

Blend Phonics Reader

Standard Edition

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 r s t v w x y z ck

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

UNIT 2: SHORT SOUND OF i

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

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

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

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 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

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 box hen ham
hum him hem peg pig pug Ted Todd tad bet bit
bat but bed bid bud bad lit lot let fed fad fat fit
jet jot jut pet pot pit pat putt wax pen pin pun
pan web wed wet wit dell dull doll dill bill dell
bell till tell Bill hill hull fell fill full fox fax fix
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

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

UNIT 8: CONSONANT DIGRAPH: th (Voiced)

than then them this that thus

CONSONANT DIGRAPH: th (Unvoiced)

bath thick think thank thump thin thud with

UNIT 9: CONSONANT DIGRAPH: ch, tch

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

ch: SOUNDS LIKE **k:**

mechanic

UNIT 10: CONSONANT DIGRAPH: wh

BLEND **wa** SOUNDS LIKE wǒ
wha SOUNDS LIKE whǒ

want watch was water wasp wash what

which whisk whack whiff whip whet whiz when
whim

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

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

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

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

UNIT 13: INITIAL CONSONANT BLENDS:

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

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

Mixed Beginning Consonant Blends and Non-blends

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

Simple Two-Syllable Words – Short Vowels Only

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

Step Three: Long Vowels (CVE)

UNIT 14: WHEN THE FINAL *e* IS SILENT,
THE VOWEL IS USUALLY LONG
(long vowel sound of vowel is the same as its name).

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

here these

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

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

cube duke dune cute tube tune mule flute
prune rule rude plume brute

Mixed Long Vowel VCE Words

bake cake cube safe swine note cane came paste
spine cape gave ripe tote case time dime dine
those tone tune date fake tile stole daze haste
tide waste fate flake wife mope fade save wine
mole gate blaze wide vote gaze vase slide woke
hate taste pipe here size duke haze bite glide
dune lake while cute lame white tube make dike
bone bane mane fine cone mule made 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 mite

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 15: PHONOGRAMS USING LONG VOWELS:

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

old bold scold cold gold fold told sold mold
hold colt volt molt bolt jolt toll roll
post most host both mild child wild
rind wind blind find grind hind kind mind

UNIT 16: SHORT WORDS ENDING IN A LONG VOWEL:

be he no she go me so we I the

**UNIT 17: INITIAL CONSONANT BLENDS AND
FINAL CONSONANT BLENDS
(and/or digraphs, phonograms with short vowels)**

ENRICHMENT REVIEW

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 blend bland blond blast
blest bled glad glum clang clung cling swung
swing prong stung sting string strung sprung
sprang spring

Mixed Consonant Blends and Non-Blends

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

Step Four: R-Controlled Vowels

UNIT 18: PHONOGRAM: ar

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

UNIT 19: PHONOGRAM: or

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

UNIT 20: PHONOGRAMS: er, ir, ur and sometimes or

bird stir 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 21: VOWEL DIGRAPH: ai, ay

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

UNIT 22: VOWEL DIGRAPH: ee

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

UNIT 23: VOWEL DIGRAPH: ea

(three phonemes: long e, short e, and long a)

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

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

steak break great bear beefsteak daybreak breaker

UNIT 24: VOWEL DIAGRAPH: ie
(two phonemes: long i and long e)

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

priest relief believe brief chief yield grief field
thief

UNIT 25: FINAL VOWEL: y
(Some dictionaries give it the sound of short i; others say long e. Take your choice.) Long **i** in one-syllable words.

Long i in one-syllable words:

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

Short i (some dictionaries say long e)

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

Mixed Final vowel y:

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

UNIT 26: VOWEL DIGRAPH: oa, oe, (like long o)

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

UNIT 27: DIGRAPH: ow (like long o); DIPHTHONG: ow

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

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

UNIT 28

DIPHTHONG: **ou**

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

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

you country young soul four

UNIT 29: DIPHTHONGS: **oy, oi**

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

UNIT 30: LONG SOUND OF **oo**

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

UNIT 31: SHORT SOUND of oo

book good hood shook booklet foot look wool
cook footstep looking wood crook goodness
soot wooden brook hoof took woolen cooker
hook stood footstool understood fishhook
woodpile woodshed

UNIT 32: VOWEL DIGRAPHS: aw, au

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

UNIT 33: PHONOGRAMS: al, all

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

UNIT 34: DIGRAPHS: ew, ue

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

Step Six: Advanced Spellings

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

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

UNIT 36: PHONOGRAMS: **ul, ull, ush**
(**u** SOUNDS LIKE SHORT **oo**)

careful full fullback put pull push dull bull bush
fulfill

UNIT 37: SOFT SOUND OF **c**
(before **e, i** and **y**) Usually sounds like **s**: sometimes **sh**.

