

Blend Phonics Reader

For Beginning and Remedial Readers

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

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

Reading Made Easy with Blend Phonics
for First Grade

Mr. Potter's Secret of Reading:
"Look at all the letters the right way,
and NO guessing."

Copyright © 2007, 2014, 2017, 2020 Donald L. Potter

Permission granted for nonprofit reproduction
for educational purposes.

Step One: Short Vowel Sounds

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

cat bear key-c duck fan goat horn jar key leaf monkey nest pig
queen rabbit saw top valentine wagon box yard zebra key-ck

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

UNIT 2: SHORT SOUND OF **i** (fish)

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

Mixed Short Sounds of **a** and **i**

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

UNIT 3: SHORT SOUND OF o (top)

Bob log top hop bog dog hog fog fox box hot
not nod sod sob pod got pot rob cob cot mob rod
rot hod bob pop job gob doll dot lot tot on off
Don mop sop moss boss loss toss

Mixed Short Sounds of a, i, and o

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

UNIT 4: SHORT SOUND OF u (duck)

dug rub bun duck jug sun bug fun mug cup rug
sum bud but fuss mud tub hut bus gum gun
muff muss tug hug lug nut rut cub gull pup cuff
hum run cut up us buzz Gus

Mixed Short Sound of **a, i, o** and **u**.

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

UNIT 5: SHORT SOUND OF e (bed)

bell dell tell fell beg peg Ted bet let led fed jet
get pet bed pen dell red den hen less set vet wet
web wed met net sell well mess men ten keg leg
vex meg yes

Mixed Short Sound of **a, i, o, u,** and **e**

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

Step Two: Consonant Blends

UNIT 6: FINAL CONSONANT BLENDS

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

(Short sounds only of vowels)

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

UNIT 7: CONSONANT DIGRAPH: sh (ship)

cash hush dish fish shall shed shelf shut shot
shop ship wish

UNIT 8: CONSONANT DIGRAPH: th (Voiced) (three)

than then them this that thus

CONSONANT DIGRAPH: th (Unvoiced) (this)

bath thick think thank thump thin thud with

UNIT 9: CONSONANT DIGRAPH: ch, tch (cherry)

chat chill witch chin chum much such rich
match notch latch fetch hatch chick chop chip
chap catch patch pitch ditch

ch: SOUNDS LIKE **k:** (key)

mechanic

UNIT 10: CONSONANT DIGRAPH: wh (wheel)

BLEND wa SOUNDS LIKE wo

wha SOUNDS LIKE who

want watch was water wasp wash what

which whisk whack whiff whip whet whiz when
whim

UNIT 11: ng (ang, ing, ong, ung) (swing)

bang ding dong wing ping-pong king hung hang
thing thong rang rung ring sing sung sang song
snug gong gang thing-a-ling long lung

UNIT 12: nk (ank, ink, onk, unk) (bank)

bank bunk link lank chunk chink mink monk
wink tank thank think honk kink dunk dank pink
punk rink rank sank sunk sink ink

UNIT 13: INITIAL CONSONANT BLENDS:

bl, cl, fl, gl, pl, sc, sk, sl, sm, sn, sp, st, sw

plan plant flung fling spunk spank flit flat fled
smug smog block black blast blink blank blend
bland blond bled flock flack smell flag flog
smash smelt blush spit spat spot splat split bliss
stuck stock stick stack stamp stump stand flop
flip flap stop step club slap slip slop clap clip
clop still plod plot plat glad gland glum slam
slim slum slosh slash stem click clack clock
cluck clinch glass gloss cliff scat scalp sled slid
slot slat slit slab stab stub clink clank clunk snip
snap skin snob snub skip skid clench snug snag
sang sung stiff stuff staff cling clang clung skill
skull skiff scuff scoff swell swill swift snuff
sniff scum scam scan spin span spun flesh flash
flush Scotch sketch flip flap flag flop switch
spell spill swing swung swim swam fling flung
smack smock swept swap swag swig swing
swung plan plant plot plop pluck plum plus

