

Blend Phonics Timed Fluency Drills

Cursive Edition

Perfect for Beginning or Remedial Readers

All 220 Dolch Service List Sight Words Included,
Eliminating the Need to Teach Them Separately!

Designed to Accompany
Mrs. Hazel Loring's 1980 Timeless Phonics Masterpiece:
Reading Made Easy with Blend Phonics for First Grade

And Mr. Donald L. Potter's

Blend Phonics Lessons and Stories.

Mr. Potter's Secret of Reading:
"Look at all the Letters the Right Way,
and No Guessing."

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Blend Phonics Fluency Drills

Step 1

Short Vowels & Consonants

Drills 1 – 9

Units 1 – 5

Decodable Stories 1 – 7

Phonvisual Chart Picture-Sound Correspondences

Short Vowels

-a- cat, -e- bed, -i- fish, -o- top, -u- duck

Single Letter Consonants & qu, ck

c-key, d-duck, f-fan, g-goat, h-horn, j-jar

k-key, l-leam, m-monkey, n-nest, p-pig, qu-queen

r-rabbit, s-saw, t-top, v-valentine, w-wagon,

y-yard, z-zebra, ck-key

Blend Phonics Fluency Drill 1 (Unit 1)

-a- b d f g h j l m n
qu p r s t v w y z ck

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

Blend Phonics Fluency Drill 2 (Unit 2)

-i-

<i>miss</i>	<i>fit</i>	<i>did</i>	<i>Jim</i>	<i>Jill</i>
<i>Sis</i>	<i>mip</i>	<i>fib</i>	<i>dig</i>	<i>bib</i>
<i>bit</i>	<i>him</i>	<i>sit</i>	<i>hip</i>	<i>hit</i>
<i>sin</i>	<i>sip</i>	<i>Bill</i>	<i>fig</i>	<i>win</i>
<i>rip</i>	<i>Tim</i>	<i>bin</i>	<i>hill</i>	<i>pin</i>
<i>will</i>	<i>mill</i>	<i>zip</i>	<i>dip</i>	<i>wig</i>
<i>tip</i>	<i>lid</i>	<i>big</i>	<i>pig</i>	<i>lip</i>
<i>fill</i>	<i>kill</i>	<i>sip</i>	<i>dip</i>	<i>jig</i>
<i>sit</i>	<i>pig</i>	<i>hit</i>	<i>mip</i>	<i>fig</i>
<i>lip</i>	<i>fit</i>	<i>dig</i>	<i>bill</i>	<i>Jim</i>
<i>lid</i>	<i>tin</i>	<i>pit</i>	<i>sin</i>	<i>Sis</i>
<i>rip</i>	<i>pill</i>	<i>did</i>	<i>in</i>	<i>hip</i>
<i>wig</i>	<i>fill</i>	<i>Jill</i>	<i>tip</i>	<i>bin</i>
<i>mix</i>	<i>rib</i>	<i>Tim</i>	<i>six</i>	<i>will</i>
<i>zip</i>	<i>fig</i>	<i>big</i>	<i>sip</i>	<i>lip</i>
<i>sip</i>	<i>Bill</i>	<i>bib</i>	<i>win</i>	<i>bit</i>
<i>Tim</i>	<i>quick</i>	<i>hid</i>	<i>kiss</i>	<i>wim</i>
<i>lid</i>	<i>him</i>	<i>mip</i>	<i>fib</i>	<i>Sis</i>

Blend Phonics Fluency Drill 3 (Units 1, 2)

-a- -i-

<i>bat</i>	<i>bit</i>	<i>bib</i>	<i>did</i>	<i>dad</i>
<i>hat</i>	<i>hit</i>	<i>hid</i>	<i>fat</i>	<i>lit</i>
<i>gas</i>	<i>hill</i>	<i>fill</i>	<i>in</i>	<i>an</i>
<i>Ann</i>	<i>Sam</i>	<i>bag</i>	<i>big</i>	<i>dip</i>
<i>dig</i>	<i>tip</i>	<i>tap</i>	<i>hip</i>	<i>lip</i>
<i>lap</i>	<i>ham</i>	<i>him</i>	<i>pad</i>	<i>pat</i>
<i>pit</i>	<i>pal</i>	<i>cat</i>	<i>sat</i>	<i>mad</i>
<i>mat</i>	<i>mitt</i>	<i>lass</i>	<i>mass</i>	<i>pass</i>
<i>lass</i>	<i>it</i>	<i>at</i>	<i>is</i>	<i>if</i>
<i>mix</i>	<i>Max</i>	<i>rig</i>	<i>rag</i>	<i>tag</i>
<i>jam</i>	<i>rat</i>	<i>van</i>	<i>vim</i>	<i>six</i>
<i>cab</i>	<i>zip</i>	<i>zap</i>	<i>fin</i>	<i>fan</i>
<i>fix</i>	<i>Tim</i>	<i>tam</i>	<i>rip</i>	<i>rap</i>
<i>nap</i>	<i>nip</i>	<i>rag</i>	<i>sag</i>	<i>wag</i>
<i>wig</i>	<i>sap</i>	<i>sip</i>	<i>map</i>	<i>yak</i>
<i>quick</i>	<i>quack</i>	<i>zig</i>	<i>zap</i>	<i>zag</i>
<i>Jim</i>	<i>jam</i>	<i>rig</i>	<i>pin</i>	<i>rip</i>
<i>mill</i>	<i>fill</i>	<i>fall</i>	<i>tip</i>	<i>sip</i>

Blend Phonics Fluency Drill 4 (Unit 3)

-o-

Bob	log	top	hop	bog
fog	fox	box	hot	not
mod	sod	sob	pod	got
pot	rob	cob	cot	mob
rod	rot	hod	bob	pop
job	gob	doll	dot	lot
tot	on	mom	off	Don
mop	sop	moss	boss	toss
bog	not	got	mob	pop
lop	rot	tog	bog	dog
cog	fog	bot	mob	sod
loss	pod	got	Don	Tom
boss	pop	mod	lot	mop
tot	moss	on	job	bog
mob	rob	doll	no	God
off	fox	top	box	got
lock	Bob	job	jot	lot
sod	cod	mop	pod	doll

Blend Phonics Fluency Drill 5 – (Units 1 to 3)

-a- -i- -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	mod	mot
mit	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	wig	top	tip	top
quick	wit	pill	till	fill

Blend Phonics Fluency Drill 6 (Unit 4)

- u -

<i>dug</i>	<i>rub</i>	<i>bun</i>	<i>duck</i>	<i>jug</i>
<i>sun</i>	<i>bug</i>	<i>fun</i>	<i>mug</i>	<i>cup</i>
<i>rug</i>	<i>sum</i>	<i>bud</i>	<i>but</i>	<i>fuss</i>
<i>mud</i>	<i>tub</i>	<i>hut</i>	<i>bus</i>	<i>gum</i>
<i>gun</i>	<i>muff</i>	<i>muss</i>	<i>tug</i>	<i>hug</i>
<i>lug</i>	<i>nut</i>	<i>rut</i>	<i>cub</i>	<i>gull</i>
<i>pup</i>	<i>cuff</i>	<i>hum</i>	<i>run</i>	<i>cut</i>
<i>up</i>	<i>us</i>	<i>buzz</i>	<i>Gus</i>	<i>nut</i>
<i>hut</i>	<i>muss</i>	<i>cut</i>	<i>bus</i>	<i>up</i>
<i>us</i>	<i>fun</i>	<i>hum</i>	<i>run</i>	<i>lug</i>
<i>hug</i>	<i>cut</i>	<i>fun</i>	<i>pull</i>	<i>muss</i>
<i>mug</i>	<i>sum</i>	<i>tub</i>	<i>but</i>	<i>bud</i>
<i>duff</i>	<i>lug</i>	<i>cuff</i>	<i>mud</i>	<i>gun</i>
<i>sun</i>	<i>mud</i>	<i>muff</i>	<i>tug</i>	<i>gull</i>
<i>jug</i>	<i>dug</i>	<i>rub</i>	<i>hum</i>	<i>hug</i>
<i>dud</i>	<i>tug</i>	<i>hum</i>	<i>cup</i>	<i>us</i>
<i>cub</i>	<i>run</i>	<i>rum</i>	<i>bud</i>	<i>dub</i>
<i>muss</i>	<i>muss</i>	<i>pup</i>	<i>nut</i>	<i>bum</i>

Blend Phonics Fluency Drill 7 – (Units 1 to 4)

-a- -i- -o- -u-

<i>but</i>	<i>bat</i>	<i>bit</i>	<i>kit</i>	<i>kid</i>
<i>hut</i>	<i>hat</i>	<i>hot</i>	<i>hit</i>	<i>dug</i>
<i>dig</i>	<i>dog</i>	<i>bug</i>	<i>big</i>	<i>bag</i>
<i>bog</i>	<i>hug</i>	<i>hog</i>	<i>rub</i>	<i>rob</i>
<i>rod</i>	<i>rib</i>	<i>van</i>	<i>bam</i>	<i>bin</i>
<i>bun</i>	<i>duck</i>	<i>jug</i>	<i>jig</i>	<i>jag</i>
<i>sun</i>	<i>sin</i>	<i>fun</i>	<i>fam</i>	<i>fin</i>
<i>fix</i>	<i>ax</i>	<i>box</i>	<i>fox</i>	<i>mug</i>
<i>wag</i>	<i>wig</i>	<i>rug</i>	<i>rag</i>	<i>rig</i>
<i>sum</i>	<i>lass</i>	<i>bud</i>	<i>bad</i>	<i>bid</i>
<i>fuss</i>	<i>buzz</i>	<i>mud</i>	<i>mad</i>	<i>tub</i>
<i>tab</i>	<i>bus</i>	<i>kiss</i>	<i>gun</i>	<i>tug</i>
<i>tag</i>	<i>cup</i>	<i>cap</i>	<i>cop</i>	<i>nut</i>
<i>not</i>	<i>up</i>	<i>hill</i>	<i>fill</i>	<i>pill</i>
<i>till</i>	<i>will</i>	<i>gal</i>	<i>got</i>	<i>pat</i>
<i>pit</i>	<i>him</i>	<i>ham</i>	<i>run</i>	<i>ran</i>
<i>cub</i>	<i>cob</i>	<i>cab</i>	<i>cut</i>	<i>cat</i>
<i>wax</i>	<i>mix</i>	<i>log</i>	<i>quick</i>	<i>quack</i>

Blend Phonics Fluency Drill 8 (Unit 5)

-e-

<i>bell</i>	<i>dell</i>	<i>tell</i>	<i>fell</i>	<i>beg</i>
<i>peg</i>	<i>Ted</i>	<i>bet</i>	<i>let</i>	<i>led</i>
<i>fed</i>	<i>jet</i>	<i>get</i>	<i>pet</i>	<i>bed</i>
<i>pen</i>	<i>dell</i>	<i>red</i>	<i>dem</i>	<i>hen</i>
<i>less</i>	<i>set</i>	<i>wet</i>	<i>wet</i>	<i>web</i>
<i>wed</i>	<i>met</i>	<i>net</i>	<i>sell</i>	<i>well</i>
<i>mess</i>	<i>men</i>	<i>ten</i>	<i>keg</i>	<i>leg</i>
<i>wex</i>	<i>meg</i>	<i>yes</i>	<i>beg</i>	<i>Deb</i>
<i>let</i>	<i>bet</i>	<i>Ted</i>	<i>men</i>	<i>fell</i>
<i>well</i>	<i>led</i>	<i>den</i>	<i>Ned</i>	<i>fed</i>
<i>sell</i>	<i>leg</i>	<i>wet</i>	<i>Ben</i>	<i>egg</i>
<i>yell</i>	<i>dell</i>	<i>Ed</i>	<i>hen</i>	<i>well</i>
<i>set</i>	<i>sell</i>	<i>peg</i>	<i>get</i>	<i>less</i>
<i>beg</i>	<i>less</i>	<i>led</i>	<i>net</i>	<i>dem</i>
<i>tell</i>	<i>dem</i>	<i>mess</i>	<i>Ben</i>	<i>hen</i>
<i>bet</i>	<i>men</i>	<i>ten</i>	<i>keg</i>	<i>wet</i>
<i>wed</i>	<i>met</i>	<i>get</i>	<i>fell</i>	<i>leg</i>
<i>less</i>	<i>mess</i>	<i>Les</i>	<i>wex</i>	<i>bed</i>

Blend Phonics Fluency Drill 9 – (Units 1 to 5)

-a- -i- -o- -u- -e-

<i>get</i>	<i>got</i>	<i>met</i>	<i>nut</i>	<i>not</i>
<i>rot</i>	<i>rut</i>	<i>rat</i>	<i>rod</i>	<i>rid</i>
<i>red</i>	<i>set</i>	<i>sit</i>	<i>sat</i>	<i>beg</i>
<i>bag</i>	<i>bog</i>	<i>bug</i>	<i>big</i>	<i>box</i>
<i>hen</i>	<i>ham</i>	<i>him</i>	<i>peg</i>	<i>pig</i>
<i>bet</i>	<i>bit</i>	<i>bat</i>	<i>but</i>	<i>bed</i>
<i>bid</i>	<i>bud</i>	<i>bad</i>	<i>let</i>	<i>fed</i>
<i>fad</i>	<i>fit</i>	<i>jet</i>	<i>pet</i>	<i>pat</i>
<i>wax</i>	<i>pen</i>	<i>pin</i>	<i>pam</i>	<i>web</i>
<i>wed</i>	<i>wet</i>	<i>doll</i>	<i>bill</i>	<i>bell</i>
<i>tell</i>	<i>hill</i>	<i>fell</i>	<i>fill</i>	<i>full</i>
<i>fox</i>	<i>fix</i>	<i>well</i>	<i>will</i>	<i>pull</i>
<i>den</i>	<i>less</i>	<i>loss</i>	<i>kiss</i>	<i>men</i>
<i>man</i>	<i>mom</i>	<i>sell</i>	<i>less</i>	<i>mass</i>
<i>miss</i>	<i>pass</i>	<i>yes</i>	<i>mop</i>	<i>map</i>
<i>mat</i>	<i>met</i>	<i>ten</i>	<i>tim</i>	<i>tam</i>
<i>tax</i>	<i>keg</i>	<i>buzz</i>	<i>kid</i>	<i>kit</i>
<i>cup</i>	<i>cop</i>	<i>cap</i>	<i>quack</i>	<i>quick</i>

Blend Phonics Fluency Drills

Step 2

Final and Beginning Consonant Blends and Digraphs

Drills 10 – 16

Units 5 – 13

Decodable Stories 8 – 19

Phonvisual Chart Picture-Sound Correspondences

th-three, **th**-this, **ch/tch**-cherry, **wh**-wheel, **w**-wagon

ng-swing, **n(k)**-swing

Blend Phonics Fluency Drill 10 (Unit 6)

ft lk lp lt mp nd nt sk st tx xt ck

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

Blend Phonics Fluency Drill 11 (Units 7 to 10)

Consonant Digraphs: *sh, th -th, ch -tch, wh*

<i>cash</i>	<i>hush</i>	<i>dish</i>	<i>fish</i>	<i>shall</i>
<i>shed</i>	<i>shelf</i>	<i>shut</i>	<i>shot</i>	<i>shop</i>
<i>ship</i>	<i>wish</i>	<i>than</i>	<i>then</i>	<i>them</i>
<i>this</i>	<i>that</i>	<i>thus</i>	<i>bath</i>	<i>thick</i>
<i>think</i>	<i>thank</i>	<i>thump</i>	<i>thin</i>	<i>thud</i>
<i>with</i>	<i>chat</i>	<i>chill</i>	<i>witch</i>	<i>chim</i>
<i>chum</i>	<i>much</i>	<i>such</i>	<i>rich</i>	<i>match</i>
<i>notch</i>	<i>latch</i>	<i>fetch</i>	<i>hatch</i>	<i>chick</i>
<i>chop</i>	<i>chip</i>	<i>catch</i>	<i>patch</i>	<i>pitch</i>
<i>ditch</i>	<i>want</i>	<i>watch</i>	<i>was</i>	<i>water</i>
<i>wasp</i>	<i>wash</i>	<i>what</i>	<i>which</i>	<i>whisk</i>
<i>whack</i>	<i>whiff</i>	<i>whip</i>	<i>whet</i>	<i>whiz</i>
<i>when</i>	<i>whim</i>	<i>chap</i>	<i>chim</i>	<i>shed</i>
<i>shell</i>	<i>them</i>	<i>thud</i>	<i>when</i>	<i>what</i>
<i>shed</i>	<i>thump</i>	<i>bath</i>	<i>much</i>	<i>hutch</i>
<i>lunch</i>	<i>chuck</i>	<i>what</i>	<i>water</i>	<i>whiff</i>
<i>fish</i>	<i>ship</i>	<i>shop</i>	<i>shot</i>	<i>shun</i>
<i>wish</i>	<i>whish</i>	<i>them</i>	<i>fetch</i>	<i>cash</i>

