

UNIT 23: VOWEL DIGRAPH: **EA**
(THREE PHONEMES: LONG **E**, SHORT **E**, AND LONG **A**)

BEAT 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

THREAT THREAD TREAD BREAD WEALTH READ
BREAST WEATHER BREATH DEAD DEATH HEALTH
INSTEAD DEAF SWEAT READY HEAVY

STEAK BREAK GREAT BEAR BEEFSTEAK DAYBREAK
BREAKER

UNIT 24: VOWEL DIAGRAPH: **IE**
(TWO PHONEMES: LONG I AND LONG E)

CRIED LIES TIED CRIES LIED TRIED DRIED PIE DRIES PIES
SPIES FRIED LIE TIE

PRIEST RELIEF BELIEVE BRIEF CHIEF YIELD GRIEF FIELD
THIEF

UNIT 25: FINAL VOWEL: **Y**
(SOME DICTIONARIES GIVE IT THE SOUND OF SHORT **I**; OTHERS
SAY LONG **E**. TAKE YOUR CHOICE.) LONG **I** IN ONE-SYLLABLE
WORDS.

LONG I IN ONE-SYLLABLE WORDS:

MY PLY SLY TRY SKY SHY BY WHY CRY DRY FLY PRY
MYSELF

SHORT I (SOME DICTIONARIES SAY LONG E)

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 26: VOWEL DIGRAPH: **OA, OE,** (LIKE LONG **O**)

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 27: DIGRAPH: **OW** (LIKE LONG **O**); DIPHTHONG: **OW**

BOW 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 28

DIPHTHONG: **OU**

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 29: DIPHTHONGS: **OY, OI**

BOY TOYS COIN SPOIL BOYS OYSTER JOIN POINT
JOY OYSTERS JOINT TOIL JOYS OIL TOY BOIL SOIL
GOING MOIST ROY BROIL COIL

UNIT 30: LONG SOUND OF **OO**

BOOT MOON STOOP 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 31: SHORT SOUND OF **OO**

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 32: VOWEL DIGRAPHS: **AW, AU**

CRAWL HAWK SAW CLAUSE CRAWLING SHAWL DRAW
DRAWN DAWN LAWN LAW THAW HAUL YAW YAWN
FAULT FAWN FAUN CAUSE PAUSE PAW JAW

UNIT 33: PHONOGRAMS: **AL, ALL**

ALREADY BALD MALT CALL ALMOST FALSE SALT
MALL ALSO HALT BALL WALL SMALL ALL TALL STALL
FALL GALL ALWAYS

UNIT 34: DIGRAPHS: **EW, UE**

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 35: UNACCENTED **A** AT THE BEGINNING OF A WORD.
ALSO THE WORD **A** WHEN NOT USED FOR EMPHASIS:

A AJAR AROUND ASLEEP ABOUT ALIKE AROUSE
ASTIR ADRIFT AHEAD APART AWAKE AFAR AMUSE
ASIDE AWHILE

UNIT 36: PHONOGRAMS: **UL, ULL, USH**
(**U** SOUNDS LIKE SHORT **OO**)

CAREFUL FULL FULLBACK PUT PULL PUSH DULL
BULL BUSH FULFILL

UNIT 37: SOFT SOUND OF **C**
(BEFORE **E**, **I** AND **Y**) USUALLY SOUNDS LIKE **S**: SOMETIMES **SH**.

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 38: SOFT SOUND OF **G** IN **DGE** AND SOMETIMES BEFORE **E, I** AND **Y.**

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 39: SILENT **GH** AND **GH** SOUNDS LIKE **F**

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 40: SILENT **K, W, T, B** AND **L**

KNEE CHASTEN WRIST LAMB LIMB KNEEL GLISTEN WRING WRAP KNELT HASTEN WROTE THUMB KNIGHT LISTEN WRECK KNIFE KNIT OFTEN WRONG CALF SOFTEN HALF KNOT COMB WALK WREATH CLIMB KNOWN KNOW WRETCH DEBT KNOCK WRITE NUMB DOUBT DUMB WREN WRENCH CRUMB PLUMBING ANSWER SWORD

UNIT 41: SE SOUNDS LIKE **Z**

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

UNIT 42: PH SOUNDS LIKE **F**

ELE**PH**ANT PRO**PH**ET **PH**ONOGRA**PH** **PH**OTOGRA**PH** TELEGRA**PH** TELE**PH**ONE NE**PH**EW PAM**PH**LET **PH**ONE OR**PH**AN AL**PH**ABET **PH**ONICS EAR**PH**ONE **PH**ONOGRAM