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

ci = sh: special ocean precious musician

UNIT 38: SOFT SOUND OF **g** IN **dge** AND SOMETIMES BEFORE **e, i** and **y**.

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

UNIT 39: SILENT **gh** AND **gh** SOUNDS LIKE **f**

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

taught caught daughter

gh = f: rough tough laugh laughter laughing
enough

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

UNIT 40: SILENT k, w, t, b and l

knee 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 41: se SOUNDS LIKE z

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

UNIT 42: ph SOUNDS LIKE f

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

UNIT 43: FINAL le, tion, sion

battle handle bottle bundle puzzle buckle little
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 44: ed WITH SHORT e

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

ed SOUNDS LIKE 'd

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

ed SOUNDS LIKE 't

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

Unit 45: Long Vowels in Open Syllables

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

Supplemental to Unit 45: 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, sm, sl,
sn, sp, st, sw, Compound Words.

Step Three: Long Vowels (VCE)

- Unit 14. When the final e is silent, the vowel is usually long
(long sound of vowel is the same as its name)
- Unit 15. Phonograms using long vowels: old, olt, oll, ost, oth, ild, ind
- Unit 16. Short words ending in a long vowel: be, go, he, me, no,
so, she, we
- Unit 17. Enrichment Review: Initial consonant blends and final
consonant blends (and/or digraphs, phonograms)

Step Four: R-Controlled Vowels

Unit 18. Phonogram: ar

Unit 19: Phonogram: or

Unit 20: Phonograms: er, ir, ur and sometimes or

Step Five: Vowel Digraphs and Diphthongs

Unit 21. Vowel Digraph: ai, ay

Unit 22. Vowel Digraph: ee

Unit 23: Vowel Digraph: ea (three phonemes: long e, short e, long a)

Unit 24: Vowel Digraph: ie (two phonemes: long i and long e)

Unit 25. Final Vowel y: sound e. Long i in one syllable words.

Unit 26. Vowel Digraph: oa, oe (like long o)

Unit 27. Digraph ow. Diphthong: ow

Unit 28. Diphthong ou: Digraph ou (Often irregular; it can sound like short u, short oo, long oo, long o, etc.)

Unit 29. Diphthongs: oy, oi

Unit 30. Long sound of oo

Unit 31. Short sound of oo

Unit 32. Vowel Digraphs: aw, au

Unit 33. Phonograms: al, all

Unit 34. Digraphs: ew, ue

Step Six: Advanced Spelling Patterns

Unit 35. Unaccented a at the beginning of a word.

Also the word a when not used for emphasis.

Unit 36. Phonograms: ul, ull, ush (u sound like short oo)

Unit 37. Soft sound of c (before e, i, and y)

Usually sounds like s: sometimes like sh.

Unit 38. Soft sound of g in dge and sometimes before e, i, and y.

Unit 39. Silent gh and gh sounds like f.

Unit 40. Silent k, w, t, b, and l

Unit 41. se sounds like z

Unit 42. ph sounds like f

Unit 43. Final le, tion, sion

Unit 44. ed with short e; ed sounds like ‘d, ed sounds like ‘t

Unit 45. Long vowels in open syllables and 37 word Dolch supplement.

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.

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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 web site: www.donpotter.net.

Loring's *Blend Phonics* method is a form of phonics called single-letter phonics. The whole focus is on blending the sounds of the letters going from left to right. There are many other phonics systems; but *Blend Phonics* has proven superior in the **prevention** and **remediation** of whole-word dyslexia. Loring's method is a sterling example of pure "synthetic phonics" because it builds up the words from the letter-sounds. Inductive phonics (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 extremely easy, and most will have no problem with second- and third-grade readers. The method is exceptionally effective for curing whole-word dyslexia in students of all ages. I have even used it to teach adults to read.