Blend Phonics Fluency Drill 12 (Units 11, 12)

Endings *-ng -kn*

<i>bang</i>	<i>ding</i>	<i>dong</i>	<i>wing</i>	<i>king</i>
<i>hung</i>	<i>hang</i>	<i>thing</i>	<i>thong</i>	<i>rang</i>
<i>rung</i>	<i>ring</i>	<i>sing</i>	<i>sung</i>	<i>sang</i>
<i>song</i>	<i>snug</i>	<i>gong</i>	<i>gang</i>	<i>long</i>
<i>lung</i>	<i>bank</i>	<i>bunk</i>	<i>link</i>	<i>lank</i>
<i>chunk</i>	<i>chink</i>	<i>mink</i>	<i>monk</i>	<i>wink</i>
<i>tank</i>	<i>thank</i>	<i>think</i>	<i>honk</i>	<i>kink</i>
<i>dunk</i>	<i>dank</i>	<i>pink</i>	<i>punk</i>	<i>rink</i>
<i>rank</i>	<i>sank</i>	<i>sunb</i>	<i>sink</i>	<i>ink</i>
<i>bang</i>	<i>monk</i>	<i>sing</i>	<i>long</i>	<i>bank</i>
<i>thing</i>	<i>thank</i>	<i>long</i>	<i>gong</i>	<i>rink</i>
<i>gang</i>	<i>chunk</i>	<i>bunk</i>	<i>wing</i>	<i>wink</i>
<i>song</i>	<i>snug</i>	<i>thank</i>	<i>bunk</i>	<i>sung</i>
<i>ding</i>	<i>lung</i>	<i>link</i>	<i>think</i>	<i>wink</i>
<i>honk</i>	<i>hunk</i>	<i>dank</i>	<i>sang</i>	<i>snug</i>
<i>snag</i>	<i>bang</i>	<i>king</i>	<i>wing</i>	<i>wink</i>
<i>snug</i>	<i>dank</i>	<i>bank</i>	<i>link</i>	<i>kink</i>
<i>lank</i>	<i>dink</i>	<i>chink</i>	<i>gong</i>	<i>gang</i>

Blend Phonics Fluency Drill 13 (Unit 13)

Initial Single Letter Consonant to Initial Consonant Blends

rat brat

rub scrub

rip grip

ring bring

rink drink

rag brag

rust crust

rip strip

rim brim

rip trip

rug drug

ramp cramp

rust trust

rap strap

ring string

rash crash

rush brush

rug shrug

lump plump

rub stub

lap flap

lip clip

pan span

lock block

lend blend

lack slack

lint splint

lap clap

pit spit

lip slip

link blink

lash splash

lock flock

pick spick

wept swept

lash flash

pill spill

lip flip

lick slick

till still

sill spill

lit split

Blend Phonics Fluency Drill 14 (Unit 13)

Initial Consonant Blends

<i>blank</i>	<i>drink</i>	<i>chink</i>	<i>flog</i>	<i>flag</i>
<i>plan</i>	<i>plant</i>	<i>flung</i>	<i>fling</i>	<i>spunk</i>
<i>spank</i>	<i>flit</i>	<i>flat</i>	<i>fled</i>	<i>smug</i>
<i>smog</i>	<i>block</i>	<i>black</i>	<i>blast</i>	<i>blink</i>
<i>blank</i>	<i>blend</i>	<i>bland</i>	<i>bled</i>	<i>flock</i>
<i>flack</i>	<i>smell</i>	<i>flag</i>	<i>flog</i>	<i>smash</i>
<i>smelt</i>	<i>blush</i>	<i>spit</i>	<i>spat</i>	<i>spot</i>
<i>splat</i>	<i>split</i>	<i>bliss</i>	<i>stuck</i>	<i>stock</i>
<i>stick</i>	<i>stack</i>	<i>stamp</i>	<i>stump</i>	<i>stand</i>
<i>flop</i>	<i>flip</i>	<i>flap</i>	<i>stop</i>	<i>step</i>
<i>club</i>	<i>slap</i>	<i>slip</i>	<i>slop</i>	<i>clap</i>
<i>clip</i>	<i>clap</i>	<i>still</i>	<i>plod</i>	<i>plot</i>
<i>plat</i>	<i>glad</i>	<i>gland</i>	<i>slam</i>	<i>slim</i>
<i>slum</i>	<i>slosh</i>	<i>slash</i>	<i>stem</i>	<i>click</i>
<i>clack</i>	<i>clock</i>	<i>cluck</i>	<i>clinch</i>	<i>glass</i>
<i>gloss</i>	<i>cliff</i>	<i>scat</i>	<i>scalp</i>	<i>sled</i>
<i>slid</i>	<i>slot</i>	<i>slat</i>	<i>slit</i>	<i>slab</i>
<i>stab</i>	<i>stub</i>	<i>clink</i>	<i>clank</i>	<i>clunk</i>

Blend Phonics Fluency Drill 15 (Unit 13)

Initial Consonant Blends Continued

<i>snip</i>	<i>snap</i>	<i>skin</i>	<i>snob</i>	<i>snub</i>
<i>skip</i>	<i>skid</i>	<i>clench</i>	<i>snug</i>	<i>snag</i>
<i>sang</i>	<i>sung</i>	<i>stiff</i>	<i>stuff</i>	<i>staff</i>
<i>cling</i>	<i>clang</i>	<i>clung</i>	<i>skill</i>	<i>skull</i>
<i>skiff</i>	<i>scuff</i>	<i>scoff</i>	<i>swell</i>	<i>swill</i>
<i>swift</i>	<i>snuff</i>	<i>sniff</i>	<i>scum</i>	<i>scam</i>
<i>scan</i>	<i>spin</i>	<i>span</i>	<i>spun</i>	<i>flesh</i>
<i>flash</i>	<i>flush</i>	<i>sketch</i>	<i>flip</i>	<i>flap</i>
<i>flag</i>	<i>flop</i>	<i>switch</i>	<i>spell</i>	<i>spill</i>
<i>swing</i>	<i>swung</i>	<i>swim</i>	<i>swam</i>	<i>fling</i>
<i>flung</i>	<i>smack</i>	<i>smock</i>	<i>swept</i>	<i>swap</i>
<i>swag</i>	<i>swig</i>	<i>clock</i>	<i>cliff</i>	<i>plod</i>
<i>club</i>	<i>glad</i>	<i>plan</i>	<i>stuck</i>	<i>stack</i>
<i>blend</i>	<i>flock</i>	<i>smelt</i>	<i>clap</i>	<i>clinch</i>
<i>spot</i>	<i>stop</i>	<i>stack</i>	<i>glass</i>	<i>plod</i>
<i>club</i>	<i>clap</i>	<i>bliss</i>	<i>spill</i>	<i>flog</i>
<i>flag</i>	<i>stuck</i>	<i>blush</i>	<i>spit</i>	<i>scat</i>
<i>spin</i>	<i>scam</i>	<i>swap</i>	<i>flip</i>	<i>flop</i>

Blend Phonics Fluency Drill 16 (Unit 13)

Simple Short-Vowel, 2-Syllable Words

bedrock mapkin 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 seven
wingspan filmstrip magnet tiptop catnap
trashcan hilltop nutmeg hatchet latchet
ratchet upon handstand chicken biggest
address bellhop handbag tomcat tinsmith
lapdog hotdog fishpond upset kitchen
stocking exit robin bathtub unfit

Blend Phonics Fluency Drills

Step 3

Long Vowel VCE Words

And Enrichment Review Drill

Drills 17 – 26

Units 14 - 17

Decodable Stories 20 – 27

Phonvisual Chart Picture-Sound Correspondences

a-e: ā-cake, **e-e:** ē-teee, **i-e:** ī-five, **o-e:** ō: rose, **u-e:** ū-mule

Blend Phonics Fluency Drill 17 (Unit 14)

Long ā with Final Silent e: a-e (cake)

bake	came	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	pame	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	Dave	ape	ate
Kate	blaze	trade	Game	blade
waste	drape	tale	crate	brave
name	plane	slave	quake	chase
spade	snake	shave	wave	thame
shake	pame	daze	pame	take

Blend Phonics Fluency Drill 18 (Unit 14)

Long *i* & *e* with Final Silent *e*: *i-e* (five), *e-e* (tree)

<i>bite</i>	<i>dime</i>	<i>dine</i>	<i>dike</i>	<i>fine</i>
<i>fife</i>	<i>dive</i>	<i>file</i>	<i>five</i>	<i>hide</i>
<i>hive</i>	<i>live</i>	<i>drive</i>	<i>lime</i>	<i>life</i>
<i>like</i>	<i>mine</i>	<i>these</i>	<i>mile</i>	<i>mine</i>
<i>pike</i>	<i>pine</i>	<i>pile</i>	<i>quite</i>	<i>kite</i>
<i>ride</i>	<i>shine</i>	<i>side</i>	<i>spike</i>	<i>smile</i>
<i>slime</i>	<i>here</i>	<i>swine</i>	<i>spine</i>	<i>ripe</i>
<i>time</i>	<i>tile</i>	<i>tide</i>	<i>wife</i>	<i>wine</i>
<i>side</i>	<i>pipe</i>	<i>size</i>	<i>glide</i>	<i>while</i>
<i>white</i>	<i>pride</i>	<i>prime</i>	<i>prize</i>	<i>rile</i>
<i>bite</i>	<i>bride</i>	<i>quite</i>	<i>pile</i>	<i>tide</i>
<i>glide</i>	<i>trade</i>	<i>plame</i>	<i>paste</i>	<i>lame</i>
<i>gaze</i>	<i>take</i>	<i>bake</i>	<i>fake</i>	<i>Kate</i>
<i>Mike</i>	<i>pike</i>	<i>dive</i>	<i>strife</i>	<i>mine</i>
<i>bike</i>	<i>ripe</i>	<i>chime</i>	<i>hive</i>	<i>ride</i>
<i>side</i>	<i>slide</i>	<i>quite</i>	<i>glide</i>	<i>bride</i>
<i>hire</i>	<i>thine</i>	<i>mite</i>	<i>strike</i>	<i>Pete</i>
<i>dike</i>	<i>wife</i>	<i>swipe</i>	<i>smile</i>	<i>like</i>

Blend Phonics Fluency Drill 19 (Unit 14)

Long ā, ē, ī Mixed Practice

<i>bite</i>	<i>garve</i>	<i>dine</i>	<i>lake</i>	<i>fine</i>
<i>Pete</i>	<i>size</i>	<i>these</i>	<i>pride</i>	<i>kite</i>
<i>bike</i>	<i>here</i>	<i>shame</i>	<i>fake</i>	<i>swine</i>
<i>taste</i>	<i>white</i>	<i>brave</i>	<i>quite</i>	<i>pale</i>
<i>glide</i>	<i>ripe</i>	<i>flake</i>	<i>paste</i>	<i>Pete</i>
<i>prize</i>	<i>trade</i>	<i>Kate</i>	<i>Mike</i>	<i>Dave</i>
<i>prime</i>	<i>waste</i>	<i>pile</i>	<i>glide</i>	<i>crave</i>
<i>Game</i>	<i>chase</i>	<i>quake</i>	<i>bride</i>	<i>stare</i>
<i>spike</i>	<i>tale</i>	<i>hive</i>	<i>ride</i>	<i>slave</i>
<i>shake</i>	<i>plane</i>	<i>prime</i>	<i>craze</i>	<i>pipe</i>
<i>pane</i>	<i>safe</i>	<i>shine</i>	<i>flame</i>	<i>dive</i>
<i>life</i>	<i>drape</i>	<i>mile</i>	<i>tide</i>	<i>mame</i>
<i>spade</i>	<i>mine</i>	<i>snake</i>	<i>side</i>	<i>slide</i>
<i>mite</i>	<i>lame</i>	<i>same</i>	<i>spike</i>	<i>bike</i>
<i>trade</i>	<i>glide</i>	<i>shave</i>	<i>lime</i>	<i>ape</i>
<i>five</i>	<i>Pete</i>	<i>prime</i>	<i>pane</i>	<i>take</i>
<i>thine</i>	<i>spine</i>	<i>rake</i>	<i>rate</i>	<i>wife</i>
<i>here</i>	<i>these</i>	<i>rile</i>	<i>while</i>	<i>pike</i>

Blend Phonics Fluency Drill 20 (Unit 14)

Long ō with Final Silent e: *o--e* (rose)

<i>bone</i>	<i>cone</i>	<i>cope</i>	<i>code</i>	<i>dote</i>
<i>dole</i>	<i>dome</i>	<i>globe</i>	<i>hole</i>	<i>home</i>
<i>hope</i>	<i>joke</i>	<i>lone</i>	<i>lode</i>	<i>lope</i>
<i>poke</i>	<i>pole</i>	<i>quote</i>	<i>rode</i>	<i>role</i>
<i>rope</i>	<i>sole</i>	<i>spoke</i>	<i>slope</i>	<i>smoke</i>
<i>note</i>	<i>tone</i>	<i>tote</i>	<i>stole</i>	<i>mope</i>
<i>mole</i>	<i>vote</i>	<i>woke</i>	<i>broke</i>	<i>drove</i>
<i>probe</i>	<i>those</i>	<i>globe</i>	<i>stone</i>	<i>Rome</i>
<i>coke</i>	<i>scope</i>	<i>throne</i>	<i>mole</i>	<i>doze</i>
<i>joke</i>	<i>rode</i>	<i>stroke</i>	<i>pole</i>	<i>woke</i>
<i>stove</i>	<i>tone</i>	<i>mope</i>	<i>froze</i>	<i>globe</i>
<i>rope</i>	<i>rode</i>	<i>shore</i>	<i>sore</i>	<i>lore</i>
<i>grove</i>	<i>store</i>	<i>spoke</i>	<i>coke</i>	<i>vote</i>
<i>grope</i>	<i>note</i>	<i>sole</i>	<i>froze</i>	<i>wore</i>
<i>chore</i>	<i>scope</i>	<i>rope</i>	<i>tore</i>	<i>dome</i>
<i>cone</i>	<i>cope</i>	<i>mope</i>	<i>tone</i>	<i>smore</i>
<i>more</i>	<i>joke</i>	<i>rode</i>	<i>grove</i>	<i>doze</i>
<i>choke</i>	<i>throne</i>	<i>smoke</i>	<i>robe</i>	<i>vote</i>

Blend Phonics Fluency Drill 21 (Unit 14)

Long ā, ē, ī, ō with Final Silent e (Mixed Practice)

<i>kite</i>	<i>care</i>	<i>screw</i>	<i>save</i>	<i>wide</i>
<i>sole</i>	<i>lime</i>	<i>sale</i>	<i>blame</i>	<i>while</i>
<i>ripe</i>	<i>rode</i>	<i>kite</i>	<i>shake</i>	<i>smile</i>
<i>tone</i>	<i>scope</i>	<i>throne</i>	<i>cake</i>	<i>poke</i>
<i>more</i>	<i>square</i>	<i>mole</i>	<i>spade</i>	<i>choke</i>
<i>glare</i>	<i>broke</i>	<i>Rome</i>	<i>Dave</i>	<i>smoke</i>
<i>life</i>	<i>bride</i>	<i>tame</i>	<i>skate</i>	<i>grade</i>
<i>rode</i>	<i>Pete</i>	<i>note</i>	<i>chime</i>	<i>male</i>
<i>flame</i>	<i>save</i>	<i>twine</i>	<i>base</i>	<i>make</i>
<i>glide</i>	<i>time</i>	<i>spine</i>	<i>hole</i>	<i>hike</i>
<i>late</i>	<i>drove</i>	<i>these</i>	<i>blaze</i>	<i>grape</i>
<i>strike</i>	<i>tire</i>	<i>came</i>	<i>wire</i>	<i>slate</i>
<i>date</i>	<i>parve</i>	<i>safe</i>	<i>life</i>	<i>flame</i>
<i>grape</i>	<i>gape</i>	<i>slime</i>	<i>rake</i>	<i>tire</i>
<i>grope</i>	<i>grave</i>	<i>mine</i>	<i>lime</i>	<i>smoke</i>
<i>wine</i>	<i>slide</i>	<i>broke</i>	<i>gale</i>	<i>paste</i>
<i>poste</i>	<i>here</i>	<i>size</i>	<i>grape</i>	<i>hole</i>
<i>note</i>	<i>chime</i>	<i>clime</i>	<i>rode</i>	<i>dare</i>