UNIT 43: FINAL **LE, TION, SION**

BAT**TLE** HAND**LE** ATTEN**TION** PARTI**TION** BUND**LE** PUZ**ZLE** AC**TION** POR**TION** BOT**TLE** SCRAMB**LE** ADDI**TION** STA**TION** BUCK**LE** SCRIBB**LE** AFFEC**TION** SEC**TION** CIRC**LE** SPRINK**LE** INVITA**TION** LIT**TLE** STRUG**GLE** FOUNDA**TION** EXPRES**SION** MIDD**LE** TICK**LE** EDUCA**TION** IMPRES**SION** PICK**LE** WIG**GLE** MEN**TION** MIS**SION** SAMP**LE** NA**TION**

UNIT 44: ED WITH SHORT **E**

ADDED ENDED PAINTED WAITED ACTED FOLDED
PLANTED COUNTED LANDED PRINTED CROWDED
LIGHTED RESTED GRADED SEATED SIFTED PETTED
TESTED NEEDED TWISTED ROASTED MENDED

ED SOUNDS LIKE '**D**

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**

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

BAKER RACER PLIANT OVAL SHADY FEVER GIANT
POEM LADY CEDAR DIAL GROCER PAPER HERO
TRIAL ORAL CAPER LEGAL FINAL OPEN TAPER
REGAL VIAL TULIP FAVOR BEFORE BONY LUCY
SAVOR TIDY PONY FUEL VAPOR LIMY HOLY DUEL
WAFER SLIMY OVER CRUEL MAKER VIPER CLOVER
GRUEL TAKER BITER DONOR PUPIL NASAL BRIER
SOLAR RUIN FATAL FRIAR POLAR MURAL NATAL
LIBEL SOBER RURAL LABEL CIDER LOCAL TYRO HALO
SPIDER FOCAL TYRANT SAGO TIGER VOCAL PACER
VITAL TOTAL

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

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Step One: Short Vowels and Consonants

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The *Table of Contents* was prepared by Donald 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.

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 for free distribution, 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 web site: www.donpotter.net.

Loring's *Blend Phonics* method is a form of phonics called single-letter 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 **cure** of whole-word dyslexia. Loring's method is a sterling example of pure "synthetic phonics" because it builds up the words from the letter-sounds. Inductive 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 in the student and impedes progress in reading. The conflict caused by early sight-word instruction creates a form of pseudo-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 do nothing but phonics drills until they were able to overcome their whole-word guessing habit. 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 extremely easy, 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.

We have recently published Blend Phonics Lessons and Decodable Storybooks available free on my website, www.donpotter.net, and www.blendphonics.org.

There are over 2,980 words in the *Reader* including duplicates. Words of similar configuration are in close proximity to help students overcome the whole-word configuration guessing habit.

Latest revisions to the *Blend Phonics Reader: Standard Edition 4/5/12.*

EXPLANATION
FOR
THE UPPERCASE EDITION

Students with whole-word dyslexia identify words mainly by guessing from the outside shape of words in lower case letters (configuration), instead of by looking **all** the letters from left-to-right.

These students typically have been taught to use configuration cues (outline shape of lower case letters: *did* for *bib*, *squirrel* for *squeal*, *was* for *saw*), semantic clues (meaning: *pony* for *horse*, *toy* for *play*), and syntactic clues (expected next word, *He drove a fast car,* for *He drove the fast cart.*).

Words in uppercase letters do not have distinctive shapes like lowercase letters. For example lowercase: *bag, beg, big, bog, bug*, all have same shape with the initial letter having an extender and the final letter having a decender, giving the words a similar shape. The same words in uppercase have no distinctive shape: BAG, BEG, BIG, BOG, BUG.

This Uppercase Edition of my *Blend Phonics Reader: Standard Edition* is designed to enable students to develop the ability to read accurately from the sounds by looking at all the letters the right way, with no guessing.

This edition especially intended for **remedial work** for students who were taught to read (guess) with the sight-word guessing method.

It is **equally good for preventing** whole-word guessing in young children. I recommend that kindergarten students practice writing and identifying the letters of the alphabet in alphabetical order until they can do so accurately and rapidly.

This is a highly revised April 15, 2012 edition of my *Blend Phonics Reader: Upper Case Edition* first published in 2007.