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

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.

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.

Latest revisions to the *Blend Phonics Reader: Standard Edition*, 12/8/15. Font size from 20 to 24, 1/9/13.

Reading Made Easy with Blend Phonics

Unit Progress Chart

Student: _____ Teacher _____

Start Date _____ Finish Date _____

Unit 1 Step 1 ă b c d f g h j k l m p q r r s t v w y z c k	Unit 2 ĩ	Unit 3 õ	Unit 4 ũ	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 Step 3 VCE
Unit 15 old, etc	Unit 16 be, go, etc	Unit 17 Enrichment beg/end blends	Unit 18 Step 4 ar	Unit 19 or	Unit 20 er/ir/ur/or	Unit 21 Step 5 ai/ay
Unit 22 ee	Unit 23 ea	Unit 24 ie	Unit 25 --y = ē	Unit 26 oa, oe	Unit 27 ōw, ow	Unit 28 ou, ōu
Unit 29 oy/oi	Unit 30 Long oo	Unit 31 Short oo	Unit 32 aw/au	Unit 33 al/all	Unit 34 ew/eu	Unit 35 Step 6 a = ũ
Unit 36 ul/uлл/ush = short oo	Unit 37 Soft c & s = sh	Unit 38 Soft g	Unit 39 gh	Unit 40 Silent k, w, t, b, l	Unit 41 se = z	Unit 42 ph = f
Unit 43 le, tion, sion	Unit 44 ed	Unit 45 Long Vowel in Open Syllables	Step 1: Short Vowels & Consonants Step 4: R-Controlled Vowels Step 2: Consonant Blends & Digraphs Step 5: Vowel Digraphs & Diphthongs Step 3: Long Vowels (VCE) Step 6: Advanced Spelling Patterns			

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

Reading Made Easy with Blend Phonics

Phonovisual Charts Correlation

Unit 1 Step 1 All single letter consonants & ck short a (cat)	Unit 2 Short ĭ (fish)	Unit 3 Short ȳ (top)	Unit 4 Short ŭ (duck)	Unit 5 Short ě (bed)	Unit 6 Step 2 End C. Blends No new sounds	Unit 7 sh (ship)	
Unit 8 th <i>th</i> (3 & this)	Unit 9 ch, tch (cherry)	Unit 10 wh (wheel)	Unit 11 ng (swing)	Unit 12 nk (swing)	Unit 13 Beg. C. Blends No new sounds	Unit 14 Step 3 VCE (cake, tree, 5, rose, mule)	
Unit 15 old, etc (rose & 5)	Unit 16 be, go, etc. (rose & tree)	Unit 17 Enrichment beg/end blends No new sounds	Unit 18 Step 4 ar (car)	Unit 19 or (fork)	Unit 20 er/ir/ur/or (fur)	Unit 21 Step 5 ai/ay (cake)	
Unit 22 ee (tree)	Unit 23 ea (tree, bed, cake)	Unit 24 ie (five & tree)	Unit 25 --y = ē (tree)	Unit 26 oa, oe (rose)	Unit 27 ōw, ow (rose, cow)	Unit 28 ou, ōu (cow, rose)	
Unit 29 oy/oi (boy)	Unit 30 Long oo (moon)	Unit 31 Short oo (book)	Unit 32 aw/au (saw)	Unit 33 al/all (saw)	Unit 34 ew/eu (mule)	Unit 35 Step 6 a = ū (duck)	
Unit 36 ul/uлл/ush = short oo (book)	Unit 37 Soft c & s = sh (saw, ship)	Unit 38 Soft g (jar)	Unit 39 gh (5)	Unit 40 Silent k, w, t, b, l No new sounds	Unit 41 se = z (zebra)	Unit 42 ph = f (fan)	
Unit 43 le, tion, sion (ship)	Unit 44 ed No new sounds	Unit 45 Long Vowel in Open Syllables (cake, tree, 5, rose, mule)	Step 1: Short Vowels & Consonants Step 2: Consonant Blends & Digraphs Step 3: Long Vowels (VCE)				Step 4: R-Controlled Vowels Step 5: Vowel Digraphs & Diphthongs Step 6: Advanced Spelling Patterns

Created by Donald L. Potter, 9/30/07. Skills added 2/18/12. Phonovisual correlation added 4/11/13.