Mixed Beginning Consonant Blends and Non-blends

lush blush, pan plan, melt smelt, punk spunk, lit
flit, mug smug, lock flock, lock block, fat flat,
sell smell, pan span, lend blend, led bled, lag
flag, mash smash, sum slum, sash slash, pat spat
sat, band bland land, lip clip, cub club, land
gland, lap slap sap, till still sill, pod plod, lap
cap clap clamp, lad glad, lick click, lass glass,
lash slash, sand stand, tack stack sack, lock
clock, cat scat sat, led sled, link clink, can scan,
nip snip, tub stub, clan clank, skin kin, sob snob,
hip ship skip, nap snap sap, tuff stuff stiff tiff,
nub snub sub, well swell sell, lash flash, sum
scum, pat pit pot spot, sift swift, lap lip flip flap
flop, pill spill sill, witch switch, lap flap, sell
spell, wing wig swig swing, Mack smack sack
sank snack spank, wept swept, lot plot pot, sack
snack, pill spill sill skill kill, pop plop sop slop,
sick slick lick lack ant plant

UNIT 14: INITIAL CONSONANT BLENDS

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

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

Mixed Consonant Blends and Non-Blends

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

Unit 15. Simple Two-Syllable Words – Short Vowels Only

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

Step Three: Long Vowels (CVE)

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

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

hēre these Pete

bīte dime dine dike fine fife dive file five
hide hive live drive lime life like mine mite
mile nine pike pine pile quite kite ride shine
side spike smile slime stile swine spine ripe
time tile tide wife wine side pipe size glide
while white pride prime prize

bōne cone cope code dote dole dome globe
hole home hope joke lone lode lope poke
pole quote rode robe rope sole spoke slope
smoke note tone tote stole mope mole vote
woke broke drove probe those

cūbe duke dune cute tube tune mule flute
prune rule rude plume brute Luke mute
fluke

Mixed Long Vowel VCE Words

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

Paired Short and Long Vowels

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

pick pike, mill mile, pin pine, prim prime, rid
ride, Sid side, fill file, rip ripe, till tile, mop
mope, Tim time, win wine, slid slide, dim dime,
din dine, lick like, slim slime,

cop cope, cod code, jock joke, slop slope, top
tope, pock poke, lob lobe, not note, hop hope
cub cube, tub tube, cut cute,

UNIT 17: PHONOGRAMS USING LONG VOWELS:

old, olt, oll, ost, oth, ild, ind

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

UNIT 18: SHORT WORDS ENDING IN A LONG VOWEL:

be he no she go me so we I the

Step Four: R-Controlled Vowels

UNIT 19: PHONOGRAM: ar (car)

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

UNIT 20: PHONOGRAM: or (fork)

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

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

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

Step Five: Vowel Digraphs and Diphthongs

UNIT 22: VOWEL DIGRAPH: ai, ay (cake)

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

UNIT 23: VOWEL DIGRAPH: ee (tree)

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

UNIT 24: VOWEL DIGRAPH: ea (tree bed cake)
(three phonemes: long e, short e, and long a)

beat each reach read beach leaf beast leap real bean
leave cream lean cheat meal cheap least deal sea
dream seat feast treat team tea east teach eat feat
peach steal fear near clean scream

threat thread tread bread wealth read breast weather
breath dead death health instead deaf sweat ready
heavy

steak break great bear beefsteak daybreak breaker

UNIT 25: VOWEL DIAGRAPH: ie (five tree)

(two phonemes: long i and long e)

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

priest relief believe brief chief yield grief field
thief

UNIT 26: FINAL VOWEL: y

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

Long i in one-syllable words: (five)

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

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

army handy sleepy candy hilly thirty guppy
healthy twenty daddy fairy silly dolly fifty
wealthy dusty messy funny penny gummy
puppy party rainy happy sunny pretty foggy
Henry copy sloppy sixty flimsy bunny sandy

Mixed Final Vowel y:

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

UNIT 27: VOWEL DIGRAPH: oa, oe, (like long o) (rose)

boat load roast Joe boast loaf soap toe coat road
toes coach soapy foe woe coast soak goes goat
toad hoe float throat hoed board coal oak cloak
foam loam goad toast bloat oat

UNIT 28: DIGRAPH: ow (like long o); DIPHTHONG: ow (cow)

bōw slow window bowl tow willow blow throw
yellow crow show glow shown grow snow
grown fellow growth follow flow hollow low
pillow shadow own row

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

UNIT 29

DIPHTHONG: **ou** (cow)

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

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

you country young soul four

UNIT 30: DIPHTHONGS: **oy, oi** (boy)

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

UNIT 31: LONG SOUND OF **oo** (moon)

b^oo^t moon stoop foolish booth roof spoon
smooth bloom loose spool teaspoon coo room
shoot noonday cool proof too toothbrush boost
mood tool scooter droop gloom tooth papoose
food noon troop tooting groom soon coolness
school goose roost zoo doom stool cooler
smoother scoop pool loop broom root roomy
hoot groove choose soothe

UNIT 32: SHORT SOUND of oo (book)

b^{oo}ok good hood shook booklet foot look wool
cook footstep looking wood crook goodness
soot wooden brook hoof took woolen cooker
hook stood footstool understood fishhook
woodpile woodshed

UNIT 33: VOWEL DIGRAPHS: aw, au (saw)

crawl hawk saw clause crawling shawl draw
drawn dawn lawn law thaw haul yaw yawn fault
fawn faun cause pause paw jaw

UNIT 34: PHONOGRAMS: al, all (saw)

already bald malt call almost false salt mall also
halt ball wall small all tall stall fall gall always

UNIT 35: DIGRAPHS: ew, ue (mule)

blew flew news flue brew threw pew glue chew
dew stew true crew few due drew mew blue hue
grew new clue Sue

Step Six: Advanced Spellings

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

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

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

careful full fullback put pull push dull bull bush
fulfill

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

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

ci = sh: special ocean precious musician

UNIT 39: SOFT SOUND OF **g** IN **dge** AND SOMETIMES BEFORE **e, i** and **y**. (jar)

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

UNIT 40: SILENT **gh** AND **gh** SOUNDS LIKE **f** (fan)

bright high blight tight might slight thigh fight
flight fighter night right plight sigh light
moonlight

taught caught daughter

gh = f: rough tough laugh laughter laughing
enough

(In the above words, **au** and **ou** are irregular.)

UNIT 41: SILENT k, w, t, b and l

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

UNIT 42: se SOUNDS LIKE z (zebra)

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

UNIT 43: ph SOUNDS LIKE f (fan)

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

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

battle handle bottle bundle puzzle buckle
scramble sprinkle pickle circle struggle middle
tickle wiggle sample scribble attention partition
action portion addition station nation affection
section invitation foundation expression
education mention mission impression

UNIT 45: ed WITH SHORT e (ěd)

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

ed SOUNDS LIKE d (duck)

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

ed SOUNDS LIKE t (top)

baked backed picked packed looked locked
wished boxed hoped hopped packed camped
jumped pitched hitched liked stopped kissed
guessed dropped coaxed checked shipped
scraped dashed milked draped clapped wrecked
wrapped stamped dressed knocked

Unit 46: Long Vowels in Open Syllables (cake tree five rose mule)

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

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

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

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

measure pleasure treasure

Reading Made Easy with Blend Phonics for First Grade

by Hazel Logan Loring

Table of Contents

Step One: Short Vowels and Consonants

- Unit 1. Short sound of a b c d f g h j k l m n p q r s t v w x y z ck
- Unit 2. Short sound of i
- Unit 3. Short sound of o
- Unit 4. Short sound of u
- Unit 5. Short sound of e

