

# Blend Phonics Reader

## Standard Edition

### UPPERCASE

For Beginning and Remedial Readers

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

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

*Reading Made Easy with Blend Phonics*

*for First Grade*

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

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## Step One: Short Vowel Sounds

**UNIT 1:** Short sound of **A B C D F G H J K L M N P Q U 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  
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 JACK BUMP

### 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 wă  
**WHA** SOUNDS LIKE whă

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, SM, SL, 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

## **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



**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**

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).

BAKE CANE CAPE CAKE DATE DAZE FATE FADE GATE GAZE  
HATE CAME HAZE LAKE LAME MAKE MANE MADE MATE  
LATE GAME WAKE NAME PALE QUAKE RATE RAKE PANE  
SAKE SHAME SHAKE SAME TAKE TAME BLAME FLAME  
PLANE STAKE GLADE SNAKE CHASE SAFE PASTE GAVE  
CASE FAKE HASTE FLAKE SAVE BLAZE VASE TASTE WASTE  
BRAVE BRAKE CRATE CRAVE CRAZE DRAPE GRAPE GRAVE  
TRADE

HERE THESE PETE

BITE DIME DINE DIKE FINE FIFE DIVE FILE FIVE HIDE HIVE  
LIVE DRIVE LIME LIFE LIKE MINE MITE MILE NINE PIKE PINE  
PILE QUITE KITE RIDE SHINE SIDE SPIKE SMILE SLIME STILE  
SWINE SPINE RIPE TIME TILE TIDE WIFE WINE SIDE PIPE SIZE  
GLIDE WHILE WHITE PRIDE PRIME PRIZE

BONE CONE COPE CODE DOTE DOLE DOME GLOBE HOLE  
HOME HOPE JOKE LONE LODE LOPE POKE POLE QUOTE  
RODE ROBE ROPE SOLE SPOKE SLOPE SMOKE NOTE TONE  
TOTE STOLE MOPE MOLE VOTE WOKE BROKE DROVE PROBE  
THOSE

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

## Mixed Long Vowel VCE Words

BAKE CAKE CUBE SAFE SWINE NOTE CANE CAME PASTE  
SPINE CAPE GAVE RIPE TOTE CASE TIME DIME DINE THOSE  
TONE TUNE DATE FAKE TILE STOLE DAZE HASTE TIDE  
WASTE FATE FLAKE WIFE MOPE FADE SAVE WINE MOLE  
GATE BLAZE WIDE VOTE GAZE VASE SLIDE WOKE HATE  
TASTE PIPE HERE SIZE DUKE HAZE BITE GLIDE DUNE LAKE  
WHILE CUTE LAME WHITE TUBE MAKE DIKE BONE BANE  
MANE FINE CONE MULE MADE FIFE COPE THESE MATE DIVE  
DRIVE DROVE CODE BRAVE LATE FILE DOTE BROKE BRAKE  
GAME FIVE DOLE WAKE HIDE DOME CRATE NAME HIVE  
GLOBE CRAVE PALE LIME HOLE CRAZE QUAKE LIFE HOME  
DRAPE RATE LIKE HOPE RAKE MINE JOKE PANE MITE LONE  
GAPE GRAPE SAKE MILE LOBE GRADE SHAME NINE LOPE  
GRAVE SHAKE SNAKE PIKE POKE PRIDE SAME PINE POLE  
PRIME TAKE PILE QUOTE PRIZE TAME QUITE RODE PROBE  
TAPE KITE ROBE TRADE BLAME RIDE ROPE FLUTE FLAME  
SHINE SOLE PRUNE PLANE SIDE STONE RULE ROLE RILE  
STAKE STOKE SPIKE SPOKE SCONE RUDE GLADE SMILE  
PLUME SLIME SLOPE BRUTE CHASE CHOSE STILE SMOKE  
ATE USE PETE

## **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**

OLD BOLD SCOLD COLD GOLD FOLD TOLD SOLD MOLD  
HOLD COLT VOLT MOLT BOLT JOLT

TOLL ROLL POST MOST HOST BOTH

MILD CHILD WILD

RIND WIND BLIND FIND GRIND HIND KIND MIND

**UNIT 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)

BAR DARK DART TART MARK HARK BARK SCAR  
BARN DARN FAR MART STAR CAR FARM PARK TAR  
CHART START CART HARD PART JAR SPARK LARK  
SMART STARCH STARK ART ARCH MARCH HARM  
YARN SHARP ARM CHARM HARMLESS HARMFUL  
HARVEST PARTY WARM