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.

Blend Phonics Reader Decoding-Skills Ladder

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

Handy Aid for Calculating Decoding Fluency Speed

Blend Phonics Reader: Standard Edition

Unit 1 Step 1 47 (2820)	Unit 2 a 57 (3420) b 78 (4680)	Unit 3 a 42 (2520) b 81 (4860)	Unit 4 a 39 (2340) b 125 (7500)	Unit 5 a 38 (2280) b 143 (8580)	Unit 6 Step 2 94 (5640)	Unit 7 12 (720)
Unit 8 14 (924)	Unit 9 21 (11260)	Unit 10 16 (960)	Unit 11 23 (1380)	Unit 12 24 (1440)	Unit 13 a 143 (8580) b 162 (9720) c 73 (4380)	Unit 14 Step 3 a 163 (9780) b 175 (10,500) c 104 (6240)
Unit 15 32 (1920)	Unit 16 9 (540)	Unit 17 a 98 (6174) b 98 (6174)	Unit 18 Step 4 41 (2460)	Unit 19 27 (1620)	Unit 20 77 (4620)	Unit 21 Step 5 50 (3120)
Unit 22 41 (800)	Unit 23 59 (3540)	Unit 24 23 (1380)	Unit 25 a 13 (1920) b 34 (2040) c 47 (2820)	Unit 26 34 (2040)	Unit 27 44 (2640)	Unit 28 22 (1320)
Unit 29 22 (1320)	Unit 30 53 (3180)	Unit 31 28 (1680)	Unit 32 22 (1320)	Unit 33 19 (1740)	Unit 34 23 (1380)	Unit 35 Step 6 16 (976)
Unit 36 10 (600)	Unit 37 53 (3180)	Unit 38 40 (2400)	Unit 39 25 (1500)	Unit 40 43 (2580)	Unit 41 25 (1500)	Unit 42 14 (840)
Unit 43 33 (1980)	Unit 44 a 22 (1320) b 24 (1440) c 33 (1980)	Unit 45 83 (4980) 36 (2160)	<u>Step 1:</u> Short Vowels & Consonants <u>Step 4:</u> R-Controlled Vowels <u>Step 2:</u> Consonant Blends & Digraphs <u>Step 5:</u> Vowel Digraphs & Diphthongs <u>Step 3:</u> Long Vowels (VCE) <u>Step 6:</u> Advanced Spellings			

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

Created by Donald L. Potter, 10/23/11. Revised 6/6/13. (www.donpotter.net)

Reading Made Easy for First Grade with Blend Phonics

Oral Reading Speeds

By Donald L. Potter

www.donpotter.net

October 2011

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

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

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

Minimum Speed for Unit Mastery

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

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

Postscript

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

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

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

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

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

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

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

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

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

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

Only 40 of the 220 Dolch List Words are absent from *Reading Made Easy with Blend Phonics for First Grade*

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

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

Here is a useful classification of the omissions:

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

37 Semi-Irregular words: *again any are been buy carry come could do does done don't eight very give have into many of once one only said some their they to today together two very were where who would your* (They are included in *Blend Phonics Reader* as a Supplement to Unit 45.)

o=ō	o=ó/ǔ/ə	ai=ě	ou=oo	a=ĩ
do	come	again	would	any
to	done	said	could	many
today	does			
together	some			
two	one			
who	once			
into	of			
	from			

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

Students who successfully complete the *Blend Phonics Reader: Standard Edition* will have learned all the Dolch List word in their phonics training without any need to resort to any whole-word memorization.

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

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

INTRODUCTION

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

TESTING

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

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

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

SCORING

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

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

INTERPRETATION

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

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

The Miller Word-Identification Assessment I (MWIA I)

SUMMARY SHEET

Edward Miller, 1991

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

School _____ City/State _____

Level I

Holistic WPM ____ Phonetic WPM ____ Difference ____

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

Holistic Errors ____ Phonetic Errors ____ Difference ____

Ratio of Phonic Errors ____ / Holistic errors ____ = ____

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

Tested by _____

Scored by _____

K - 1 School _____ City/State/District _____

Method/Program _____

Publisher _____

Comments:

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

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

Errors _____

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

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

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

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

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