Reading Made Easy with Blend Phonics
Unit Progress Chart

Student: _____   Teacher _____

Start Date _____   Finish Date _____

Unit 1 **Step 1**	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 **Step 2**	Unit 7
Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14 **Step 3**
Unit 15	Unit 16	Unit 17	Unit 18 **Step 4**	Unit 19	Unit 20	Unit 21 **Step 5**
Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28
Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35 **Step 6**
Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Unit 43	Unit 44	Unit 45				

Step 1: Short Vowels & Consonants   **Step 4:** R-Controlled Vowels

Step 2: Consonant Blends & Digraphs   **Step 5:** Vowel Digraphs & Diphthongs

Step 3: Long Vowels (VCE)   **Step 6**: Advanced Spelling Patterns

Created by Donald L. Potter, 9/30/07 (www.donpotter.net)

Reading Made Easy with Blend Phonics

Unit Progress Chart

Student: _____   Teacher _____

Start Date _____   Finish Date _____

Unit 1 **Step 1** ă b c d f g h j k l m p qr r s t v w y z ck	Unit 2 ĭ	Unit 3 ŏ	Unit 4 ŭ	Unit 5 ĕ	Unit 6 **Step 2** End C. Blends	Unit 7 sh
Unit 8 th *th*	Unit 9 ch, tch	Unit 10 wh	Unit 11 ng	Unit 12 nk	Unit 13 Beg. C. Blends	Unit 14 **Step 3** VCE
Unit 15 old, etc	Unit 16 be, go, etc	Unit 17 Enrichment beg/end blends	Unit 18 **Step 4** ar	Unit 19 or	Unit 20 er/ir/ur/or	Unit 21 **Step 5** ai/ay
Unit 22 ee	Unit 23 ea	Unit 24 ie	Unit 25 --y = ē	Unit 26 oa, oe	Unit 27 ōw, ow	Unit 28 ou, ōu
Unit 29 oy/oi	Unit 30 Long oo	Unit 31 Short oo	Unit 32 aw/au	Unit 33 al/all	Unit 34 ew/eu	Unit 35 **Step 6** a = ŭ
Unit 36 ul/ull/ush = short oo	Unit 37 Soft c & s = ch	Unit 38 Soft g	Unit 39 gh	Unit 40 Silent k, w, t, b, l	Unit 41 ph = f	Unit 42 ph = f
Unit 43 le, tion, sion	Unit 44 ed	Unit 45 Long Vowel in Open Syllables				

Step 1: Short Vowels & Consonants   **Step 4:** R-Controlled Vowels

Step 2: Consonant Blends & Digraphs   **Step 5:** Vowel Digraphs & Diphthongs

Step 3: Long Vowels (VCE)   **Step 6**: Advanced Spelling Patterns

Created by Donald L. Potter, 9/30/07. Skills added 2/18/12. (www.donpotter.net)

Blend Phonics Reader Decoding-Skills Ladder

Step	Unit	Association	Check List
Step 6 Advanced Spelling Patterns	45	Long Vowels in Open Syllables	
	44	ed with short e; ed sounds like 'd; ed sounds like 't	
	43	Final le, tion, sion	
	42	ph sounds like f	
	41	se sounds like z	
	40	Silent k, w, t, b, and l	
	39	Silent gh, and gh like f	
	38	Soft sound of g in dge & sometimes before e, i, y.	
	37	Soft sound of c (before e, i, & y); s like sh (sugar)	
	36	Phonograms: ul, ull, ush (u sound like short oo)	
	35	Unaccented a at beginning of words & a	
Step 5 Vowel Digraphs & Diphthongs	34	Diagraphs ew, ue	
	33	Phonograms: al, all	
	32	Vowel Digraphs aw, au	
	31	Short sound of oo	
	30	Long sound of oo	
	29	Diphthong: oy, oi	
	28	Diphthong ou; Digraph ōu, often Irregular	
	27	Digraph: ōw, Diphthong: ow	
	26	Vowel Digraph: oa, oe (like long ō)	
	25	Final Vowel y (ē); Long ī in single syllable words	
	24	Vowel Digraph ie (long ī and long ē)	
	23	Vowel Digraph ea (long ē, short ĕ, long ā)	
	22	Vowel Digraph: ee	
	21	Vowel Digraph: ai, ay	
Step 4 R-Controlled Vowels	20	Phonogram er, ir, ur, and sometimes or	
	19	Phonogram: or	
	18	Phonogram: ar	
Step 3 Long Vowels (VCE)	17	Enrichment Review (beg. & end consonant blends, etc)	
	16	Short words ending in long vowels: be, go, he, me, etc.	
	15	Phonograms - Long Vowels: old, olt, oll, ost,, oth, ild, ind	
	14	VCE (long vowels)	
Step 2 Consonant Blends & Digraphs	13	Initial Consonant Blends	
	12	nk (ank, ink, onk, unk)	
	11	ng (ang, ing, ong, ung)	
	10	Consonant Digraph: wh	
	9	Consonant Digraphs: ch, tch (ch = k)	
	8	Consonant Digraphs: th (voiced); *th* (unvoiced)	
	7	Consonant Digraph: sh	
	6	Final Consonant Blends	
Step 1 Short Vowels & Consonants	5	Short vowel ĕ	
	4	Short vowel ŭ	
	3	Short vowel ŏ	
	2	Short vowel ĭ	
	1	Short vowel ă b c d f g h j k l m n p qu r s t v w y z ck	