Blend Phonics Fluency Drill 22 (Unit 14)

Long ū with Final Silent e: *u-e* (mule)

<i>cube</i>	<i>duke</i>	<i>dune</i>	<i>cute</i>	<i>tube</i>
<i>tune</i>	<i>mule</i>	<i>flute</i>	<i>prune</i>	<i>rule</i>
<i>rule</i>	<i>rude</i>	<i>plume</i>	<i>brute</i>	<i>Luke</i>
<i>mute</i>	<i>fluke</i>	<i>duke</i>	<i>use</i>	<i>pure</i>
<i>fuse</i>	<i>tube</i>	<i>cube</i>	<i>mule</i>	<i>tube</i>
<i>brute</i>	<i>brute</i>	<i>tube</i>	<i>rube</i>	<i>June</i>
<i>cure</i>	<i>mule</i>	<i>prune</i>	<i>cube</i>	<i>flute</i>
<i>fuse</i>	<i>tune</i>	<i>fluke</i>	<i>duke</i>	<i>tune</i>
<i>Luke</i>	<i>use</i>	<i>duke</i>	<i>tube</i>	<i>mute</i>
<i>lute</i>	<i>Rube</i>	<i>brute</i>	<i>mule</i>	<i>tube</i>
<i>prune</i>	<i>tune</i>	<i>use</i>	<i>cure</i>	<i>Luke</i>
<i>tube</i>	<i>muse</i>	<i>prune</i>	<i>mute</i>	<i>rule</i>
<i>cube</i>	<i>crude</i>	<i>pure</i>	<i>lute</i>	<i>mule</i>
<i>lube</i>	<i>mule</i>	<i>duke</i>	<i>fluke</i>	<i>use</i>
<i>cure</i>	<i>pure</i>	<i>fluke</i>	<i>cute</i>	<i>lure</i>
<i>flute</i>	<i>cute</i>	<i>June</i>	<i>Rube</i>	<i>Luke</i>
<i>cure</i>	<i>pure</i>	<i>rule</i>	<i>crude</i>	<i>lute</i>
<i>use</i>	<i>tube</i>	<i>mute</i>	<i>brute</i>	<i>cure</i>

Blend Phonics Fluency Drill 23 (Unit 14)

Long ā, ē, ī, ō, ū with Final Silent e (Mixed)

<i>pane</i>	<i>fluke</i>	<i>tune</i>	<i>waste</i>	<i>use</i>
<i>bake</i>	<i>cube</i>	<i>swine</i>	<i>note</i>	<i>paste</i>
<i>those</i>	<i>time</i>	<i>save</i>	<i>vote</i>	<i>tile</i>
<i>wife</i>	<i>mope</i>	<i>haste</i>	<i>fake</i>	<i>spine</i>
<i>haste</i>	<i>wide</i>	<i>haze</i>	<i>white</i>	<i>cute</i>
<i>lake</i>	<i>dune</i>	<i>file</i>	<i>made</i>	<i>bone</i>
<i>broke</i>	<i>game</i>	<i>five</i>	<i>brave</i>	<i>mule</i>
<i>name</i>	<i>home</i>	<i>wake</i>	<i>hide</i>	<i>pale</i>
<i>like</i>	<i>Pete</i>	<i>crate</i>	<i>hive</i>	<i>late</i>
<i>role</i>	<i>lime</i>	<i>ate</i>	<i>poke</i>	<i>mile</i>
<i>take</i>	<i>poke</i>	<i>shake</i>	<i>grape</i>	<i>sake</i>
<i>mile</i>	<i>snake</i>	<i>mine</i>	<i>shade</i>	<i>pine</i>
<i>rode</i>	<i>pride</i>	<i>pole</i>	<i>mine</i>	<i>take</i>
<i>pile</i>	<i>quote</i>	<i>quite</i>	<i>rode</i>	<i>prime</i>
<i>kite</i>	<i>tame</i>	<i>probe</i>	<i>tape</i>	<i>ride</i>
<i>blame</i>	<i>rope</i>	<i>flute</i>	<i>stone</i>	<i>stake</i>
<i>plane</i>	<i>rule</i>	<i>flame</i>	<i>hope</i>	<i>robe</i>
<i>smoke</i>	<i>here</i>	<i>brute</i>	<i>chose</i>	<i>side</i>

Blend Phonics Fluency Drill 24 (Units 15, 16)

Long Vowel Phonograms & Short Words

<i>old</i>	<i>bold</i>	<i>scold</i>	<i>cold</i>	<i>gold</i>
<i>fold</i>	<i>told</i>	<i>sold</i>	<i>mold</i>	<i>hold</i>
<i>colt</i>	<i>volt</i>	<i>molt</i>	<i>bolt</i>	<i>jolt</i>
<i>toll</i>	<i>roll</i>	<i>post</i>	<i>most</i>	<i>host</i>
<i>both</i>	<i>mild</i>	<i>child</i>	<i>wild</i>	<i>rind</i>
<i>wind</i>	<i>blind</i>	<i>find</i>	<i>grind</i>	<i>kind</i>
<i>kind</i>	<i>mind</i>	<i>be</i>	<i>he</i>	<i>no</i>
<i>she</i>	<i>go</i>	<i>me</i>	<i>so</i>	<i>we</i>
<i>I</i>	<i>the</i>	<i>old</i>	<i>mind</i>	<i>wild</i>
<i>kind</i>	<i>sold</i>	<i>blind</i>	<i>jolt</i>	<i>fold</i>
<i>hold</i>	<i>kind</i>	<i>scold</i>	<i>child</i>	<i>mild</i>
<i>both</i>	<i>told</i>	<i>molt</i>	<i>host</i>	<i>rind</i>
<i>mind</i>	<i>roll</i>	<i>toll</i>	<i>so</i>	<i>he</i>
<i>no</i>	<i>go</i>	<i>grind</i>	<i>cold</i>	<i>most</i>
<i>post</i>	<i>he</i>	<i>she</i>	<i>me</i>	<i>hold</i>
<i>host</i>	<i>be</i>	<i>kind</i>	<i>volt</i>	<i>I</i>
<i>so</i>	<i>child</i>	<i>no</i>	<i>go</i>	<i>wind</i>
<i>both</i>	<i>we</i>	<i>wild</i>	<i>child</i>	<i>most</i>

Blend Phonics Fluency Drill 25 (Unit 17)

Enrichment Review – Short Vowels w/Cons. Blends.

<i>brag</i>	<i>drug</i>	<i>drag</i>	<i>frog</i>	<i>drop</i>
<i>drip</i>	<i>crunch</i>	<i>grim</i>	<i>brand</i>	<i>fresh</i>
<i>prank</i>	<i>brass</i>	<i>French</i>	<i>Fred</i>	<i>Frank</i>
<i>frost</i>	<i>brim</i>	<i>drank</i>	<i>drink</i>	<i>drunk</i>
<i>bring</i>	<i>drum</i>	<i>frock</i>	<i>brash</i>	<i>brush</i>
<i>brunch</i>	<i>branch</i>	<i>brink</i>	<i>brick</i>	<i>grand</i>
<i>grant</i>	<i>print</i>	<i>prim</i>	<i>press</i>	<i>dress</i>
<i>grass</i>	<i>crab</i>	<i>crib</i>	<i>trim</i>	<i>tram</i>
<i>tromp</i>	<i>trump</i>	<i>crash</i>	<i>crush</i>	<i>crest</i>
<i>crack</i>	<i>crust</i>	<i>cramp</i>	<i>crimp</i>	<i>gruff</i>
<i>trot</i>	<i>trod</i>	<i>crisp</i>	<i>truck</i>	<i>track</i>
<i>trick</i>	<i>trunk</i>	<i>trend</i>	<i>trust</i>	<i>twist</i>
<i>grip</i>	<i>grasp</i>	<i>crop</i>	<i>drill</i>	<i>plug</i>
<i>pluck</i>	<i>plank</i>	<i>grad</i>	<i>grid</i>	<i>blend</i>
<i>bland</i>	<i>blond</i>	<i>blast</i>	<i>blest</i>	<i>bled</i>
<i>glad</i>	<i>clang</i>	<i>clung</i>	<i>cling</i>	<i>surung</i>
<i>swing</i>	<i>prong</i>	<i>string</i>	<i>strung</i>	<i>sprung</i>
<i>sprang</i>	<i>spring</i>	<i>stick</i>	<i>stamp</i>	<i>crunch</i>

Blend Phonics Fluency Drill 26 (Units 1-17)

Mixed Short and Long Vowel Review

<i>cap</i>	<i>cape</i>	<i>past</i>	<i>paste</i>	<i>back</i>
<i>bake</i>	<i>rid</i>	<i>ride</i>	<i>go</i>	<i>so</i>
<i>me</i>	<i>rat</i>	<i>rate</i>	<i>gap</i>	<i>gape</i>
<i>fad</i>	<i>fade</i>	<i>was</i>	<i>brag</i>	<i>dim</i>
<i>dime</i>	<i>kit</i>	<i>kite</i>	<i>site</i>	<i>sit</i>
<i>note</i>	<i>not</i>	<i>tub</i>	<i>tub</i>	<i>rid</i>
<i>ride</i>	<i>robe</i>	<i>rob</i>	<i>snack</i>	<i>snake</i>
<i>sang</i>	<i>cub</i>	<i>cube</i>	<i>pet</i>	<i>Pete</i>
<i>at</i>	<i>ate</i>	<i>quake</i>	<i>quack</i>	<i>quick</i>
<i>hate</i>	<i>hat</i>	<i>hop</i>	<i>hope</i>	<i>back</i>
<i>black</i>	<i>ride</i>	<i>rid</i>	<i>chat</i>	<i>water</i>
<i>was</i>	<i>what</i>	<i>fish</i>	<i>he</i>	<i>shell</i>
<i>fix</i>	<i>tax</i>	<i>yes</i>	<i>kiss</i>	<i>lass</i>
<i>moss</i>	<i>next</i>	<i>gulp</i>	<i>tent</i>	<i>ship</i>
<i>shop</i>	<i>mash</i>	<i>bath</i>	<i>the</i>	<i>with</i>
<i>chat</i>	<i>catch</i>	<i>press</i>	<i>fog</i>	<i>frog</i>
<i>did</i>	<i>bib</i>	<i>bed</i>	<i>crust</i>	<i>brush</i>
<i>shake</i>	<i>wife</i>	<i>taste</i>	<i>plane</i>	<i>hot</i>

Blend Phonics Fluency Drills

Step 4

R-Controlled Vowels

Drills 27 – 30

Units 18 - 20

Decodable Stories 28 – 31

Phonvisual Chart Picture-Sound Correspondences

ar: car, **or:** fork, **er/ir/ur/or:** fir

Blend Phonics Fluency Drill 27 (Unit 18)

Phonogram *ar* (car)

<i>bar</i>	<i>dark</i>	<i>dart</i>	<i>tart</i>	<i>mark</i>
<i>hark</i>	<i>bark</i>	<i>scar</i>	<i>barn</i>	<i>darm</i>
<i>far</i>	<i>mart</i>	<i>star</i>	<i>car</i>	<i>farm</i>
<i>park</i>	<i>tar</i>	<i>chart</i>	<i>start</i>	<i>cart</i>
<i>hard</i>	<i>part</i>	<i>jar</i>	<i>spark</i>	<i>lark</i>
<i>smart</i>	<i>starch</i>	<i>stark</i>	<i>art</i>	<i>arch</i>
<i>march</i>	<i>harm</i>	<i>yarm</i>	<i>sharp</i>	<i>arm</i>
<i>charm</i>	<i>harmless</i>	<i>harmful</i>	<i>harvest</i>	<i>part</i>
<i>warm</i>	<i>march</i>	<i>harm</i>	<i>lard</i>	<i>bark</i>
<i>Mark</i>	<i>scarf</i>	<i>yarm</i>	<i>part</i>	<i>smart</i>
<i>are</i>	<i>card</i>	<i>tar</i>	<i>park</i>	<i>March</i>
<i>march</i>	<i>hard</i>	<i>chart</i>	<i>arm</i>	<i>farm</i>
<i>part</i>	<i>dart</i>	<i>darting</i>	<i>sharp</i>	<i>star</i>
<i>marsh</i>	<i>harsh</i>	<i>cart</i>	<i>jar</i>	<i>harp</i>
<i>harm</i>	<i>art</i>	<i>mar</i>	<i>yard</i>	<i>darm</i>
<i>arch</i>	<i>arm</i>	<i>ark</i>	<i>hark</i>	<i>smart</i>
<i>jar</i>	<i>Mark</i>	<i>star</i>	<i>barn</i>	<i>far</i>
<i>tar</i>	<i>shark</i>	<i>park</i>	<i>smarl</i>	<i>Carl</i>

Blend Phonics Fluency Drill 28 (Unit 19)

Phonogram *or* (fork)

<i>born</i>	<i>horn</i>	<i>thorn</i>	<i>fork</i>	<i>torn</i>
<i>cord</i>	<i>cork</i>	<i>fort</i>	<i>scorn</i>	<i>torch</i>
<i>scorch</i>	<i>corn</i>	<i>horse</i>	<i>storm</i>	<i>for</i>
<i>pork</i>	<i>porch</i>	<i>stork</i>	<i>worm</i>	<i>north</i>
<i>sort</i>	<i>short</i>	<i>or</i>	<i>mor</i>	<i>before</i>
<i>morn</i>	<i>morning</i>	<i>Lord</i>	<i>stork</i>	<i>fort</i>
<i>forth</i>	<i>worm</i>	<i>fort</i>	<i>sort</i>	<i>corn</i>
<i>morn</i>	<i>or</i>	<i>cork</i>	<i>pork</i>	<i>torch</i>
<i>thorn</i>	<i>porch</i>	<i>for</i>	<i>cord</i>	<i>ford</i>
<i>torn</i>	<i>sport</i>	<i>north</i>	<i>short</i>	<i>pork</i>
<i>port</i>	<i>work</i>	<i>sort</i>	<i>port</i>	<i>fork</i>
<i>form</i>	<i>north</i>	<i>forth</i>	<i>horn</i>	<i>morn</i>
<i>short</i>	<i>forth</i>	<i>storm</i>	<i>corn</i>	<i>torn</i>
<i>sport</i>	<i>tort</i>	<i>scorn</i>	<i>form</i>	<i>horn</i>
<i>north</i>	<i>corn</i>	<i>form</i>	<i>north</i>	<i>porch</i>
<i>fork</i>	<i>Lord</i>	<i>horn</i>	<i>born</i>	<i>stork</i>
<i>sort</i>	<i>short</i>	<i>fork</i>	<i>or</i>	<i>for</i>
<i>fort</i>	<i>port</i>	<i>cork</i>	<i>pork</i>	<i>or</i>

Blend Phonics Fluency Drill 29 (Unit 20)

Phonograms *er, ir, ur*, and sometimes *or* (fir)

<i>bird</i>	<i>stir</i>	<i>fir</i>	<i>birth</i>	<i>dirt</i>
<i>first</i>	<i>girl</i>	<i>sir</i>	<i>third</i>	<i>clerk</i>
<i>fern</i>	<i>her</i>	<i>jerk</i>	<i>herd</i>	<i>term</i>
<i>runner</i>	<i>camper</i>	<i>cutter</i>	<i>sitter</i>	<i>catcher</i>
<i>starter</i>	<i>chopper</i>	<i>swimmer</i>	<i>dipper</i>	<i>sender</i>
<i>drummer</i>	<i>spinner</i>	<i>helper</i>	<i>jumper</i>	<i>marker</i>
<i>farmer</i>	<i>pitcher</i>	<i>after</i>	<i>better</i>	<i>never</i>
<i>mister</i>	<i>under</i>	<i>matter</i>	<i>batter</i>	<i>bitter</i>
<i>sister</i>	<i>mister</i>	<i>blister</i>	<i>dinner</i>	<i>summer</i>
<i>winter</i>	<i>tender</i>	<i>skipper</i>	<i>ladder</i>	<i>madder</i>
<i>gladder</i>	<i>hammer</i>	<i>slumber</i>	<i>litter</i>	<i>millar</i>
<i>glummer</i>	<i>slimmer</i>	<i>winner</i>	<i>hurt</i>	<i>curb</i>
<i>planner</i>	<i>curl</i>	<i>fur</i>	<i>purr</i>	<i>turn</i>
<i>burn</i>	<i>doctor</i>	<i>factor</i>	<i>janitor</i>	<i>actor</i>
<i>work</i>	<i>worm</i>	<i>world</i>	<i>visitor</i>	<i>worst</i>
<i>word</i>	<i>worker</i>	<i>church</i>	<i>Bert</i>	<i>perch</i>
<i>chirp</i>	<i>squirm</i>	<i>curl</i>	<i>shirt</i>	<i>hers</i>
<i>thirst</i>	<i>fur</i>	<i>jerk</i>	<i>herd</i>	<i>burst</i>