Step Two: Consonant Blends and Digraphs

- Unit 6. Final consonant blends: (ck) ft, lk, lp, lt, mp, nd, nt, sk, st, ts, xt
- Unit 7. Consonant Digraph: sh
- Unit 8. Consonant Digraph (Voiced): th
Consonant Digraph (Unvoiced): th
- Unit 9. Consonant Digraph: ch, tch (ch sounds like k)
- Unit 10. Consonant Digraph: wh
- Unit 11. ng (ang, ing, ong, ung)
- Unit 12. nk (ank, ink, onk,, unk)
- Unit 13. Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sl, sm,
sn, sp, st, sw
- Unit 14. Initial Consonant Blends: br, cr, dr, gr. pr, tr
- Unit 15. Short Vowel 2-Syllable Words (Compound Words)

Step Three: Long Vowels (VCE)

- Unit 16. When the final e is silent, the vowel is usually long
(long sound of vowel is the same as its name)
- Unit 17. Phonograms using long vowels: old, olt, oll, ost, oth, ild, ind
- Unit 18. Short words ending in a long vowel: be, go, I, me, no,
so, she, we

Step Four: R-Controlled Vowels

Unit 19. Phonogram: ar

Unit 20: Phonogram: or

Unit 21: Phonograms: er, ir, ur and sometimes or

Step Five: Vowel Digraphs and Diphthongs

Unit 22. Vowel Digraph: ai, ay

Unit 23. Vowel Digraph: ee

Unit 24: Vowel Digraph: ea (three phonemes: long e, short e, long a)

Unit 25: Vowel Digraph: ie (two phonemes: long i and long e)

Unit 26. Final Vowel y: sound e. Long i in one syllable words.

Unit 27. Vowel Digraph: oa, oe (like long o)

Unit 28. Digraph ow. Diphthong: ow

Unit 29. Diphthong ou: Digraph ou (Often irregular; it can sound like short u, short oo, long oo, long o, etc.)

Unit 30. Diphthongs: oy, oi

Unit 31. Long sound of oo

Unit 32. Short sound of oo

Unit 33. Vowel Digraphs: aw, au

Unit 34. Phonograms: al, all

Unit 35. Digraphs: ew, ue

Step Six: Advanced Spelling Patterns

Unit 36. Unaccented a at the beginning of a word.

Also the word a when not used for emphasis.

Unit 37. Phonograms: ul, ull, ush (u sounds like short oo)

Unit 38. Soft sound of c (before e, i, and y)

Usually sounds like s: sometimes like sh.

Unit 39. Soft sound of g in dge and sometimes before e, i, and y.

Unit 40. Silent gh and gh sounds like f.

Unit 41. Silent k, w, t, b, and l

Unit 42. se sounds like z

Unit 43. ph sounds like f

Unit 44. Final le, tion, sion

Unit 45. ed with short e; ed sounds like ‘d, ed sounds like ‘t

Unit 46. Long vowels in open syllables

Unit 47. 37 Dolch List Words & 3 /zh/ words

The Table of Contents was prepared by Donald L. Potter – June 2003 (slight revision 1/17/05), Odessa, TX. Further revision 7/16/07 and 9/25/07, 10/18/11. Unit 45 added on 2/23/12. Revised 12/5/2018.

Note by Internet Publisher: Donald L. Potter

July 17, 2007

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

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

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

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

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

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

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

Mr. Potter made the latest revisions to the *Blend Phonics Reader: Standard Edition* on April 29, 2020.