Handy Aid for Calculating Decoding Fluency Speed

Blend Phonics Reader: Standard Edition

Unit 1 **Step 1** 43 (2580)	Unit 2 56 (3360) 72 (4320)	Unit 3 38 (2280) 70 (4200)	Unit 4 37 (2220) 116 (6960)	Unit 5 37 (2220) 137 (8220)	Unit 6 **Step 2** 94 (5640)	Unit 7 12 (720)
Unit 8 14 (924)	Unit 9 21 (11260)	Unit 10 16 (960)	Unit 11 23 (1380)	Unit 12 24 (1440)	Unit 13 143 (8580) 162 (9720) 73 (4380)	Unit 14 **Step 3** 163 (9780) 175 (10,500) 104 (6240)
Unit 15 32 (1920)	Unit 16 9 (540)	Unit 17 98 (6174) 98 (6174)	Unit 18 **Step 4** 41 (2460)	Unit 19 27 (1620)	Unit 20 77 (4620)	Unit 21 **Step 5** 50 (3120)
Unit 22 41 (800)	Unit 23 59 (3540)	Unit 24 23 (1380)	Unit 25 13 (1920) 34 (2040) 47 (2820)	Unit 26 34 (2040)	Unit 27 44 (2640)	Unit 28 22 (1320)
Unit 29 22 (1320)	Unit 30 53 (3180)	Unit 31 28 (1680)	Unit 32 22 (1320)	Unit 33 19 (1740)	Unit 34 23 (1380)	Unit 35 **Step 6** 16 (976)
Unit 36 10 (600)	Unit 37 53 (3180)	Unit 38 40 (2400)	Unit 39 25 (1500)	Unit 40 43 (2580)	Unit 41 25 (1500)	Unit 42 14 (840)
Unit 43 33 (1980)	Unit 44 22 (1320) 24 (1440) 33 (1980)	Unit 45 83 (4980)	Step 1: Short Vowels & Consonants Step 4: R-Controlled Vowels Step 2: Consonant Blends & Digraphs Step 5: Vowel Digraphs & Diphthongs Step 3: Long Vowels (VCE) Step 6: Advanced Spellings			

The first figure is the number of words. The second figure is number of words times 60. To calculate the words per minute, divide the second factor by the number of seconds it took to read the words. You can also time the student for 60 seconds and count the words.

Created by Donald L. Potter, 10/23/11. Revised 4/5/12. (www.donpotter.net)

Reading Made Easy for First Grade with Blend Phonics
Oral Reading Speeds

By Donald L. Potter
www.donpotter.net
October 2011

Rapid word processing speeds are an indicator of decoding automaticity. The faster a student can decode words while maintaining accurately, the higher the degree of automaticity. Good comprehension depends on decoding automaticity: higher automaticity makes possible higher comprehension.

In the rush for higher word processing speeds, it is very important not to skip any essential sub-skills. Whole-word (sight) readers sometimes appear to initially read faster than phonics-readers; but in the long run, their faulty word processing skills lead to lower automaticity and seriously compromised comprehension.

Processing skills (speed and accuracy) can be accurately measured by timing student's oral reading of *The Blend Phonics Units*. The speeds suggested below are from *The Victory Drill Book*. These speeds are an accurate measure of independent word processing skills, and they are an indication of developing automaticity, which in turn naturally promotes high-level comprehension. To calculate word per minute speeds, multiply the number of words by 60 and divide that number by the time in seconds. You can also just time the students for one minute and count the words - whichever method is more convenient.

