

# 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 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

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

**UNIT 14: 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.

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

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

## Step Three: Long Vowels (CVE)

**UNIT 16:** WHEN THE FINAL *e* IS SILENT,  
THE VOWEL IS USUALLY LONG  
(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 Luke mute  
fluke

## Mixed Long Vowel VCE Words

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

## **Paired Short and Long Vowels**

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

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

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

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

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

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

(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**

(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; 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 27: 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 28: 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 29

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 30: 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 31: LONG SOUND OF **oo**

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

**UNIT 32: 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 33: 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 34: PHONOGRAMS: al, all**

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

**UNIT 35: 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 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**  
(**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**: 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 39:** 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 40:** 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 41: SILENT k, w, t, b and l**

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

**UNIT 42: se SOUNDS LIKE z**

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 43: ph SOUNDS LIKE f**

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

**UNIT 44: 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 45: 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 46:** 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

**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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## 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 web site: [www.donpotter.net](http://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 with Skills

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

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

Unit 1 <b>Step 1</b> ä 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 <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 Cmpd. 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 = ũ	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))



# BLEND PHONICS RECORD OF STUDENT INSTRUCTION AND DEGREE OF MASTERY

Student \_\_\_\_\_

Tutor \_\_\_\_\_

Date	Units	Tutor's Notes and Fluency Records	Tutor

Reading rates are calculated by multiplying the number of words in a section by 60 and dividing by the number of seconds it took to read the section.  $R = \text{Words} \times 60/\text{seconds}$ . Decoding rates, copying rates, and dictation rates are all valuable indications of mastery and progress. Fluency is an indirect, but accurate, measure of the strength of neural bonds (connections).

# Reading Made Easy with Blend Phonics

## Phonovisual Charts Correlation

Unit 1 <b>Step 1</b> 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 <b>Step 2</b> 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 Beg. C. Blends No new sounds
Unit 15 Compound SV Words	Unit 16 <b>Step 3</b> VCE (cake, tree, 5, rose, mule)	Unit 17 old, etc. (rose & 5)	Unit 18 be, go, etc (rose & tree)	Unit 19 <b>Step 4</b> ar (car)	Unit 20 or (fork)	Unit 21 er/ir/ur/or (fur)
Unit 22 <b>Step 5</b> ai/ay (cake)	Unit 23 ee (tree)	Unit 24 - ea (tree, bed, cake)	Unit 25 ie (five & tree)	Unit 26 -y = ē (ī) (tree)	Unit 27 oa, oe (rose)	Unit 28 ōw, ow (rose, cow)
Unit 29 ou, ōu (cow, rose)	Unit 30 oy/oi (boy)	Unit 31 Long oo (moon)	Unit 32 Short oo (book)	Unit 33 aw/au (saw)	Unit 34 al/all (saw)	Unit 35 ew/eu (mule)
Unit 36 <b>Step 6</b> a = ŭ (duck)	Unit 37 ul/ull/ush = Short oo (book)	Unit 38 Soft c & s = sh (saw, ship)	Unit 39 Soft g (jar)	Unit 40 gh (5)	Unit 41 Silent k, w, t, b, l No new sounds	Unit 42 se = z (zebra)
Unit 43 ph = f (fan)	Unit 44 le, tion, sion (leaf, ship)	Unit 45 -ed No new sounds	Unit 46 Long Vowel in Open Syllables (cake, tree, 5, rose, mule)	Unit 47 37 Dolch List, 3 /zh/		

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

The *Phonovisual Sound Pictures* are in parenthesis. The two Phonovisual Charts (Consonants & Vowels) form a universal method for teaching the sound-to-symbol associations of written English. In constant use since 1942, they are a time-tested method for teaching phonemic awareness and phonics. Coupling the Phonovisual Charts and Blend Phonics forms a powerful combination that is easy to teach and leads to reading success for all students. [www.phonovisual.com](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 ȝ	
	2	Short vowel ĭ	
	1	Short vowel ă b c d f g h j k l m n p q r s t v w y z ck	

There are 1,614 words in the program.

## 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.

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

*Have* has a short *ǎ* 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 *ǎ* 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 /hwě́r/, 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](http://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](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

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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