Blend Phonics Fluency Drill 30 (Units 18, 19, 20)

R-Controlled Vowels (Mixed Words)

<i>car</i>	<i>cord</i>	<i>late</i>	<i>brag</i>	<i>her</i>
<i>he</i>	<i>ship</i>	<i>her</i>	<i>nurse</i>	<i>fur</i>
<i>ate</i>	<i>storm</i>	<i>was</i>	<i>truck</i>	<i>fire</i>
<i>spike</i>	<i>paste</i>	<i>form</i>	<i>when</i>	<i>fir</i>
<i>what</i>	<i>size</i>	<i>that</i>	<i>latch</i>	<i>work</i>
<i>glide</i>	<i>crate</i>	<i>quote</i>	<i>flute</i>	<i>turn</i>
<i>drove</i>	<i>cold</i>	<i>wild</i>	<i>gold</i>	<i>burn</i>
<i>find</i>	<i>the</i>	<i>smart</i>	<i>charm</i>	<i>pole</i>
<i>black</i>	<i>dark</i>	<i>morning</i>	<i>world</i>	<i>wild</i>
<i>never</i>	<i>farmer</i>	<i>doctor</i>	<i>lack</i>	<i>find</i>
<i>lake</i>	<i>Mack</i>	<i>make</i>	<i>wake</i>	<i>tin</i>
<i>slam</i>	<i>switch</i>	<i>on</i>	<i>clock</i>	<i>kind</i>
<i>cute</i>	<i>cod</i>	<i>slope</i>	<i>flute</i>	<i>brag</i>
<i>up</i>	<i>tube</i>	<i>smoke</i>	<i>cone</i>	<i>tile</i>
<i>fin</i>	<i>fine</i>	<i>shame</i>	<i>lip</i>	<i>code</i>
<i>grape</i>	<i>dishpan</i>	<i>handstand</i>	<i>picnic</i>	<i>run</i>
<i>hilltop</i>	<i>duck</i>	<i>quick</i>	<i>quack</i>	<i>cork</i>
<i>quit</i>	<i>bug</i>	<i>carve</i>	<i>mule</i>	<i>grass</i>

Blend Phonics Fluency Drills

Step 5

Vowel Digraphs & Diphthongs

Drills 32 - 47

Units 21 - 34

Decodable Stories 32 – 49

Phonvisual Chart Picture-Sound Correspondences

ay/ai: cake; **ee:** tree; **ea:** tree, bed, cake; **ie:** five, tree

y: tree, five; **oa/oe:** rose; **ow:** rose, cow; **ou:** cow, rose;

oy/oi: boy; **oo:** moon, book; **aw/au:** saw; **al/all:** saw

Blend Phonics Fluency Drill 32 (Unit 21)

Vowel Digraphs *ai, ay*: (ate)

<i>ail</i>	<i>paid</i>	<i>pail</i>	<i>may</i>	<i>bail</i>
<i>bait</i>	<i>laid</i>	<i>lay</i>	<i>bay</i>	<i>hay</i>
<i>day</i>	<i>brain</i>	<i>clay</i>	<i>gray</i>	<i>fail</i>
<i>rail</i>	<i>pay</i>	<i>pray</i>	<i>grain</i>	<i>gain</i>
<i>drain</i>	<i>rain</i>	<i>ray</i>	<i>sail</i>	<i>say</i>
<i>jail</i>	<i>tail</i>	<i>trail</i>	<i>sway</i>	<i>maid</i>
<i>train</i>	<i>jay</i>	<i>gay</i>	<i>way</i>	<i>wail</i>
<i>mail</i>	<i>wait</i>	<i>plain</i>	<i>play</i>	<i>claim</i>
<i>strain</i>	<i>strait</i>	<i>pain</i>	<i>paint</i>	<i>faint</i>
<i>chair</i>	<i>tray</i>	<i>railway</i>	<i>runway</i>	<i>away</i>
<i>chain</i>	<i>aim</i>	<i>pray</i>	<i>strain</i>	<i>hair</i>
<i>maid</i>	<i>clay</i>	<i>quaint</i>	<i>drain</i>	<i>ray</i>
<i>chair</i>	<i>pair</i>	<i>bray</i>	<i>say</i>	<i>rail</i>
<i>sway</i>	<i>fair</i>	<i>lay</i>	<i>may</i>	<i>mail</i>
<i>ray</i>	<i>gray</i>	<i>trail</i>	<i>mail</i>	<i>bay</i>
<i>faint</i>	<i>pair</i>	<i>paid</i>	<i>aim</i>	<i>Cain</i>
<i>wail</i>	<i>pay</i>	<i>saint</i>	<i>stray</i>	<i>sway</i>
<i>may</i>	<i>Kay</i>	<i>May</i>	<i>quail</i>	<i>sail</i>

Blend Phonics Fluency Drill 33 (Unit 22)

Long Vowel Digraphs *ee, ea*: *ēe, ēa*: (tree)

<i>bee</i>	<i>keen</i>	<i>sleet</i>	<i>beef</i>	<i>free</i>
<i>peep</i>	<i>sweep</i>	<i>beech</i>	<i>freeze</i>	<i>peek</i>
<i>sweet</i>	<i>beet</i>	<i>fleet</i>	<i>reed</i>	<i>sheep</i>
<i>deed</i>	<i>green</i>	<i>see</i>	<i>meet</i>	<i>deep</i>
<i>greet</i>	<i>seed</i>	<i>need</i>	<i>breeze</i>	<i>heed</i>
<i>heel</i>	<i>seem</i>	<i>wee</i>	<i>fee</i>	<i>seem</i>
<i>weed</i>	<i>feet</i>	<i>feel</i>	<i>feed</i>	<i>jeep</i>
<i>sleep</i>	<i>week</i>	<i>keep</i>	<i>sleeve</i>	<i>weep</i>
<i>three</i>	<i>beat</i>	<i>each</i>	<i>reach</i>	<i>read</i>
<i>beach</i>	<i>leaf</i>	<i>beast</i>	<i>leap</i>	<i>real</i>
<i>beam</i>	<i>leave</i>	<i>cream</i>	<i>lean</i>	<i>cheat</i>
<i>meal</i>	<i>cheap</i>	<i>least</i>	<i>deal</i>	<i>sea</i>
<i>dream</i>	<i>seat</i>	<i>feast</i>	<i>treat</i>	<i>team</i>
<i>tea</i>	<i>east</i>	<i>teach</i>	<i>eat</i>	<i>feat</i>
<i>peach</i>	<i>steal</i>	<i>fear</i>	<i>mear</i>	<i>clean</i>
<i>scream</i>	<i>steel</i>	<i>steal</i>	<i>deer</i>	<i>dear</i>
<i>seem</i>	<i>seam</i>	<i>week</i>	<i>weak</i>	<i>leap</i>
<i>meet</i>	<i>meat</i>	<i>teem</i>	<i>team</i>	<i>keep</i>

Blend Phonics Fluency Drill 34 (Unit 23)

Vowel Digraph *ea*: ěa, eā

ěa (bed)

threat thread tread bread wealth
read weather breath dead death
health instead deaf sweat tread
sweater spread treads heather head
heaven leaven thread threads stead

eā (cake)

steak break great bear breaker
daybreak swear tear bears wear

ěa eā mixed

read tear pears wear head
health break bears death wealth
sweater daybreak breath weather swear
tread swear deaf sweat head
heather break instead health breaker
wear bread tread weather great
heaven stead leaven thread stead

Blend Phonics Fluency Drill 35 (Units 24)

Vowel Digraph *ie*: īe and iē

īe: (fīve)

<i>cried</i>	<i>lies</i>	<i>tied</i>	<i>cries</i>	<i>lied</i>
<i>tried</i>	<i>dried</i>	<i>pie</i>	<i>dries</i>	<i>pies</i>
<i>spies</i>	<i>fried</i>	<i>lie</i>	<i>tie</i>	<i>ties</i>

iē: (tree)

<i>priest</i>	<i>relief</i>	<i>believe</i>	<i>brief</i>	<i>chief</i>
<i>yield</i>	<i>grief</i>	<i>field</i>	<i>thief</i>	<i>priests</i>

Mixed īe iē

<i>chief</i>	<i>cried</i>	<i>pie</i>	<i>field</i>	<i>tie</i>
<i>tried</i>	<i>thief</i>	<i>lie</i>	<i>priests</i>	<i>pies</i>
<i>yield</i>	<i>pies</i>	<i>grief</i>	<i>dries</i>	<i>dried</i>
<i>believe</i>	<i>lied</i>	<i>ties</i>	<i>grief</i>	<i>tied</i>
<i>pie</i>	<i>brief</i>	<i>lied</i>	<i>thief</i>	<i>tie</i>

Blend Phonics Fluency Drill 36 (Unit 25)

y = ī in 1-syllable words; *y* = ĭ (or ē) in Polysyllables

<i>army</i>	<i>handy</i>	<i>sleepy</i>	<i>my</i>	<i>candy</i>
<i>hilly</i>	<i>thirty</i>	<i>ply</i>	<i>guppy</i>	<i>healthy</i>
<i>twenty</i>	<i>sly</i>	<i>daddy</i>	<i>bunny</i>	<i>silly</i>
<i>try</i>	<i>dolly</i>	<i>fifty</i>	<i>wealthy</i>	<i>sky</i>
<i>dusty</i>	<i>messy</i>	<i>shy</i>	<i>funny</i>	<i>penny</i>
<i>by</i>	<i>why</i>	<i>gummy</i>	<i>puppy</i>	<i>cry</i>
<i>party</i>	<i>rainy</i>	<i>dry</i>	<i>happy</i>	<i>sunny</i>
<i>fly</i>	<i>myself</i>	<i>pretty</i>	<i>foggy</i>	<i>Henry</i>
<i>copy</i>	<i>sloppy</i>	<i>sixty</i>	<i>flimsy</i>	<i>pry</i>
<i>sandy</i>	<i>spy</i>	<i>fishy</i>	<i>witty</i>	<i>by</i>
<i>windy</i>	<i>puppy</i>	<i>try</i>	<i>penny</i>	<i>messy</i>
<i>dandy</i>	<i>my</i>	<i>sadly</i>	<i>fly</i>	<i>empty</i>
<i>dizzy</i>	<i>jelly</i>	<i>Jimmy</i>	<i>silly</i>	<i>thirty</i>
<i>sky</i>	<i>daddy</i>	<i>Billy</i>	<i>gladly</i>	<i>grumpy</i>
<i>sandy</i>	<i>shy</i>	<i>sadly</i>	<i>madly</i>	<i>sky</i>
<i>shy</i>	<i>fly</i>	<i>army</i>	<i>candy</i>	<i>my</i>
<i>my</i>	<i>myself</i>	<i>sixty</i>	<i>fishy</i>	<i>funny</i>
<i>sloppy</i>	<i>by</i>	<i>hungry</i>	<i>starry</i>	<i>sky</i>

Blend Phonics Fluency Drill 37 (Unit 26)

Long ō Vowel Digraphs *oa*, *oe* (rose)

<i>boat</i>	<i>load</i>	<i>roast</i>	<i>Joe</i>	<i>boast</i>
<i>loaf</i>	<i>soap</i>	<i>toe</i>	<i>coat</i>	<i>road</i>
<i>toes</i>	<i>coach</i>	<i>soapy</i>	<i>foe</i>	<i>woe</i>
<i>coast</i>	<i>soak</i>	<i>goes</i>	<i>goat</i>	<i>toad</i>
<i>hoe</i>	<i>float</i>	<i>throat</i>	<i>hoed</i>	<i>board</i>
<i>coal</i>	<i>oak</i>	<i>cloak</i>	<i>foam</i>	<i>loam</i>
<i>goad</i>	<i>toast</i>	<i>bloat</i>	<i>oat</i>	<i>goes</i>
<i>whoa</i>	<i>loan</i>	<i>oats</i>	<i>hoe</i>	<i>Joe</i>
<i>Moe</i>	<i>goal</i>	<i>goals</i>	<i>goad</i>	<i>load</i>
<i>goat</i>	<i>foe</i>	<i>doe</i>	<i>woe</i>	<i>roam</i>
<i>toe</i>	<i>soak</i>	<i>boast</i>	<i>boat</i>	<i>boats</i>
<i>hoe</i>	<i>roast</i>	<i>loaf</i>	<i>groan</i>	<i>toes</i>
<i>oak</i>	<i>roam</i>	<i>Joe</i>	<i>toads</i>	<i>coach</i>
<i>oats</i>	<i>boast</i>	<i>toe</i>	<i>toes</i>	<i>loads</i>
<i>roads</i>	<i>goads</i>	<i>boat</i>	<i>toads</i>	<i>boat</i>
<i>foam</i>	<i>toes</i>	<i>hoes</i>	<i>soak</i>	<i>groan</i>
<i>roast</i>	<i>roasts</i>	<i>hoe</i>	<i>Joe</i>	<i>moat</i>
<i>soak</i>	<i>oats</i>	<i>doe</i>	<i>toe</i>	<i>toad</i>

Blend Phonics Fluency Drill 38 (Unit 27)

Digraph *ow*, Diphthong *ow*

Digraph *ōw*: (rose)

<i>bow</i>	<i>slow</i>	<i>window</i>	<i>bowl</i>	<i>blow</i>
<i>throw</i>	<i>yellow</i>	<i>crow</i>	<i>show</i>	<i>glow</i>
<i>shown</i>	<i>grow</i>	<i>snow</i>	<i>grown</i>	<i>fellow</i>
<i>growth</i>	<i>follow</i>	<i>flow</i>	<i>hollow</i>	<i>low</i>
<i>pillow</i>	<i>shadow</i>	<i>shown</i>	<i>own</i>	<i>row</i>

Diphthong *ow*: (cow)

<i>frown</i>	<i>flower</i>	<i>gown</i>	<i>growl</i>	<i>cow</i>
<i>howl</i>	<i>crowd</i>	<i>power</i>	<i>how</i>	<i>clown</i>
<i>powder</i>	<i>crown</i>	<i>drown</i>	<i>town</i>	<i>down</i>
<i>brown</i>	<i>mow</i>	<i>sow</i>	<i>howls</i>	<i>prowl</i>

Mixed *ow* Practice

<i>slow</i>	<i>frown</i>	<i>crow</i>	<i>flower</i>	<i>sow</i>
<i>brown</i>	<i>crown</i>	<i>low</i>	<i>blow</i>	<i>powder</i>
<i>pillow</i>	<i>flow</i>	<i>powder</i>	<i>hollow</i>	<i>clown</i>
<i>shadow</i>	<i>crowd</i>	<i>glow</i>	<i>drown</i>	<i>grow</i>
<i>show</i>	<i>own</i>	<i>how</i>	<i>crown</i>	<i>blows</i>

Blend Phonics Fluency Drill 39 (Units 27, 28)

Diphthongs *ou, ow*: (cow)