Minimum Speed for Page Mastery

Grade	Speed
Pre-Kindergarten	20 words per minute
Kindergarten	30 words per minute
First Grade	40 words per minute
Second Grade	55 words per minute
Third Grade	70 words per minute
Fourth Grade	85 words per minute
Fifth Grade	100 words per minute
Sixth Grade	115 words per minute
Seventh Grade	130 words per minute
Eight Grade	130 words per minute

Once the students have mastered the *Blend Phonics* Units, they should start every year with a review of all the Units. Each student's speed should be measured to assure that they are able to read the words at the calibrated speed for their grade level. This review is very valuable and will assure that no student will develop whole-word dyslexia through overexposure to debilitating sight-word books. Exclusive attention to sight-word readers (grade level readers) can seriously erode the student's decoding skills. Challenging vocabulary requiring intense attention to decoding enables students to maintain and improve their word processing skills and enhance their comprehension skills.

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.

The Miller Word Identification Assessment I, which follows, 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 <u>prevent</u> and <u>cure</u> artificially induced whole-word dyslexia.

Dolch Sight-Words Taught Phonetically in Hazel Loring's
Reading Made Easy with Blend Phonics for First Grade

(Countering the false claims that Dolch Sight-Words are so irregular that they have to be taught with whole-word memorization)

a	U35	call	U33	gave	U14	keep	U22	only	--	sleep	U21	very	--
about	U35	came	U14	get	U5	kind	U15	open	U45	small	U33		
after	U20	can	U1	give	--	know	U40	or	U19	so	U16	walk	U40
again	*U33*	carry	--	go	U16			our	U28	some	--	want	U10
all	U35	clean	U23	goes	U26	laugh	U39	out	U28	soon	U30	warm	U18
always	U33	cold	U15	going	U29	let	U5	over	U45	start	U13	was	U10
am	U1	come	--	good	U31	light	U39	own	U27	stop	U13	wash	U10
an	U1	could	--	got	U3	like	U14					we	U16
and	U6	cut	U4	green	U22	little	U43	pick	U6	take	U14	well	U5
any	--			grow	U27	live	U14	play	U21	tell	U5	went	U6
are	--	did	U2			long	U11	please	U41	ten	U5	were	--
around	U35	do	--	had	U1	look	U31	pretty	U25	thank	U8	what	U10
as	U41	does	--	has	U41			pull	U36	that	U8	when	U10
ask	U6	done	--	have	--	made	U14	put	U36	the	U16	where	--
at	U1	don't	--	he	U16	make	U14			their	--	which	U10
ate	U14	dawn	U32	help	U6	many	--	ran	U1	them	U8	white	U14
away	*U21*	draw	U32	her	U20	may	U21	read	U23	then	U8	who	--
		drink	U17	here	U14	me	U16	red	U5	there	--	why	U25
be	U16			him	U2	much	U9	ride	U14	these	U14	will	U2
because	U41	eat	U23	his	U41	must	U7	right	U39	they	--	wish	U7
been	--	eight	--	hold	U15	my	U25	round	U35	think	U8	with	U8
before	U19	every	--	hot	U3	myself	U25	run	U4	this	U8	work	U20
best	U6			how	U27					those	U14	would	--
better	U20	fall	U33	hurt	U20	never	U20	said	--	three	U22	write	U40
big	U2	far	U18			new	U34	saw	U32	to	--		
black	U13	fast	U6	I	U16	no	U16	say	U21	today	--	yellow	U27
blue	U34	find	U15	if	U2	not	U3	see	U22	together	--	yes	U5
both	U15	first	U22	in	U2	now	U27	*seven*	*U17*	too	U30	you	U28
bring	U17	five	U14	into	--			shall	U7	try	U25	your	--
brown	U27	fly	U25	is	U42	of	--	she	U16	two	--		
but	U4	for	U19	it	U5	off	U3	show	U27				
buy	--	found	U28	its	U6	old	U15	sing	U11	under	U20		
by	U25	four	U28			on	U3	sit	U2	up	U4		
		from	--	jump	U6	once	--	six	U2	*upon*	*U13*		
		full	U5	just	U6	one	--			us	U4		
		funny	U25							use	U41		

These 220 words make up from 50% to 75% of all ordinary reading-matter. U = Blend Phonics Unit. The three words in *italics* (away, seven, upon) are not in *Reading Made Easy With Blend Phonics for First Grade*, but they are in Mr. Potter's *Blend Phonics Reader: Standard Edition.*

Only 39 of the 220 Dolch List Words are absent from
Reading Made Easy with Blend Phonics for First Grade

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

Note: "Of" is the only word that can be considered completely irregular; the others are only slightly irregular. Līve is regular, but with lĭve the *e* is there because of the *v*, which cannot end a word.