### UNIT 20: PHONOGRAM: **OR** (fork)

BORN HORN THORN FORK TORN CORD CORK FORT  
SCORN TORCH SCORCH CORN HORSE STORM FOR  
PORK PORCH STORK WORN NORTH SORT SHORT OR  
NOR BEFORE MORN MORNING

### UNIT 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: (f**i**ve)**

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

**Short I of f**i**sh (some dictionaries say long E of t**r**ee)**

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)**

BOW SLOW WINDOW BOWL TOW WILLOW BLOW THROW  
YELLOW CROW SHOW GLOW SHOWN GROW SNOW GROWN  
FELLOW GROWTH FOLLOW FLOW HOLLOW LOW PILLOW  
SHADOW OWN ROW

FROWN FLOWER GOWN GROWL BOW COW HOWL CROWD POWER  
HOW CLOWN POWDER CROWN DROWN TOWN DOWN BROWN NOW

**UNIT 29**

**DIPHTHONG: OU (cow)**

**DIGRAPH: OU (Often irregular; it can sound like short U, short OO, long OO, short O, etc.)**

CLOUD MOUND ROUND FOUND OUT SOUND GROUND OUR  
SHOUT HOUSE MOUSE SCOUT LOUD POUND HOUND WOUND  
PROUD

YOU COUNTRY YOUNG SOUL FOUR

**UNIT 30: DIPHTHONGS: OY, OI (boy)**

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

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

BOOT MOON 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)**

BOOK GOOD HOOD SHOOK BOOKLET FOOT LOOK WOOL  
COOK FOOTSTEP LOOKING WOOD CROOK GOODNESS SOOT  
WOODEN BROOK HOOF TOOK WOOLEN COOKER HOOK  
STOOD FOOTSTOOL UNDERSTOOD FISHHOOK WOODPILE  
WOODSHED

**UNIT 33: VOWEL DIGRAPHS: AW, AU (saw)**

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

**UNIT 34: PHONOGRAMS: AL, ALL ( saw )**

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

**UNIT 35: DIGRAPHS: EW, UE ( mule )**

BLEW FLEW NEWS FLUE BREW THREW PEW GLUE CHEW  
DEW STEW TRUE CREW FEW DUE DREW MEW BLUE HUE  
GREW NEW CLUE SUE

## Step Six: Advanced Spellings

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

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 HAL F 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 GROCCER  
PAPER HERO ORAL CAPER LEGAL FINAL OPEN TAPER REGAL  
TULIP FAVOR BEFORE BONY LUCY SAVOR TIDY PONY  
VAPOR LIMY HOLY WAFER SLIMY OVER MAKER VIPER  
CLOVER TAKER BITER DONOR PUPIL NASAL SOLAR FATAL  
POLAR MURAL NATAL LIBEL SOBER RURAL LABEL CIDER  
LOCAL TYRO HALO SPIDER FOCAL TYRANT SAGO TIGER  
VOCAL PACER VITAL TOTAL

GIANT POEM PLIANT DIAL TRIAL VIAL DUEL FUEL CRUEL  
GRUEL BRIER RUIN FRIAR

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

DO TO TODAY TOGETHER TWO WHO INTO  
COME DONE DOES SOME ONE ONCE OF FROM  
AGAIN SAID      COULD WOULD  
ANY MANY      ONLY ARE  
CARRY EIGHT HAVE GIVE THEIR THEY VERY WHERE WERE  
EVERY BEEN BUY DON’T YOUR

MEASURE PLEASURE TREASURE



# ***Reading Made Easy with Blend Phonics for First Grade***

by Hazel Logan Loring

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- Unit 3. Short sound of o
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- Unit 5. Short sound of e

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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

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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](http://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 Blend Phonics 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 Cursive* is an excellent method for teaching the alphabet of fluency. I have also published *Shortcut to Manuscript*. There are YouTube video instruction for both methods

There are around 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 30, 2020.