<i>out</i>	<i>found</i>	<i>flour</i>	<i>south</i>	<i>town</i>
<i>count</i>	<i>scout</i>	<i>cow</i>	<i>pound</i>	<i>cloud</i>
<i>pouch</i>	<i>loud</i>	<i>down</i>	<i>ground</i>	<i>our</i>
<i>mouth</i>	<i>howl</i>	<i>pout</i>	<i>sound</i>	<i>sour</i>
<i>drown</i>	<i>crouch</i>	<i>fowl</i>	<i>gown</i>	<i>mouth</i>
<i>owl</i>	<i>grouch</i>	<i>gown</i>	<i>round</i>	<i>out</i>
<i>crown</i>	<i>clown</i>	<i>drown</i>	<i>clown</i>	<i>spout</i>
<i>stout</i>	<i>round</i>	<i>trout</i>	<i>prowl</i>	<i>stout</i>
<i>hound</i>	<i>scout</i>	<i>count</i>	<i>ouch</i>	<i>south</i>
<i>flower</i>	<i>powder</i>	<i>proud</i>	<i>scout</i>	<i>how</i>
<i>town</i>	<i>cloud</i>	<i>mouth</i>	<i>brown</i>	<i>out</i>
<i>proud</i>	<i>spout</i>	<i>growl</i>	<i>pouch</i>	<i>pout</i>
<i>sprout</i>	<i>down</i>	<i>crown</i>	<i>wound</i>	<i>ground</i>
<i>fowl</i>	<i>flour</i>	<i>foul</i>	<i>drown</i>	<i>hound</i>
<i>pound</i>	<i>flower</i>	<i>bow</i>	<i>plow</i>	<i>stout</i>
<i>trout</i>	<i>flout</i>	<i>sour</i>	<i>bow</i>	<i>fowl</i>
<i>growl</i>	<i>brow</i>	<i>hound</i>	<i>sound</i>	<i>grouch</i>
<i>mouth</i>	<i>pouch</i>	<i>couch</i>	<i>out</i>	<i>clout</i>

Blend Phonics Fluency Drill 40 (Unit 29)

Diphthongs *oy*, *oi*: (boy)

<i>toys</i>	<i>boil</i>	<i>coy</i>	<i>coin</i>	<i>point</i>
<i>point</i>	<i>oyster</i>	<i>foist</i>	<i>joy</i>	<i>toil</i>
<i>oil</i>	<i>Troy</i>	<i>broil</i>	<i>foil</i>	<i>join</i>
<i>spoil</i>	<i>coin</i>	<i>spoil</i>	<i>Roy</i>	<i>boy</i>
<i>boys</i>	<i>coy</i>	<i>soil</i>	<i>boil</i>	<i>cloy</i>
<i>moist</i>	<i>oil</i>	<i>Roy</i>	<i>soil</i>	<i>toil</i>
<i>cloy</i>	<i>loin</i>	<i>toil</i>	<i>point</i>	<i>joys</i>
<i>coil</i>	<i>boil</i>	<i>soy</i>	<i>joy</i>	<i>join</i>
<i>joins</i>	<i>join</i>	<i>soil</i>	<i>join</i>	<i>broil</i>
<i>joy</i>	<i>coil</i>	<i>toil</i>	<i>soil</i>	<i>moist</i>
<i>toil</i>	<i>loin</i>	<i>foil</i>	<i>joint</i>	<i>joints</i>
<i>oil</i>	<i>boy</i>	<i>point</i>	<i>oink</i>	<i>hoist</i>
<i>foist</i>	<i>hoist</i>	<i>point</i>	<i>Troy</i>	<i>Roy</i>
<i>coy</i>	<i>coin</i>	<i>coins</i>	<i>coils</i>	<i>coil</i>
<i>hoist</i>	<i>Roy</i>	<i>boil</i>	<i>toil</i>	<i>toy</i>
<i>toys</i>	<i>point</i>	<i>coin</i>	<i>join</i>	<i>joys</i>
<i>spoil</i>	<i>toil</i>	<i>Troy</i>	<i>boy</i>	<i>Loy</i>
<i>loin</i>	<i>coin</i>	<i>joy</i>	<i>boil</i>	<i>foil</i>

Blend Phonics Fluency Drill 41 (Unit 21-29)

-y & Vowel Digraphs & Diphthongs (Mixed Practice)

<i>loin</i>	<i>coin</i>	<i>joy</i>	<i>boil</i>	<i>foil</i>
<i>toys</i>	<i>town</i>	<i>army</i>	<i>boat</i>	<i>read</i>
<i>cow</i>	<i>great</i>	<i>day</i>	<i>paid</i>	<i>sheep</i>
<i>crown</i>	<i>daddy</i>	<i>by</i>	<i>pie</i>	<i>head</i>
<i>bread</i>	<i>hay</i>	<i>goat</i>	<i>Joe</i>	<i>soak</i>
<i>why</i>	<i>by</i>	<i>brown</i>	<i>break</i>	<i>bears</i>
<i>crow</i>	<i>crowd</i>	<i>power</i>	<i>flour</i>	<i>shy</i>
<i>messy</i>	<i>daddy</i>	<i>loin</i>	<i>weather</i>	<i>sadly</i>
<i>shy</i>	<i>toast</i>	<i>deer</i>	<i>dear</i>	<i>sea</i>
<i>see</i>	<i>rainy</i>	<i>oil</i>	<i>crow</i>	<i>own</i>
<i>pillow</i>	<i>show</i>	<i>steak</i>	<i>funny</i>	<i>bunny</i>
<i>dry</i>	<i>real</i>	<i>teach</i>	<i>sandy</i>	<i>mail</i>
<i>cream</i>	<i>fear</i>	<i>flower</i>	<i>shown</i>	<i>coin</i>
<i>Roy</i>	<i>cry</i>	<i>cried</i>	<i>field</i>	<i>happy</i>
<i>thief</i>	<i>hoe</i>	<i>toe</i>	<i>dead</i>	<i>pray</i>
<i>paid</i>	<i>petty</i>	<i>fly</i>	<i>glow</i>	<i>grow</i>
<i>rainbow</i>	<i>flow</i>	<i>Roy</i>	<i>yield</i>	<i>toad</i>
<i>steal</i>	<i>steel</i>	<i>copy</i>	<i>fishy</i>	<i>my</i>

Blend Phonics Fluency Drill 42 (Unit 31)

Long oo: oo (moon)

<i>boot</i>	<i>moon</i>	<i>stoop</i>	<i>foolish</i>	<i>booth</i>
<i>roof</i>	<i>spoon</i>	<i>smooth</i>	<i>bloom</i>	<i>loose</i>
<i>spool</i>	<i>coo</i>	<i>room</i>	<i>shoot</i>	<i>spoon</i>
<i>moonday</i>	<i>cool</i>	<i>proof</i>	<i>too</i>	<i>boost</i>
<i>toothbrush</i>	<i>mood</i>	<i>tool</i>	<i>scooter</i>	<i>droop</i>
<i>gloom</i>	<i>tooth</i>	<i>papoose</i>	<i>food</i>	<i>moon</i>
<i>troop</i>	<i>tooting</i>	<i>groom</i>	<i>soon</i>	<i>tool</i>
<i>coolness</i>	<i>goose</i>	<i>roost</i>	<i>zoo</i>	<i>doom</i>
<i>smoother</i>	<i>stool</i>	<i>cooler</i>	<i>scoop</i>	<i>pool</i>
<i>loop</i>	<i>broom</i>	<i>root</i>	<i>roomy</i>	<i>hoot</i>
<i>groove</i>	<i>choose</i>	<i>soothe</i>	<i>boom</i>	<i>boot</i>
<i>cool</i>	<i>moon</i>	<i>coo</i>	<i>moo</i>	<i>loose</i>
<i>proof</i>	<i>bloom</i>	<i>zoo</i>	<i>smooth</i>	<i>scoop</i>
<i>tooth</i>	<i>loose</i>	<i>fool</i>	<i>pool</i>	<i>spoon</i>
<i>smooth</i>	<i>spooky</i>	<i>scooter</i>	<i>choose</i>	<i>doom</i>
<i>school</i>	<i>broom</i>	<i>room</i>	<i>roomy</i>	<i>cool</i>
<i>room</i>	<i>broom</i>	<i>groom</i>	<i>smooth</i>	<i>food</i>
<i>teaspoon</i>	<i>croon</i>	<i>fool</i>	<i>zoom</i>	<i>tool</i>

Blend Phonics Fluency Drill 43 (Unit 32)

Short Sound of oo: oo (book)

<i>book</i>	<i>good</i>	<i>hood</i>	<i>shook</i>	<i>foot</i>
<i>booklet</i>	<i>look</i>	<i>wool</i>	<i>cook</i>	<i>soot</i>
<i>footstep</i>	<i>looking</i>	<i>wood</i>	<i>crook</i>	<i>hook</i>
<i>goodness</i>	<i>wooden</i>	<i>brook</i>	<i>hoof</i>	<i>took</i>
<i>woolen</i>	<i>cooker</i>	<i>hook</i>	<i>stood</i>	<i>book</i>
<i>shook</i>	<i>book</i>	<i>mook</i>	<i>foot</i>	<i>look</i>
<i>fishhook</i>	<i>took</i>	<i>shook</i>	<i>footer</i>	<i>stood</i>
<i>woodpile</i>	<i>look</i>	<i>hook</i>	<i>foot</i>	<i>book</i>
<i>woodshed</i>	<i>brook</i>	<i>took</i>	<i>soot</i>	<i>wood</i>
<i>plywood</i>	<i>wooden</i>	<i>hood</i>	<i>rook</i>	<i>hook</i>
<i>book</i>	<i>shook</i>	<i>brook</i>	<i>hood</i>	<i>soot</i>
<i>cook</i>	<i>hood</i>	<i>sooty</i>	<i>cookie</i>	<i>hoof</i>
<i>stood</i>	<i>cookout</i>	<i>hook</i>	<i>took</i>	<i>crook</i>
<i>look</i>	<i>unhook</i>	<i>mook</i>	<i>wood</i>	<i>brook</i>
<i>fishhook</i>	<i>foot</i>	<i>rook</i>	<i>woof</i>	<i>wool</i>
<i>plywood</i>	<i>rook</i>	<i>brook</i>	<i>foot</i>	<i>book</i>
<i>good</i>	<i>rookie</i>	<i>hook</i>	<i>look</i>	<i>soot</i>
<i>foot</i>	<i>look</i>	<i>soot</i>	<i>brook</i>	<i>hook</i>

Blend Phonics Fluency Drill 44 (Unit 31, 32)

Long oo: (moon), Short oo: (book) (Mixed Practice)

foot	moon	good	stoop	loose
shook	room	spoon	book	foot
troop	gloom	look	foot	hood
pool	spoon	rook	look	rookie
good	wood	troop	choose	moo
stood	look	pool	cooker	good
tooth	smooth	look	school	roost
zoo	shook	hook	foot	book
soot	moon	spooky	scooter	roomy
cool	footstep	hoof	gloom	proof
bloom	took	wood	tooth	school
groove	goose	wool	smooth	bloom
loose	croon	brook	hood	nook
mood	cook	foot	hoof	cool
noon	book	took	room	shoot
shoo	smooth	brook	rook	tool
cooker	shook	bloom	loose	noon
roof	look	book	boom	soon

Blend Phonics Fluency Drill 45 (Unit 32, 33)

Vowel Digraphs *aw*, *au* & *a(ll)*: (saw)

<i>crawl</i>	<i>bald</i>	<i>hawk</i>	<i>call</i>	<i>saw</i>
<i>salt</i>	<i>clause</i>	<i>crawling</i>	<i>shawl</i>	<i>halt</i>
<i>draw</i>	<i>mall</i>	<i>drawn</i>	<i>also</i>	<i>dawn</i>
<i>fall</i>	<i>lawn</i>	<i>law</i>	<i>almost</i>	<i>malt</i>
<i>tall</i>	<i>thaw</i>	<i>haul</i>	<i>yaw</i>	<i>yawn</i>
<i>fault</i>	<i>fawn</i>	<i>fawn</i>	<i>cause</i>	<i>false</i>
<i>all</i>	<i>pause</i>	<i>ball</i>	<i>paw</i>	<i>jaw</i>
<i>already</i>	<i>saw</i>	<i>false</i>	<i>draw</i>	<i>wall</i>
<i>small</i>	<i>dawn</i>	<i>stall</i>	<i>hawk</i>	<i>gall</i>
<i>gawk</i>	<i>always</i>	<i>chalk</i>	<i>launch</i>	<i>fault</i>
<i>thaw</i>	<i>crawl</i>	<i>drawl</i>	<i>salt</i>	<i>sprawl</i>
<i>cause</i>	<i>haul</i>	<i>yawn</i>	<i>drawn</i>	<i>also</i>
<i>yawn</i>	<i>all</i>	<i>jaw</i>	<i>paw</i>	<i>pawn</i>
<i>ball</i>	<i>dawn</i>	<i>call</i>	<i>calm</i>	<i>drawn</i>
<i>bald</i>	<i>saw</i>	<i>hawk</i>	<i>fall</i>	<i>paws</i>
<i>balls</i>	<i>pause</i>	<i>lawns</i>	<i>salts</i>	<i>shawl</i>
<i>crawl</i>	<i>malts</i>	<i>launch</i>	<i>small</i>	<i>draws</i>
<i>bald</i>	<i>tall</i>	<i>thaws</i>	<i>shawls</i>	<i>yaw</i>

Blend Phonics Fluency Drill 46 (Units 34)

Digraphs *ew*, *ue*: (mule)

<i>blew</i>	<i>flew</i>	<i>news</i>	<i>flue</i>	<i>brew</i>
<i>threw</i>	<i>pew</i>	<i>glue</i>	<i>chew</i>	<i>dew</i>
<i>stew</i>	<i>true</i>	<i>crew</i>	<i>few</i>	<i>due</i>
<i>drew</i>	<i>mew</i>	<i>blue</i>	<i>hue</i>	<i>grew</i>
<i>new</i>	<i>clue</i>	<i>Sue</i>	<i>brew</i>	<i>chew</i>
<i>slew</i>	<i>curfew</i>	<i>mildew</i>	<i>few</i>	<i>screw</i>
<i>fewer</i>	<i>blues</i>	<i>chews</i>	<i>pursue</i>	<i>clue</i>
<i>rescue</i>	<i>statue</i>	<i>tissue</i>	<i>sue</i>	<i>cue</i>
<i>value</i>	<i>blew</i>	<i>mew</i>	<i>news</i>	<i>glues</i>
<i>pew</i>	<i>flue</i>	<i>pews</i>	<i>blew</i>	<i>blue</i>
<i>hue</i>	<i>chew</i>	<i>slew</i>	<i>due</i>	<i>dues</i>
<i>few</i>	<i>fewer</i>	<i>statue</i>	<i>dew</i>	<i>threw</i>
<i>brew</i>	<i>few</i>	<i>hue</i>	<i>blue</i>	<i>chews</i>
<i>fewer</i>	<i>hew</i>	<i>flew</i>	<i>true</i>	<i>blue</i>
<i>blues</i>	<i>drew</i>	<i>hue</i>	<i>hues</i>	<i>Sue</i>
<i>curfew</i>	<i>values</i>	<i>threw</i>	<i>clue</i>	<i>mew</i>
<i>whew</i>	<i>blew</i>	<i>brews</i>	<i>Sue's</i>	<i>cues</i>
<i>blues</i>	<i>clues</i>	<i>flew</i>	<i>drew</i>	<i>Lew</i>

Blend Phonics Fluency Drill 47 (Units 32-34)

aw, au & a (ll) and ew, ue (Mixed Practice)

<i>crawl</i>	<i>blew</i>	<i>call</i>	<i>flue</i>	<i>stew</i>
<i>salt</i>	<i>also</i>	<i>crew</i>	<i>blue</i>	<i>stall</i>
<i>few</i>	<i>always</i>	<i>blues</i>	<i>dawn</i>	<i>hawk</i>
<i>call</i>	<i>chew</i>	<i>slew</i>	<i>yawn</i>	<i>jaw</i>
<i>flew</i>	<i>chalk</i>	<i>malt</i>	<i>blew</i>	<i>blues</i>
<i>saw</i>	<i>pew</i>	<i>fawn</i>	<i>fawn</i>	<i>wall</i>
<i>bald</i>	<i>fewer</i>	<i>statute</i>	<i>paw</i>	<i>gall</i>
<i>threw</i>	<i>ball</i>	<i>true</i>	<i>shawl</i>	<i>false</i>
<i>gawk</i>	<i>chew</i>	<i>hawk</i>	<i>mall</i>	<i>brew</i>
<i>few</i>	<i>paw</i>	<i>fault</i>	<i>value</i>	<i>whew</i>
<i>lawn</i>	<i>sprawl</i>	<i>Sue</i>	<i>few</i>	<i>yawn</i>
<i>clause</i>	<i>crawl</i>	<i>halt</i>	<i>saw</i>	<i>shawl</i>
<i>malt</i>	<i>fewer</i>	<i>false</i>	<i>yaw</i>	<i>thaw</i>
<i>always</i>	<i>tissue</i>	<i>chews</i>	<i>clue</i>	<i>salt</i>
<i>law</i>	<i>gall</i>	<i>new</i>	<i>brew</i>	<i>true</i>
<i>saw</i>	<i>bald</i>	<i>crawl</i>	<i>chew</i>	<i>hew</i>
<i>sue</i>	<i>curfew</i>	<i>rescue</i>	<i>news</i>	<i>brew</i>
<i>slew</i>	<i>thaw</i>	<i>fawn</i>	<i>pew</i>	<i>yaw</i>