Here is a useful classification of the omissions:

3 Regular words: *away, seven, upon* (Included in *Blend Phonics Reader*)

36 Semi-Irregular words: *again any are been buy carry come could do does done don't eight very give have into many of once one only said some their they to today together two very were where who would your*

o=ōō	o=ȯ/ŭ/ə	ai=ĕ	ou=ŏŏ	a=ĭ
d<u>o</u>	c<u>o</u>me	ag<u>ai</u>n	w<u>ou</u>ld	<u>a</u>ny
t<u>o</u>	d<u>o</u>ne	s<u>ai</u>d	c<u>ou</u>ld	m<u>a</u>ny
t<u>o</u>day	d<u>o</u>es			
t<u>o</u>gether	s<u>o</u>me			
t<u>w</u><u>o</u>	<u>o</u>ne			
<u>w</u>h<u>o</u>	<u>o</u>nce			
	<u>o</u>f			

Have has a short *ă* before a single consonant, *e* is there because a word cannot end in *v* (In this case the final *e* is not a long vowel marker). *Give* is similar to *have* in that the is short before *ă* single consonant and the *e* is there because the word cannot end with *v*. *Are* is regular except for the silent *e*. In *carry* the *a* before the double *r* is long, this is a rather common pattern, *marry* is good example. The *eigh* in a long *ā* is a common pattern as in *weight, freight*, etc. *Were* is regular except for the silent *e*. In *very* the *r* goes with the *y* and not the *e*, the *e* being short. *Buy* has a unsounded *u* to distinguish it from the preposition *by*. *Been* is pronounced with a single short *ĕ*, but is pronounced with a long *ē* in Great Britain and is regular there. The long *ā* pronunciation of *ei* and *ey* in *their* and *they* are simply alternative spellings. I believe the *o* in *don't* is long because of the double consonant *n't*. The *o* of *of* is the schwa sound and the *f* is pronounced as *v*, which is a simple voicing of the consonant. The *o* in *only* is a long *ō*, I am not sure why. In my dialect *where* is pronounced /hwĕr/, but across America it is subject to considerable variation in pronunciation. *Your* is pronounced a couple different ways, I use the short *oo*; but children find it easy to identify just from the sounds of the *y-r*.

Charles M. Richardson, B.S, M.S, P.E, September 25, 2003

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

% Phonic Efficiency is words corrected divided by words re-tried, expressed as a percent.

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!

This test was first published on 9/27/03 on the www.donpotter.net web site, from a copy Mr. Richardson send Donald Potter. 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.

The Miller Word-Identification Assessment I (MWIA I)

SUMMARY SHEET

Edward Miller, 1991

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 – I   Time ____:____" = (_____ Sec)\3000 = _____ WPM

Errors _____

Sam	am	and	anywhere	a	are	box	be
boat	could	car	do	dark	eggs	eat	fox
green	goat	good	ham	here	house	I	in
if	like	let	mouse	me	may	not	on
or	rain	say	see	so	that	them	there
they	tree	train	the	try	thank	would	will
with	you						

Phonetic – I   Time _____'_____" = (_____Sec)\3000 = _____ WPM

Errors_____ Spell-Cor _____/_____ Phon Eff _____% Slow-Down _____%

Ben	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	food
bulk	dust	desk	wax	ask	gulps	ponds	hump
lamp	belt						

Name _____ M (__)/F(__) Age _____ Grade _____ Test Date _____

<u>Holistic – I</u>   Time ____:____" = (_____ Sec)\3000 = _____ WPM

                                                                Errors _____

SAM   AM   AND   ANYWHERE   A   ARE   BOX   BE

BOAT   COULD   CAR   DO   DARK   EGGS   EAT   FOX

GREEN   GOAT   GOOD   HAM   HERE   HOUSE   I   IN

IF   LIKE   LET   MOUSE   ME   MAY   NOT   ON

OR   RAIN   SAY   SEE   SO   THAT   THEM   THERE

THEY   TREE   TRAIN   THE   TRY   THANK   WOULD   WILL

WITH   YOU

<u>Phonetic – I</u>   Time _____'_____" = (_____Sec)\3000 = _____ WPM

Errors_____ Spell-Cor _____/_____ Phon Eff _____% Slow-Down _____%

BEN   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   FOOD

BULK   DUST   DESK   WAX   ASK   GULPS   PONDS   HUMP

LAMP   BELT

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