Reading Made Easy with Blend Phonics

Unit Progress Chart with Skills

Student: _____ Teacher _____

Start Date _____ Finish Date _____

Unit 1 Step 1 ā b c d f g h j k l m p q r r s t v w y z c k	Unit 2 ī	Unit 3 ō	Unit 4 ū	Unit 5 ě	Unit 6 Step 2 End C. Blends	Unit 7 sh
Unit 8 th <i>th</i>	Unit 9 ch, tch	Unit 10 wh	Unit 11 Ng	Unit 12 nk	Unit 13 Beg. C. Blends	Unit 14 Beg. C. Blends
Unit 15 SV Compd. Words	Unit 16 Step 3 VCE	Unit 17 LV: old, etc.	Unit 18 LV Short Words	Unit 19 Step 4 ar	Unit 20 or	Unit 21 er/ir/ur/or
Unit 22 Step 5 ai/ay	Unit 23 ee	Unit 24 ea	Unit 25 ie	Unit 26 y=ī, --y=ē	Unit 27 - oa/oe	Unit 28 ōw/ow
Unit 29 ou	Unit 30 oy/oi	Unit 31 Long oo	Unit 32 Short oo	Unit 33 aw/au	Unit 34 al/all	Unit 35 ew/eu
Unit 36 Step 6 a = ū	Unit 37 ul/ull/ush = short oo	Unit 38 Soft c & s = ch	Unit 39 Soft g, dge	Unit 40 gh	Unit 41 Silent k w t b l	Unit 42 se - /z/
Unit 43 Silent gh ph/gh=f	Unit 44 le, tion, sion	Unit 45 ed	Unit 46 Long Vowel in Open Syllables	Unit 47 37 Dolch Words + 3 /zh/ Words		

Created by Donald L. Potter, 9/30/07. Skills added 2/18/12. Revised 5/23/2017 (www.donpotter.net)

Reading Made Easy with Blend Phonics

Phonovisual Charts Correlation

Unit 1 Step 1 All single letter consonants & ck short a (c <u>a</u> t)	Unit 2 Short ĭ (f <u>i</u> sh)	Unit 3 Short ȳ (t <u>o</u> p)	Unit 4 Short ŭ (d <u>u</u> ck)	Unit 5 Short ě (b <u>e</u> d)	Unit 6 Step 2 End C. Blends No new sounds	Unit 7 sh (s <u>h</u> i <u>p</u>)
Unit 8 th <i>th</i> (th <u>r</u> ee & th <u>i</u> s)	Unit 9 ch, tch (ch <u>e</u> rry)	Unit 10 wh (w <u>h</u> ee <u>l</u>)	Unit 11 ng (sw <u>i</u> ng)	Unit 12 nk (b <u>a</u> nk)	Unit 13 Beg. C. Blends No new sounds	Unit 14 Beg. C. Blends No new sounds
Unit 15 Compound SV Words	Unit 16 Step 3 VCE (c <u>a</u> ke, t <u>r</u> ee, f <u>i</u> ve, r <u>o</u> se, m <u>u</u> le)	Unit 17 old, etc. (r <u>o</u> se & f <u>i</u> ve)	Unit 18 be, go, etc (r <u>o</u> se & t <u>r</u> ee)	Unit 19 Step 4 ar (c <u>a</u> r)	Unit 20 or (f <u>o</u> rk)	Unit 21 er/ir/ur/or (f <u>u</u> r)
Unit 22 Step 5 ai/ay (c <u>a</u> ke)	Unit 23 ee (t <u>r</u> ee)	Unit 24 - ea (t <u>r</u> ee, b <u>e</u> d, c <u>a</u> ke)	Unit 25 ie (f <u>i</u> ve & t <u>r</u> ee)	Unit 26 -y = ē (ī) (t <u>r</u> ee)	Unit 27 oa, oe (r <u>o</u> se)	Unit 28 ōw, ow (r <u>o</u> se, c <u>o</u> w)
Unit 29 ou, ōu (c <u>o</u> w, r <u>o</u> se)	Unit 30 oy/oi (b <u>o</u> y)	Unit 31 Long oo (m <u>o</u> on)	Unit 32 Short oo (b <u>o</u> ok)	Unit 33 aw/au (s <u>a</u> w)	Unit 34 al/all (s <u>a</u> w)	Unit 35 ew/eu (m <u>u</u> le)
Unit 36 Step 6 a = ū (d <u>u</u> ck)	Unit 37 ul/ull/ush = Short oo (b <u>o</u> ok)	Unit 38 Soft c & s = sh (s <u>a</u> w, s <u>h</u> i <u>p</u>)	Unit 39 Soft g (j <u>a</u> r)	Unit 40 gh (f <u>i</u> ve)	Unit 41 Silent k, w, t, b, l No new sounds	Unit 42 se = z (z <u>e</u> bra)
Unit 43 ph = f (f <u>a</u> n)	Unit 44 le, tion, sion (l <u>e</u> af, s <u>h</u> i <u>p</u>)	Unit 45 -ed No new sounds	Unit 46 Long Vowel in Open Syllables (c <u>a</u> ke, t <u>r</u> ee, f <u>i</u> ve, r <u>o</u> se, m <u>u</u> le)	Unit 47 37 Dolch List, 3 /zh/ words		