Blend Phonics Fluency Drills

Step 6

Irregular Spelling Patterns

Drills 48 - 61

Units 35 - 45

Decodable Stories 50 – 62

Phonvisual Chart Picture-Sound Correspondences

Initial unaccented a = /ǔ/ = /ə/ (duck), c = /s/ (saw),

g = /j/ (jar), u = Short oo (book),

Silent k, w, t, b, l, and gh. ph & gh = /f/ (fan)

le = l (leaf), tion/sion = sh (ship)

ed = ěd, t, d (bed, top, duck)

Blend Phonics Fluency Drill 48 (Units 35)

Unaccented *a* at beginning of words: ũ (duck)

<i>a</i>	<i>ajar</i>	<i>around</i>	<i>asleep</i>	<i>about</i>
<i>alike</i>	<i>arouse</i>	<i>astir</i>	<i>adrift</i>	<i>ahead</i>
<i>apart</i>	<i>awake</i>	<i>amuse</i>	<i>aside</i>	<i>awhile</i>
<i>alone</i>	<i>ahead</i>	<i>amiss</i>	<i>a</i>	<i>awake</i>
<i>aloud</i>	<i>arrear</i>	<i>arrange</i>	<i>appoint</i>	<i>a</i>
<i>account</i>	<i>astound</i>	<i>amount</i>	<i>ado</i>	<i>above</i>
<i>ahead</i>	<i>alive</i>	<i>among</i>	<i>adult</i>	<i>about</i>
<i>away</i>	<i>awhile</i>	<i>amuse</i>	<i>afraid</i>	<i>agree</i>
<i>agreed</i>	<i>against</i>	<i>a</i>	<i>aside</i>	<i>aloud</i>
<i>amiss</i>	<i>ahead</i>	<i>apart</i>	<i>asleep</i>	<i>around</i>
<i>arouse</i>	<i>amiss</i>	<i>awake</i>	<i>aloud</i>	<i>ajar</i>
<i>astir</i>	<i>a</i>	<i>apart</i>	<i>arrange</i>	<i>amount</i>
<i>away</i>	<i>agree</i>	<i>alive</i>	<i>amiss</i>	<i>awake</i>
<i>award</i>	<i>alas</i>	<i>agree</i>	<i>astound</i>	<i>ahead</i>
<i>about</i>	<i>arrange</i>	<i>aloud</i>	<i>above</i>	<i>aloof</i>
<i>alight</i>	<i>align</i>	<i>adult</i>	<i>adjust</i>	<i>abut</i>
<i>among</i>	<i>also</i>	<i>a</i>	<i>amuse</i>	<i>among</i>
<i>awake</i>	<i>about</i>	<i>align</i>	<i>alight</i>	<i>alone</i>

Blend Phonics Fluency Drill 49 (Units 31 & 37)

Short sound of oo spelled oo and u & -ould

careful	book	full	cook	fullback
cooker	put	pull	look	push
soot	dull	wool	bull	wood
bush	could	fulfill	took	pulley
hood	bully	good	butcher	booklet
bulletin	could	book	should	woof
would	rook	pull	crook	bush
shook	took	put	wood	woof
pulley	crook	cookie	brook	put
bull	wool	sooty	hook	butcher
good	bush	pull	push	good
stood	soot	foot	bully	could
pull	would	push	should	soot
took	hook	book	books	bulls
hoofs	brooks	pull	pulley	woods
cookies	cook	put	puts	crooks
shook	would	good	bullies	could
books	look	book	push	should

Blend Phonics Fluency Drill 50 (Unit 37)

Soft *c* (before *e*, *i*, & *y*); /sh/ in sugar & special

<i>cent</i>	<i>brace</i>	<i>mice</i>	<i>rice</i>	<i>cell</i>
<i>ocean</i>	<i>chance</i>	<i>space</i>	<i>cease</i>	<i>decide</i>
<i>special</i>	<i>niece</i>	<i>nice</i>	<i>slice</i>	<i>fence</i>
<i>center</i>	<i>dance</i>	<i>pace</i>	<i>spice</i>	<i>civil</i>
<i>dunce</i>	<i>place</i>	<i>since</i>	<i>cinder</i>	<i>face</i>
<i>peace</i>	<i>piece</i>	<i>cider</i>	<i>twice</i>	<i>special</i>
<i>cyclone</i>	<i>fleece</i>	<i>trace</i>	<i>circus</i>	<i>fence</i>
<i>prance</i>	<i>price</i>	<i>prince</i>	<i>princess</i>	<i>thence</i>
<i>cinch</i>	<i>France</i>	<i>precious</i>	<i>choice</i>	<i>hence</i>
<i>voice</i>	<i>acid</i>	<i>ice</i>	<i>pencil</i>	<i>cistern</i>
<i>musician</i>	<i>lace</i>	<i>ace</i>	<i>mince</i>	<i>race</i>
<i>cell</i>	<i>rice</i>	<i>mice</i>	<i>twice</i>	<i>lace</i>
<i>grace</i>	<i>face</i>	<i>trace</i>	<i>price</i>	<i>city</i>
<i>dance</i>	<i>pace</i>	<i>circus</i>	<i>nice</i>	<i>slices</i>
<i>fence</i>	<i>hence</i>	<i>cell</i>	<i>cease</i>	<i>brace</i>
<i>mace</i>	<i>trace</i>	<i>space</i>	<i>cent</i>	<i>special</i>
<i>voices</i>	<i>princess</i>	<i>prince</i>	<i>hence</i>	<i>ocean</i>
<i>fleece</i>	<i>cider</i>	<i>peace</i>	<i>piece</i>	<i>face</i>

Blend Phonics Fluency Drill 51 (Unit 38)

Soft *g* in *dge* and sometimes before *e*, *i*, or *y*

<i>age</i>	<i>page</i>	<i>badge</i>	<i>budge</i>	<i>bridge</i>
<i>ridge</i>	<i>plunge</i>	<i>dodge</i>	<i>lodge</i>	<i>ledge</i>
<i>smudge</i>	<i>change</i>	<i>rage</i>	<i>edge</i>	<i>wedge</i>
<i>cage</i>	<i>range</i>	<i>fudge</i>	<i>ginger</i>	<i>engage</i>
<i>sage</i>	<i>stage</i>	<i>hedge</i>	<i>giraffe</i>	<i>fringe</i>
<i>gist</i>	<i>huge</i>	<i>wage</i>	<i>mudge</i>	<i>giblet</i>
<i>barge</i>	<i>large</i>	<i>urge</i>	<i>pledge</i>	<i>gyp</i>
<i>gypsy</i>	<i>lunge</i>	<i>hinge</i>	<i>judge</i>	<i>gem</i>
<i>George</i>	<i>magic</i>	<i>stages</i>	<i>gym</i>	<i>largest</i>
<i>germ</i>	<i>ages</i>	<i>pages</i>	<i>huge</i>	<i>fringe</i>
<i>largest</i>	<i>urge</i>	<i>bridge</i>	<i>changes</i>	<i>wages</i>
<i>judges</i>	<i>ginger</i>	<i>range</i>	<i>stages</i>	<i>stages</i>
<i>giraffes</i>	<i>sage</i>	<i>badges</i>	<i>lodging</i>	<i>edger</i>
<i>lodge</i>	<i>hedge</i>	<i>George</i>	<i>gypsies</i>	<i>lunges</i>
<i>badges</i>	<i>mudge</i>	<i>range</i>	<i>Marge</i>	<i>Madge</i>
<i>gist</i>	<i>gypsy</i>	<i>gypsies</i>	<i>gems</i>	<i>edge</i>
<i>smudge</i>	<i>huge</i>	<i>smudge</i>	<i>lunge</i>	<i>fudge</i>
<i>giants</i>	<i>rage</i>	<i>gymnast</i>	<i>hedge</i>	<i>gist</i>

Blend Phonics Fluency Drill 52 (Unit 39)

Silent *gh* and *gh* like /f/ in laugh

Long i with silent *gh*: *igh* (five)

bright *high* *blight* *tight* *might*
slight *thigh* *fight* *flight* *fighter*
night *right* *plight* *sigh* *light*
moonlight *brighter* *sunlight* *lighter* *fright*

au & *ou* /aw/ of (saw) with silent *gh*

taught *caught* *daughter* *slaughter*
thought *haughty* *naughty* *thoughts*

gh- /f/ (fan)

rough *tough* *laugh* *laughter*
laughing *enough* *cough* *trough*

Mixed Spelling Patterns

bright *rough* *laugh* *plight* *sigh*
sign *thought* *blight* *fight* *laugh*
laughing *enough* *light* *daughter* *night*
might *slight* *haughty* *tight* *sign*

Blend Phonics Fluency Drill 53 (Unit 40)

Silent *k*, *w*, *t*, *b*, and *l*.

<i>knee</i>	<i>kneel</i>	<i>knelt</i>	<i>knight</i>	<i>knife</i>
<i>knit</i>	<i>knot</i>	<i>known</i>	<i>know</i>	<i>knock</i>
<i>wrist</i>	<i>wring</i>	<i>wrap</i>	<i>wreck</i>	<i>wrote</i>
<i>wreath</i>	<i>wren</i>	<i>wrench</i>	<i>write</i>	<i>wretch</i>
<i>wrong</i>	<i>answer</i>	<i>sword</i>	<i>glisten</i>	<i>hasten</i>
<i>chasten</i>	<i>listen</i>	<i>often</i>	<i>soften</i>	<i>comb</i>
<i>numb</i>	<i>lamb</i>	<i>limb</i>	<i>thumb</i>	<i>climb</i>
<i>dumb</i>	<i>crumb</i>	<i>plumbing</i>	<i>doubt</i>	<i>debt</i>
<i>half</i>	<i>walk</i>	<i>calf</i>	<i>knight</i>	<i>comb</i>
<i>knife</i>	<i>know</i>	<i>listen</i>	<i>wren</i>	<i>wrong</i>
<i>soften</i>	<i>lamb</i>	<i>answer</i>	<i>climb</i>	<i>kneel</i>
<i>soften</i>	<i>wrench</i>	<i>hasten</i>	<i>know</i>	<i>sword</i>
<i>doubt</i>	<i>wrens</i>	<i>writes</i>	<i>listen</i>	<i>wrap</i>
<i>often</i>	<i>knife</i>	<i>know</i>	<i>glisten</i>	<i>hasten</i>
<i>comb</i>	<i>numb</i>	<i>writes</i>	<i>wretch</i>	<i>knit</i>
<i>climb</i>	<i>kneel</i>	<i>knee</i>	<i>lamb</i>	<i>thumb</i>
<i>walk</i>	<i>doubt</i>	<i>doubter</i>	<i>climber</i>	<i>knives</i>
<i>swords</i>	<i>known</i>	<i>knights</i>	<i>wrecks</i>	<i>lambs</i>

Blend Phonics Fluency Drill 54 (Unit 41)

Letter *s* with the sound of *z* (zebra)

<i>choose</i>	<i>noise</i>	<i>please</i>	<i>those</i>	<i>chose</i>
<i>nose</i>	<i>rose</i>	<i>wise</i>	<i>cheese</i>	<i>pause</i>
<i>rise</i>	<i>as</i>	<i>ease</i>	<i>pose</i>	<i>tease</i>
<i>has</i>	<i>because</i>	<i>praise</i>	<i>these</i>	<i>is</i>
<i>his</i>	<i>games</i>	<i>tunes</i>	<i>hose</i>	<i>fuse</i>
<i>busy</i>	<i>visit</i>	<i>flies</i>	<i>use</i>	<i>raise</i>
<i>shoes</i>	<i>easy</i>	<i>confuse</i>	<i>eyes</i>	<i>mows</i>
<i>flows</i>	<i>boxes</i>	<i>wishes</i>	<i>dishes</i>	<i>ages</i>
<i>teaches</i>	<i>fixes</i>	<i>buses</i>	<i>nurses</i>	<i>judges</i>
<i>churches</i>	<i>witches</i>	<i>bosses</i>	<i>kisses</i>	<i>rise</i>
<i>nose</i>	<i>hose</i>	<i>shoes</i>	<i>eyes</i>	<i>wise</i>
<i>please</i>	<i>choose</i>	<i>has</i>	<i>as</i>	<i>raise</i>
<i>pause</i>	<i>those</i>	<i>is</i>	<i>games</i>	<i>his</i>
<i>pose</i>	<i>dishes</i>	<i>fixes</i>	<i>has</i>	<i>ease</i>
<i>nurses</i>	<i>cheese</i>	<i>chose</i>	<i>tease</i>	<i>fuse</i>
<i>mows</i>	<i>busy</i>	<i>visit</i>	<i>dishes</i>	<i>judges</i>
<i>ages</i>	<i>has</i>	<i>tunes</i>	<i>raise</i>	<i>rise</i>
<i>fuse</i>	<i>visit</i>	<i>churches</i>	<i>pause</i>	<i>pose</i>

Blend Phonics Fluency Drill 55 (Unit 42)

ph like /f/ & *ph* as in rough (fan)

<i>elephant</i>	<i>prophet</i>	<i>phonograph</i>	<i>telegraph</i>	<i>earphone</i>
<i>phrase</i>	<i>laugh</i>	<i>photo</i>	<i>phone</i>	<i>roughly</i>
<i>alphabet</i>	<i>Phil</i>	<i>pamphlet</i>	<i>orphan</i>	<i>phonogram</i>
<i>tough</i>	<i>alphabet</i>	<i>laughter</i>	<i>telephone</i>	<i>cough</i>
<i>phone</i>	<i>laughter</i>	<i>hyphen</i>	<i>Philip</i>	<i>Ralph</i>
<i>pharmacy</i>	<i>photon</i>	<i>autograph</i>	<i>elephant</i>	<i>triumph</i>
<i>phone</i>	<i>tough</i>	<i>alphabet</i>	<i>phone</i>	<i>phrase</i>
<i>laugh</i>	<i>rough</i>	<i>prophet</i>	<i>pamphlet</i>	<i>nephew</i>
<i>hyphen</i>	<i>Phil</i>	<i>Ralph</i>	<i>enough</i>	<i>tough</i>
<i>phrase</i>	<i>Philip</i>	<i>alphabet</i>	<i>pharmacy</i>	<i>phonogram</i>
<i>nephew</i>	<i>phone</i>	<i>phonics</i>	<i>laughter</i>	<i>laugh</i>
<i>hyphen</i>	<i>alphabet</i>	<i>trough</i>	<i>alphabet</i>	<i>nephew</i>
<i>orphan</i>	<i>phone</i>	<i>pamphlet</i>	<i>telegraph</i>	<i>Ralph</i>
<i>elephant</i>	<i>phrase</i>	<i>enough</i>	<i>photo</i>	<i>phone</i>
<i>cough</i>	<i>orphan</i>	<i>autograph</i>	<i>phone</i>	<i>rough</i>
<i>photo</i>	<i>alphabet</i>	<i>photograph</i>	<i>enough</i>	<i>laugh</i>
<i>Ralph</i>	<i>phase</i>	<i>phrase</i>	<i>elephant</i>	<i>prophet</i>
<i>nephew</i>	<i>hyphen</i>	<i>telegraph</i>	<i>pharmacy</i>	<i>tough</i>

Blend Phonics Fluency Drill 56 (Unit 43)

Final *le* (leaf), *tion*, *sion* (ship)