# Reading Made Easy with Blend Phonics

## Unit Progress Chart with Skills

Student: \_\_\_\_\_ Teacher \_\_\_\_\_

Start Date \_\_\_\_\_ Finish Date \_\_\_\_\_

Unit 1 <b>Step 1</b> 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 <b>Step 2</b> 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  <b>Step 3</b> VCE	Unit 17 LV: old, etc.	Unit 18  LV Short Words	Unit 19 <b>Step 4</b> ar	Unit 20 or	Unit 21 er/ir/ur/or
Unit 22 <b>Step 5</b> 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 <b>Step 6</b> 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	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](http://www.donpotter.net))



# Reading Made Easy with Blend Phonics

## Phonovisual Charts Correlation

Unit 1 <b>Step 1</b> 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 <b>Step 2</b> 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 <b>Step 3</b> 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 <b>Step 4</b> 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 <b>Step 5</b> 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 <b>Step 6</b> a = ŭ (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 on 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 sound-to-symbol correspondences. 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](http://www.phonovisual.com).

## Blend Phonics Reader Skills Ladder

Step	Unit	Association	Check List
<b>Step 6</b> 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	
<b>Step 5</b> Vowel Digraphs & Diphthongs	35	Diagrams ew, ue	
	34	Phonograms: al, all	
	33	Vowel Digraphs aw, au	
	32	Short sound of oo	
	31	Long sound of oo	
	30	Diphthong: oy, oi	
	29	Diphthong ou; Digraph ou, often Irregular	
	28	Digraph: ow, Diphthong: ow	
	27	Vowel Digraph: oa, oe (like long o)	
	26	Final Vowel y (ē); Long ī in single syllable words	
	25	Vowel Digraph ie (long ī and long ē)	
	24	Vowel Digraph ea (long ē, short ě, long ā)	
23	Vowel Digraph: ee		
22	Vowel Digraph: ai, ay		
<b>Step 4</b> R-Contr. Vowels	21	Phonogram er, ir, ur, and sometimes or	
	20	Phonogram: or	
	19	Phonogram: ar	
<b>Step 3</b> 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)	
<b>Step 2</b> 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		
<b>Step 1</b> Short Vowels & Consonants	5	Short vowel ě	
	4	Short vowel ŭ	
	3	Short vowel ǒ	
	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




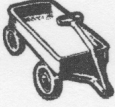
















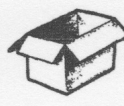

Chart of the Units Indicating Where the Dolch List Words are Taught.

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	<b>seven</b>	<b>U15</b>	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-			

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### *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

 <b>a-e</b> ay ai	 <b>ee</b> -e ea	 <b>i-e</b> -y igh	 <b>o-e</b> oa ow -o	 <b>u-e</b> ew
 <b>-a-</b>	 <b>-e-</b> ea	 <b>-i-</b> -y	 <b>-o-</b>	 <b>-u-</b>
 <b>aw</b> au a(ll)			 <b>oo</b>	 <b>ur</b> er ir or
 <b>a(r)</b>			 <b>oo</b> u	
			 <b>ow</b> ou	
			 <b>oy</b> oi	
			 <b>o(r)</b>	

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

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

## Postscript

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

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

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

For information on fluency: [http://special.edschool.virginia.edu/papers/Binder-et-al\\_Fluency.pdf](http://special.edschool.virginia.edu/papers/Binder-et-al_Fluency.pdf)

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

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

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](http://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](http://www.donpotter.net) and [www.blendphonics.org](http://www.blendphonics.org). Mr. Richardson passed away in 2008 and his TLC organization was disbanded. There is also a MWIA II, which consists of two lists of words of 210 words each to use with older students. Writing the students response over the misread word will quickly reveal whether the students are reading the words by shape or letters. Articles by Samuel L. Blumenfeld, Miss Geraldine Rodgers, Raymond Laurita, Helen Lowe, Charles Walcutt, Dr. Patrick Groff, and many other experts can be read for free on Mr. Potter’s website.

# The Miller Word-Identification Assessment I (MWIA I)

## SUMMARY SHEET

Edward Miller, 1991 – 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 Err \_\_\_\_\_

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

Err \_\_\_\_\_ Spell-Cor \_\_\_\_\_ / \_\_\_\_\_ Phon Eff \_\_\_\_\_ % Slow-Down \_\_\_\_\_ %

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

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# EXPLANATION

## FOR

### THE UPPERCASE EDITION

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

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

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

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

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

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

This is a highly revised February 13, 2019 edition of my *Blend Phonics Reader: Upper Case Edition* first published in 2007. Switch to Small Caps on April 30, 2020. Small Caps allows us to show the capital letters among the lowercase letters: PAUL vs PAUL.