Created by Donald L. Potter, 9/30/07. Skills added 2/18/12. Phonovisual correlation added 4/11/13. Last Revision on May 23, 2017.

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

Blend Phonics Reader Skills Ladder

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





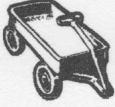




















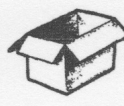

All 220 Dolch List Sight-Words Taught in Mr. Potter's Blend Phonics Reader

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

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

These 220 words make up from 50% to 75% of all ordinary reading-matter. U = Blend Phonics Unit. Since all the Dolch List Sight Words are taught in the *Blend Phonics Reader*, there is **no need** to teach them with whole word memorization.

consonants



















 p-	 b-	 m-	
 wh-	 w-		 qu-
 f- ph	 v-		
 th-	 this	 th-	
 t-	 d-	 n-	 l-
 s- c	 z- s		 r-
 sh-			 y-
 ch- tch	 j- g		
 k- c ck	 g-	 -ng n(k)	 -x
 h-			

Copyright 1942, 1949, 1960, 1971, 1972, 1978 Phonovisual Products, Inc., P. O. Box 2007, Rockville, Md. 20852 ISBN-0-930818-04-0

Explanation of Scientific Organization of Charts

Consonant Chart: The top of the chart starts at the front of the mouth and goes to the back going down the column. The first column (p, wh, f, th, t, s, sh, ch, k, h) are unvoiced consonants (quiet cousins). The second column (b, w, v, th, d, z, j, g) represents voiced consonants (noisy cousins). The third column (m, n, ng) are nasals (singing cousins). The column on the right (qu, l, r, y, x) relates to the consonants to the left according to points of articulation (neighbors).

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)	

Copyright 1942, 1949, 1960, 1971, 1972, 1978 Phonovisual Products, Inc., P. O. Box 2007, Rockville, Md. 20852 ISBN-0-930618-05-9

Vowel Chart: Top row are long vowels spellings. Second row are short vowel spellings. The vowels below the short vowel row are called “other vowels.” The small print represents secondary spellings.

Color Coded Large Wall Charts, Small Student Charts, and Flashcards can be ordered from www.phonovisual.org. They are a useful aid to teaching the sound-to-symbol correspondences.

Postscript

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

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

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

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

Reproduction Notice from Donald L. Potter: Unlimited reproduction for solely educational purposes is encouraged. However, reproduction for profit may not be made of any part of this publication.

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

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

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

DIRECTIONS for the *MILLER WORD IDENTIFICATION ASSESSMENT I* (MWIA I)

INTRODUCTION

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

TESTING

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

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

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

SCORING

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

INTERPRETATION

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

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

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

DIRECTIONS for the *MILLER WORD IDENTIFICATION ASSESSMENT I* (MWIA I)

INTRODUCTION

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

TESTING

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

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

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

SCORING

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

INTERPRETATION

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

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

SUMMARY SHEET

Edward Miller, 1991 – Donald Potter Revision 2016

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

School _____ City/State _____

Level I

Holistic WPM ____ Phonetic WPM ____ Difference ____

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

Holistic Errors ____ Phonetic Errors ____ Difference ____

Ratio of Phonic Errors ____ / Holistic errors ____ = ____

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

Tested by _____

Scored by _____

K – 1 School _____ City/State/District _____

Method/Program _____

Publisher _____

Comments:

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

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

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

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

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

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

Copyright 2016