<i>battle</i>	<i>handle</i>	<i>bottle</i>	<i>bundle</i>	<i>puzzle</i>
<i>scramble</i>	<i>buckle</i>	<i>little</i>	<i>sprinkle</i>	<i>pickle</i>
<i>circle</i>	<i>struggle</i>	<i>middle</i>	<i>tickle</i>	<i>wiggle</i>
<i>attention</i>	<i>sample</i>	<i>scribble</i>	<i>partition</i>	<i>action</i>
<i>portion</i>	<i>addition</i>	<i>station</i>	<i>mation</i>	<i>little</i>
<i>affection</i>	<i>invitation</i>	<i>foundation</i>	<i>mission</i>	<i>bottle</i>
<i>expression</i>	<i>education</i>	<i>mention</i>	<i>station</i>	<i>battle</i>
<i>section</i>	<i>cattle</i>	<i>rifle</i>	<i>fiction</i>	<i>handle</i>
<i>nation</i>	<i>battle</i>	<i>baffle</i>	<i>tackle</i>	<i>fiddle</i>
<i>education</i>	<i>trickle</i>	<i>mission</i>	<i>station</i>	<i>cattle</i>
<i>ration</i>	<i>Bible</i>	<i>candle</i>	<i>occasion</i>	<i>able</i>
<i>permission</i>	<i>question</i>	<i>election</i>	<i>bottle</i>	<i>table</i>
<i>mansion</i>	<i>uncle</i>	<i>expression</i>	<i>patient</i>	<i>apple</i>
<i>mention</i>	<i>saddle</i>	<i>education</i>	<i>addiction</i>	<i>jungle</i>
<i>pension</i>	<i>fiction</i>	<i>puzzles</i>	<i>battle</i>	<i>station</i>
<i>question</i>	<i>fraction</i>	<i>jungle</i>	<i>jingle</i>	<i>ruffle</i>
<i>faction</i>	<i>fiddle</i>	<i>television</i>	<i>humble</i>	<i>single</i>
<i>addition</i>	<i>tickle</i>	<i>fiction</i>	<i>angle</i>	<i>needle</i>

Blend Phonics Fluency Drill 57 (Unit 44)

Past Tense Ending *ed*: (ĕd, d, t)

added ended painted waited acted
folded planted counted landed printed
crowded lighted rested graded seated
sifted petted tested needed twisted
roasted mended aimed changed saved
stayed burned filled rained turned
called named rolled sailed peeled
pinned kneeled claimed loaned roared
climbed wheeled scattered cleaned canned
plowed baked backed picked packed
looked locked wished boxed hoped
hopped packed camped jumped pitched
hitched liked stopped kissed coaxed
guessed dropped checked shipped talked
scraped dashed milked draped worked
clapped wrecked wrapped stamped dressed
knocked stalled happened worked jumped

Blend Phonics Fluency Drill 58 (Unit 45)

Adding Endings *ing, y, ier, iest, ily*

<i>rob</i>	<i>robbing</i>	<i>slip</i>	<i>slipping</i>	<i>slipped</i>
<i>hop</i>	<i>hopping</i>	<i>bad</i>	<i>berry</i>	<i>berries</i>
<i>happy</i>	<i>happily</i>	<i>dip</i>	<i>dipping</i>	<i>stunning</i>
<i>tan</i>	<i>tanning</i>	<i>fade</i>	<i>fading</i>	<i>go</i>
<i>going</i>	<i>press</i>	<i>sag</i>	<i>sagging</i>	<i>pressing</i>
<i>care</i>	<i>caring</i>	<i>dizzy</i>	<i>dizzier</i>	<i>dizziest</i>
<i>Bob</i>	<i>Bobby</i>	<i>sleep</i>	<i>sleepy</i>	<i>sleepier</i>
<i>crazy</i>	<i>crazily</i>	<i>crazier</i>	<i>craziest</i>	<i>fog</i>
<i>foggy</i>	<i>mess</i>	<i>messy</i>	<i>messier</i>	<i>hurry</i>
<i>cherry</i>	<i>cherries</i>	<i>map</i>	<i>mapping</i>	<i>hug</i>
<i>hugging</i>	<i>beg</i>	<i>tap</i>	<i>begging</i>	<i>tapping</i>
<i>candy</i>	<i>candies</i>	<i>nut</i>	<i>nutty</i>	<i>muttier</i>
<i>muttiest</i>	<i>baby</i>	<i>babies</i>	<i>setting</i>	<i>mapping</i>
<i>skipping</i>	<i>silly</i>	<i>silliest</i>	<i>bunny</i>	<i>bunnies</i>
<i>chilly</i>	<i>chillier</i>	<i>thirsty</i>	<i>thirstier</i>	<i>hardly</i>
<i>story</i>	<i>stories</i>	<i>army</i>	<i>armies</i>	<i>top</i>
<i>topping</i>	<i>marry</i>	<i>fishy</i>	<i>marrying</i>	<i>daddy</i>
<i>messiest</i>	<i>trimming</i>	<i>pup</i>	<i>puppy</i>	<i>puppies</i>

Blend Phonics Fluency Drill 59 (Unit 45)

Long Vowels in Open Syllables

<i>baker</i>	<i>racer</i>	<i>oval</i>	<i>shady</i>	<i>fever</i>
<i>lady</i>	<i>cedar</i>	<i>grocer</i>	<i>paper</i>	<i>hero</i>
<i>oral</i>	<i>caper</i>	<i>legal</i>	<i>final</i>	<i>open</i>
<i>taper</i>	<i>regal</i>	<i>tulip</i>	<i>favor</i>	<i>before</i>
<i>bony</i>	<i>Lucy</i>	<i>savor</i>	<i>tidy</i>	<i>pony</i>
<i>vapor</i>	<i>limy</i>	<i>holy</i>	<i>wafer</i>	<i>slimy</i>
<i>over</i>	<i>maker</i>	<i>viper</i>	<i>clover</i>	<i>taker</i>
<i>biter</i>	<i>donor</i>	<i>pupil</i>	<i>nasal</i>	<i>solar</i>
<i>fatal</i>	<i>polar</i>	<i>mural</i>	<i>natal</i>	<i>libel</i>
<i>sober</i>	<i>rural</i>	<i>label</i>	<i>cider</i>	<i>local</i>
<i>tyro</i>	<i>halo</i>	<i>spider</i>	<i>focal</i>	<i>tyrant</i>
<i>sago</i>	<i>tiger</i>	<i>vocal</i>	<i>pacer</i>	<i>vital</i>
<i>total</i>	<i>giant</i>	<i>poem</i>	<i>pliant</i>	<i>dial</i>
<i>trial</i>	<i>vial</i>	<i>duel</i>	<i>fuel</i>	<i>cruel</i>
<i>gruel</i>	<i>brier</i>	<i>ruin</i>	<i>friar</i>	<i>tidy</i>
<i>Lucy</i>	<i>Macy</i>	<i>dial</i>	<i>trial</i>	<i>hero</i>
<i>zero</i>	<i>super</i>	<i>cradle</i>	<i>ladle</i>	<i>legal</i>
<i>bony</i>	<i>pupil</i>	<i>student</i>	<i>taker</i>	<i>halo</i>

Blend Phonics Fluency Drill 60 (Unit 45 Supp.)

37 Dolch List Service Words & 3 /zh/ Words

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

Blend Phonics Fluency Drill 61

Three- and Four-Syllable Words

<i>liberty</i>	<i>independence</i>	<i>blueberries</i>	<i>democracy</i>
<i>Thanksgiving</i>	<i>Elizabeth</i>	<i>secretary</i>	<i>February</i>
<i>transportation</i>	<i>dictionary</i>	<i>asparagus</i>	<i>understand</i>
<i>restaurant</i>	<i>president</i>	<i>Mississippi</i>	<i>afternoon</i>
<i>musician</i>	<i>unhappiness</i>	<i>American</i>	<i>holiday</i>
<i>newspaper</i>	<i>gorilla</i>	<i>suddenly</i>	<i>miserable</i>
<i>awkwardly</i>	<i>surprising</i>	<i>invitation</i>	<i>vanilla</i>
<i>conversation</i>	<i>merchandise</i>	<i>perfection</i>	<i>decision</i>
<i>beginning</i>	<i>favorite</i>	<i>December</i>	<i>earnestly</i>
<i>January</i>	<i>surrounded</i>	<i>lecturer</i>	<i>accident</i>
<i>amazing</i>	<i>committee</i>	<i>permanent</i>	<i>tomorrow</i>
<i>attractive</i>	<i>peevishly</i>	<i>together</i>	<i>wonderful</i>
<i>entertain</i>	<i>fashionable</i>	<i>impossible</i>	<i>threatening</i>
<i>vinegar</i>	<i>Cinderella</i>	<i>exciting</i>	<i>mysterious</i>
<i>refreshments</i>	<i>thunderstorm</i>	<i>practical</i>	<i>banana</i>
<i>selfishly</i>	<i>exchanging</i>	<i>impatience</i>	<i>emperor</i>
<i>correction</i>	<i>Valentine</i>	<i>medicine</i>	<i>banister</i>
<i>butterfly</i>	<i>passengers</i>	<i>jealously</i>	<i>family</i>
<i>exclaiming</i>	<i>Washington</i>	<i>quizzical</i>	<i>emergency</i>
<i>innocent</i>	<i>difficulty</i>	<i>ordinary</i>	<i>underneath</i>

Reading Made Easy with Blend Phonics

Oral Reading Speeds

By Donald L. Potter

April 2016

Rapid word processing (identification) speeds are an accurate indicator of decoding automaticity. The faster a student can decode words while maintaining accuracy, the higher the degree of automaticity. Good comprehension depends on decoding automaticity: higher automaticity makes possible higher comprehension. An automatic action is one that requires little or no conscious thought or effort.

In the rush for higher word processing speeds, it is very important not to skip any essential sub-skill. Whole-word 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 therefore, lower comprehension.

Word processing skills (speed and accuracy) can be accurately measured by timing student's oral reading on the words in Donald L. Potter's *Blend Phonics Timed Fluency Drills*. The speeds recommended by the original *Victory Drill Book* reflect years of highly successful experience teaching similar exercises to children of every age. They are one-minute timings.

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 *Timed Drills*, they should start every year with a rapid review of all the *Exercises*. 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 for all students, regardless of their reading ability.

The timings are also diagnostic in that students new to the school will be screened as to their reading fluency. Every effort should be made to help slower students reach the calibrated minimum speed for their grade level. Remember that struggling students of all ages can benefit from phonics instruction.

The timings are very easy to do: parents and peers can do them with a minimum of training. Any one-minute timer will work. Simply move a pointer over the words from left to right as the student read the words, pausing if a student makes an error. Every self-correction is a move forward toward strengthening left-brain decoding and discouraging whole-word guessing. Keep a record of the students' timings and note the increases. Move to the next Exercise once the students have attained the calibrated speed for their grade level.

Foundation for Phonics

26 Letters (minus 3 superfluous letters, *c, q, x*) for 44 Sounds

25 Consonant Sounds

18 Consonant Pairs

<u>Voiced</u>		<u>Unvoiced</u>	
1. /b/	<i>bib</i>	2. /p/	<i>pup</i>
3. /d/	<i>dad</i>	4. /t/	<i>toot</i>
5. /g/	<i>gag</i>	6. /k/	<i>kick</i>
7. /z/	<i>zig-zag</i>	8. /s/	<i>Sis</i>
9. /v/	<i>valve</i>	10. /f/	<i>fluff</i>
11. / th /	<i>then</i>	12. /th/	<i>thistle</i>
13. /w/	<i>wayward</i>	14. /hw/	<i>whistle</i>
15. /j/	<i>jam</i>	16. /ch/	<i>chick</i>
17. /zh/	<i>treasure</i>	18. /sh/	<i>trash</i>

6 Consonants called Semivowels:

19. /l/ *lull*
20. /m/ *mom*
21. /n/ *nun*
22. /r/ *run*
23. /y/ *yo-yo*
24. /ng/ *singing*

1 more consonant:

25. /h/ *his*

We have used 19 letters to write 25 consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Two more are superfluous letters representing consonant combinations: q and x. We have used 21 of the 26 letters to write 25 consonant sounds. $26 - 19 = 5$

This leaves us exactly 5 letters – a, e, i, o, u – to deal with 19 vowel sounds.

The 19 Vowel Sounds

5 So-called short vowels:

26. /ă/ *bag*

27. /ĕ/ *beg*

28. /ĭ/ *big*

29. /ŏ/ *bog*

30. /ŭ/ *bug*

5 So-called long vowels:

31. /ā/ *mate* (*ai, ay*)

32. /ē/ *mete* (*ee, ea*)

33. /ī/ *mite* (*y, ye*)

34. /ō/ *mote* (*oa, oe, ow*)

35. /ū/ *mute* (*ue, ew*)

3 diphthongs:

36. /au/ *Paul, crawl*

37. /ou/ *spouse, cow*

38. /oi/ *noise, boy*

2 sounds for oo, short and long:

39. /ō/ *push, whoosh*

40. /ō̄/ *Rube, boob*

1 sound of a in ma:

41. /â/ *pa, ma; bar, car*

2 r sounds:

42. /air/ *fair, heirs, dare swear*

43. /ur/ *girls, prefer, fur, doctor*

All purpose muttering vowel: shewa.

44. /ə/ *drama, item, devil, button, circus*

25 Consonants + 19 Vowels = 44 Speech Sounds spelled with 23 Letters

This *Foundation for Phonics Chart* was developed by Donald L. Potter from Dr. Rudolf Flesch's 1955 discussion, "What is Phonics" in *Why Johnny Can't Read and what you can do about It*. This chart was prepared on 9/22/04 and published on the Internet on 11/3/04. The 72 Exercises Dr. Flesch developed for teaching students to read the 44 speech sounds using the 26 letters of the alphabet can be found in the last half of his book. Other information on phonics reading instruction can be found on the *Education Page* of my web site: www.donpotter.net.

Two Difficulties of Our Alphabet System and Our System of Spelling:

1. We have half as many letters as we have sounds – which means that half the symbols a child has to learn consist not of one letter but two – like *ay, ea, sh, ch*, and so on.
2. Our most important single letters are used to spell two or more entirely different sounds, namely, the five vowels, *a, e, i, o, u*, and the consonants *c* and *g*.

Therefore,

if you want to teach a child to read without confusing him utterly confusing him, you have to start with single letters that stand for single sounds, then go on to sounds spelled by two-letter or three-letter combinations, and finally teach him that some letters do not spell one sound but two.

The Catch:

You can't teach a child to read without letting him read words. And every word in English has a vowel. So you *have* to start with teaching the child the letters *a, e, i, o, u* in spite of the fact that each of them spells a long *and* a short vowel. The only way to solve this problem is to begin by teaching the child only the five *short* vowels (which are far more common than the long ones) and postpone the long vowels until a much later stage.

The Natural Sequence of *any* phonics method is:

Step One: The five short vowels and all consonant combinations spelled by a single letter.

Step Two: Consonants and consonant combinations spelled with two or three letters.

Step Three: The five long vowels: v-c-e (mate, mete, mite, mote, mute)

Step Four: R-Controlled Vowels (car, fork, fur/fir/her/doctor)

Step Five: Vowels and vowel combinations spelled with two or three letters.

Step Six: Irregular Spellings.

This information on phonics was extracted from pages 27 through 32 of Rudolf Flesch's 1955 *Why Johnny Can't Read and what you can do about it*. The five-steps here are based on the Scope & Sequence of Hazel Logan Loring's 1980 *Reading Made Easy with Blend Phonics for First Grade*. Dr. Flesch taught the vowel combinations before the long-vowel VCE pattern. Flesch had only four steps because he included the r-controlled vowels with vowel combinations (digraphs and diphthongs).

Reading Made Easy with Blend Phonics

Sound-to-Symbol Association Ladder

Step	Unit	Association	Drills
Step 6 Irregular Spellings	All	Two-Syllable and Three-Syllable Words	61
	45 Supp.	37 Dolch List words and 3 zh word: pleasure, measure treasure	60
	45	Long Vowels in Open Syllables	59
	44	ed with short e; ed sounds like ‘d; ed sounds like ‘t	57, 58
	43	Final le, tion, sion	56
	42	ph sounds like f	55
	41	se sounds like z	54
	40	Silent k, w, t, b, and l	53
	39	Silent gh, and gh like f	52
	38	Soft sound of g in dge & sometimes before e, i, y.	51
	37	Soft sound of c (before e, i, & y); s like sh (sugar)	50
	36	Phonograms: ul, ull, ush (u sound like short oo)	49
	35	Unaccented a at beginning of words & a	48
Step 5 Vowel Digraphs & Diphthongs	34	Diagrams ew, ue	46, 47
	33	Phonograms: al, all	45
	32	Vowel Digraphs aw, au	--
	31	Short sound of oo	43, 44
	30	Long sound of oo	42
	29	Diphthong: oy, oi	40, 41
	28	Diphthong ou; Digraph ōu, often Irregular	39
	27	Digraph: ōw, Diphthong: ow	38
	26	Vowel Digraph: oa, oe (like long ō)	37
	25	Final Vowel y (ē); Long ī in single syllable words	36
	24	Vowel Digraph ie (long ī and long ē)	35
	23	Vowel Digraph ea (long ē, short ě, long ā)	34
	22	Vowel Digraph: ee	33
21	Vowel Digraph: ai, ay	32	
Step 4 R-Controlled Vowels	20	Phonogram er, ir, ur, and sometimes or	29, 30, 31
	19	Phonogram: or	28
	18	Phonogram: ar	27
Step 3 Long Vowels (VCE)	17	Enrichment Review (beg. & end consonant blends, etc)	25, 26
	16	Short words ending in long vowels: be, go, he, me, etc.	24,
	15	Phonograms - Long Vowels: old, olt, oll, ost,, oth, ild, ind	24
	14	VCE (long vowels): a e, e e, i e, o e, u e	17 – 23
Step 2 Consonant Blends & Digraphs	13	Initial Consonant Blends	13 – 16
	12	nk (ank, ink, onk, unk)	12
	11	ng (ang, ing, ong, ung)	12
	10	Consonant Digraph: wh	11
	9	Consonant Digraphs: ch, tch (ch = k)	11
	8	Consonant Digraphs: th (voiced); th (unvoiced)	11
	7	Consonant Digraph: sh	11
	6	Final Consonant Blends	10
Step 1 Short Vowels & Consonants	5	ě	8, 9
	4	ů	6, 7
	3	ǒ	4, 5
	2	ĩ	2, 3
	1	ă b c d f g h j k l m n p q r s t v w y z ck	1

Blend Phonics Timed Cursive Fluency Drills

Student Progress Chart

Name: _____ Grade: _____ Teacher: _____

Step 1 Short Vowels & Consonants	Step 2 Consonant Blends & Digraphs	Step 3 Long Vowels v-e	Step 4 R-Controlled Vowels	Step 5 Vowel Digraphs & Diphthongs	Step 6 Irregular Spellings
Drill 1 ă	Drill 10 End Blends	Drill 17 a-e	Drill 27 ar	Drill 32 ay/ai	Drill 48 Beg. unacc. a=ū
Drill 2 ī	Drill 11 Cons. Digraphs	Drill 18 e-e i-e	Drill 28 or	Drill 33 ē/eā	Drill 49 u =Short oo
Drill 3 ă ī	Drill 12 -ng - kn	Drill 19 ā ē ī	Drill 29 er, ir, ur, or	Drill 34 ēa, eā	Drill 50 Soft c /s/
Drill 4 ō	Drill 13 Beg. Cons. Blends	Drill 20 o-e	Drill 30 R-Cont. Vowels	Drill 35 īe, iē	Drill 51 Soft g /j/
Drill 5 ă, ī, ō	Drill 14 Beg. Cons. Blends	Drill 21 ā ē ī ō	Drill 31 Comp. Rev.	Drill 36 Final -y --y=ē	Drill 52 gh=f & silent gh
Drill 6 ū	Drill 15 Beg. Cons. Blends	Drill 22 u-e		Drill 37 oa/oe	Drill 53 Silent k w t b l
Drill 7 ă ī ō ū	Drill 16 2-syl. words	Drill 23 ā ē ī ō ū		Drill 38 ōw: rose, ow: cow	Drill 54 s = z
Drill 8 ĕ		Drill 24 LV Phonograms		Drill 39 ou/ow: <u>cow</u>	Drill 55 ph = /f/ ; gh = f
Drill 9 ă ī ō ū ĕ		Drill 25 SV Enrich. Review		Drill 40 oi/oy	Drill 56 -le; tion/sion = sh
		Drill 26 SV/LV Rev.		Drill 41 Digrah/Diph. Mix	Drill 57 ed = ěd, d, t
				Drill 42 Long oo	Drill 58 -y, -ier, -ies.- ily
				Drill 43 Short oo	Drill 59 LV Open Syll.
				Drill 44 oo Mixed	Drill 60 37 Dolch, zh
				Drill 45 aw/au/a(l)	Drill 61 3 & 4 Syll. Words
				Drill 46 ew/ue	
				Drill 47 aw/au/a(l), ew/ue	

Notes Concerning the History and Development of the *Blend Phonics Timed Fluency Drills*

By Donald L. Potter

On January 5, 1998, I called Mr. August C. Enderlin III, the author of the 1970 *Victory Drill Book: A phonetic approach to reading with an emphasis on speed*. Mr. Enderlin explained to me how he developed the VDB. He worked for a school in the Midwest that used Rudolf Flesch's 72 Exercises as their main phonics program. Flesch's book went out of print so they reprinted it with sentences and rules added in the back of the book. He confirmed that the VDB was a single-letter phonics program. I corresponded with Mr. Enderlin via email on March 25, 2000 to let him know that one of my students had made great progress with the VDB. I had ordered a copy and used it in some of my tutoring. It is just as effective as Flesch's program. It was on March 11, 2003 that I called Mr. Edward Miller concerning his *Miller Word Identification Assessment* for artificially induced whole-word dyslexia. Mr. Miller told me that he used Rudolf Flesch's 72 Exercises to cure this common form of dyslexia caused by faulty classroom reading instruction that emphasized sight-word memorization. I spent the next few months reading and rereading Flesch's 1955 *Why Johnny Can't Read and what you can do about it*. I discovered that Flesch used what was known as single-letter phonics as contrasted with word-family (or spelling family) phonics. Flesch also explained in detailed prose the linguistics behind his phonics method, which is the same as that behind all real phonics methods of teaching reading. Shortly thereafter, I published on my website the results of my painstaking research into Flesch's method.

I had hoped to get some of the VDB schools to give Mr. Miller's MWIA to all their students so we could get longitudinal scores on the impact of the VDB Drills; and because of their virtual similarity, Flesch's 72 Exercises. Mr. Enderlin later graciously sent me the names and address of the schools that used the VDB, but I was never able to make further headway with my research project. I think it would have proven beyond a shadow of a doubt that students who learned to read with Flesch's Exercises (and the VDB) were totally free of any artificially induced whole-word dyslexia. I would still like to see that research conducted.

In 2009 Andrea Cartensen extensively revised the VDB, but retained the idea of timing students and the other main features of the program. The new book changed the sequence, but maintained the scope of the program. The 1970 VDB was practically identical to the Rudolf Flesch's 72 Exercises in his 1955 *Why Johnny Can't Read*. The new program reorders the material a bit, but accomplishes the same purposes.

The key to the *Blend Phonics Timed Fluency Drills* is that the lists of words are strategically grouped together by spelling patterns. As the patterns are mastered, students become progressively better prepared for paragraph reading. In the process, an emphasis on speed enhances the essential transition from "sounding out" to efficient reading. This is the exact OPPOSITE of the all-too-common sight-word drills.

Because the high-speed phonics method allows each child to progress at his or her own rate, the *Blend Phonics Timed Fluency Drills* works as well for the beginner as it does for the struggling reader. As students finish each page at the speed calibrated for the appropriate grade level, they move on to the next drill, where new sounds are mastered for rapid and accurate response to each word.

By the time a student can pass Drill 46 at a minimum of 40 wpm, they can be considered a "free reader," able to read anything on their grade level.

Work on the cursive was begun on May 17, 2016. This document was last revised on May 13, 2016.

I would like to acknowledge the encouragement and help of Mrs. Kathy Alfke, a highly experienced phonics-reading teacher in Indiana. She was honored as the Reading Reform Foundation Teacher of the Year for 2000. She has many years experience timing students on drills like these to help them become fluent readers. Her help has been of inestimable value.

Special Note Concerning “Total Recall of the Alphabet:”

June Brown in her excellent 1981 *Guide to let's read*, says,

Every child I worked with learned to read providing he or she could see a pin on the floor and pick it up, could button clothes, and *had total recall of the alphabet*. No one can read an alphabet language without total recall of the alphabet. ‘Total recall’ means that he student can recite the letters in alphabetical order, can identify them when they are presented in random order, and can print any word when it is pronounced and spelled. These three goals must be met with absolute perfection before the student can become a good reader. Unfortunately, many schools do not insist on total recall. They teach children to recite the letters in alphabetical order, and sometimes they teach them to identify the letters in random order. However, very few schools teach children to print any word when it is pronounced and spelled. The foundation of reading success is total recall of the alphabet. (7)

Concerning dyslexia, June Brown had some interesting comments,

Let's get the facts straight! There is no such thing as dyslexia among children who know the alphabet. Any child who can learn the alphabet is not dyslexic. Therefore, if your child knows the alphabet, can see normally, can button clothes, your child can and will learn to read. “Dyslexia” is a very confusing term. Many educators no longer use it because no one is quite sure what it means. Generally it means that a child can only read with great difficulty, but sometimes it means a child cannot read at all. I have seen many children labeled dyslexia. But every one of them who knew the alphabet learned to read. (12)

Marilyn Jager Adams wrote in her 1990 *Beginning to Reading: Thinking and Learning about Print* “

Both theory and data suggest that instruction on neither the sounds of letters nor the recognition of whole words should be earnestly undertaken until the child has become confident and quick at recognizing individual letters. (363)

The following observations are from Marilyn Jager Adams' 2013 *ABC Foundations for Young Children: A Classroom Curriculum*.

Children need to know the alphabet. To use phonemic awareness for reading, children need to know which letter represents which phoneme. In turn, learning letter-sound correspondences requires that children not only be able to discern each letter but also to identify each letter by shape, confidently and securely. To use their phonemic awareness to write, children must also be able to form the letters with legible accuracy and reasonable ease. For much of their classroom instruction on reading and spelling, they must be able not only to recognize each letter, but also to seek, recall, or even image the letter given only its name or sound. (2)

Even so, the issue is deeper than that, for children's letter knowledge is a good predictor of their responsiveness to phonemic training. ... It may well be, as several have argued, that gaining phonemics awareness *depends* on prior letter knowledge. (2)

Studies commonly show that only a minority of children are able to name or write all letters of the alphabet by the end of first grade and that the number who know the letter sounds is still smaller. (2)

Leading children to practice a consistent set of strokes for each letter serves to accelerate the development of letter-writing automaticity. Furthermore, as the hand movements involved in writing each letters becomes bound to the visual representation, they serve to hasten and secure the child's ability to recognize the letters. (59)

INFORMATION ON FLUENCY FROM THE MORNINGSIDESIDE MODEL OF GENERATIVE INSTRUCTION

Mr. Bob Rose brought the Morningside Model of Instruction to my attention in his thought-provoking book, *FORGET THE BELL CURVE*. In June 2011, I got a copy of Ken Johnson and Elizabeth M. Street's book, *THE MORNINGSIDESIDE MODEL OF GENERATIVE INSTRUCTION: WHAT IT MEANS TO LEAVE NO CHILD BEHIND*, CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES, 2004.

I simply want to show insights that I gained from the book that relate to the nature of fluency as it relates to the development of alphabet letter writing and identification fluency and decoding fluency (word identification). I have two main points: 1) to show that insufficient fluency does not support student advancement in the same way that higher levels of fluency do, and 2) to encourage teachers to help students achieve the necessary levels of fluency through well designed daily practice drills.

In the following paragraphs, I will present information from that book as a series of quotations with comments. My comments are in [brackets].

The elegance of an instructional program depends on the programmer's ability to detect and teach some minimal response or generative set which can combine and recombine into the universal set of all possible relationships. One is looking, very simply, for the exponential value of key instructional events, in which behaviors that emerge are in a power relationship to the elements which are taught (28f). [Generative is also called "contingency adduction," in which the contingency "draws out" the additional (novel) behavior. Learning the alphabet to fluency is a "key instructional event" which has a "power relationship" (possessing exponential value) with learning to read and spell. The paragraph goes on to illustrate by comparing sight-word and phonics instruction. Sight-word instruction possesses no power-relationship (exponential value) to reading because it does not generalize to other words, phonics, on the other hand, "will reliably produce recombinative reading behavior, guaranteeing successful reading of thousands of words beyond those taught in the original instruction."]

The goal of fluency building is to build hardy academic behaviors – behaviors that weather periods of no practice, occur with short latencies, are impervious to distraction, and are easily accessible in new situations (30).

Precision Teaching was conceived by Dr. Ogden Lindsey at the University of Kansas in his quest for a mechanism that brought continuous measurement and rate data into educational practice. Lindsey was heavily influenced by Skinner's allegiance to **rate** as the primary datum for studying behavioral change, and he recognized that traditional educational measurement systems that depend on percent correct and letter grades placed artificial ceilings on performance and lead students and teachers to a false security about the strength of their performance. Both Skinner and Lindsey believed that **high rate behavior** not only looked different than low-rate behavior, it also **had fundamentally different features** (66).

In Precision Teaching parlance, once a performance demonstrates retention, endurance, and application, it is *fluent*. As a metaphor, performance fluency is flowing, flexible, effortless, errorless, automatic, confident, second-nature and masterful. When performance is fluent, it becomes a highly probable activity. Fluent performance is fun, energetic, naturally reinforced behavior. Dr. Carl Binder (1993,1996) coined the term *fluency building* to refer to practice activities that are designed to achieve these goals. [My *Alphabet Fluency Tapping Exercises* and *Blend Phonics Timed Fluency Drills* are designed with this purpose in mind.] Currently at Morningside, we use five characteristics of performance to set fluency performance frequencies, changing the acronym to RESSA: **R**etention, **E**ndurance, **S**tability, **A**pplication, and **A**dduction (67).

TAP THE ALPHABET FOR FLUENCY

MANUSCRIPT LOWERCASE

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

TAP THE ALPHABET FOR FLUENCY

MANUSCRIPT UPPERCASE

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Phonovisual Phoneme Fluency Probe: Consonants

p

b

m

mb

wh

w

qu

f

v

ph gh

th

th

t

d

n

l

kn gn

s

z

r

c

se

wr

sh

y

ti si ci

ch

j

tch

g

k

g

ng

x

c ck

n(k)

h

Phonovisual Phoneme Fluency Probe: Vowels

a - e **ee** **i - e** **o - e** **u - e**
ay ai ea³ eigh -e ea¹ ie -y igh oa ow² -o ew ue

- a - **- e -** **- i -** **- o -** **- u -**
 ea² -y wa- o³

aw **oo** **ur**
au a(ll) er ir or

a (r) **oo**
 u³

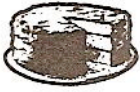
ow
ou

oy
oi

o(r)

Students should be able to identify by sound all 43 sound-to-symbol relationships by the end of kindergarten. Students should be able to say 50—60 phonemes (speech sounds) per minute. Flash cards with and without the pictures clues should be used to develop and test fluency.

vowels



a-e
ay ai



ee
-e ea



i-e
-y igh



o-e
oa ow -o



u-e
ew



-a-



-e-
ea



-i-
-y



-o-



-u-



aw
au a(ll)



oo



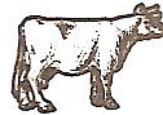
ur
er ir or



a(r)



oo
u



ow
ou



oy
oi



o(r)

vowels



a-e
ay ai



ee
-e ea



i-e
-y igh



o-e
oa ow -o



u-e
ew



-a-



-e-
ea



-i-
-y



-o-



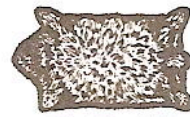
-u-



aw
au a(ll)



oo



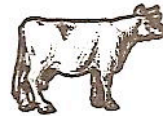
ur
er ir or



a(r)



oo
u



ow
ou



oy
oi



o(r)

Alphabet Letter Name: 1-Minute Probe

Student _____ Grade _____ Date _____ LPM _____

a z b l m d u r h n u

y t o s y z u f t j h

i r d b u o l y n o b

k p g q x b v c r t e

w a z p l y j g z t p

p o i r e d c x z a q

j t f e c v x b n l p

o i p u y t r e w q s

d f r c s x w e r t y

u h j g f d r i t y u

h k l p o i k m n m k

b v g y u j h f r e d

z g j d y o u s l m x

Alphabet Letter Recognition Test

Name: _____ Date: _____ Age _____ Grade _____

School _____ Uppercase LPM _____ Lowercase LPM _____

Uppercase Manuscript

I E A Z W S O K G C X

T P L H D U Q M Y V R

N J F B

Lowercase Manuscript

u p m y v r n j f b x t p i

h d l e a z w s o k g c

Direction: Time how long it takes the students to identify the letters and divide the time in seconds by 1650 to get the letters-per-minute (LPM).

Internet Resources on Fluency

<https://www.maloneymethod.com/resources/using-frequency-to-assess-a-students-reading-performance/>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1279649/pdf/jaba00015-0053.pdf>