

# **The Phonics-Linguistic Method of Teaching Beginning Reading**

## **Phonics Component Linguistic Word Lists**

From the 1963 Lippincott Basic Reading  
by Charles C. Walcutt and Glenn McCracken

Prepared by Donald L. Potter

April 11, 2010

# Basic Reading

## Pre-Primer

by

Glenn McCracken  
and Charles C. Walcutt

This is the first reader  
From the 1963 Lippincott 1<sup>st</sup> Edition

**a A (Apple)**  
**e E (Elephant)**  
**i I (Indian)**  
**o O (Ostrach)**  
**u U (Umbrella)**

**m M (Moon)**

man

**n N (Nest)**

Nan an Ann man men in on

r R (**R**abbit)

ran ram rim run

a

s S (**S**un)

sun Sam sum us muss  
miss mess as is runs

d D (**D**og)

Dan dam den din did dim Don  
add mad sad Ed Ned red rid

n d (**S**and)

and mend end sand send

## **t T (Tiger)**

Tom	Ted	tan	Tim	ten	tin
tot	it	set	at	sit	sat
nut	met	net	not	mat	rat
<b>to</b>					

## **st nt (Stem, Ant)**

stem	ant	dust	rent	dent
mast	nest	must	tent	mint
<b>the</b>	test	rest	rust	sent

## **g G (Goat)**

get	Gus	gun	gum	gag
got	sag	dug	dig	mug
rag	tug	tag	rug	dog

**p P (Piano)**

pat pad Pam pen pin pig  
Pat pass sap pet pit sip  
tap dip pod pot top rip  
nap map pan rap gap tip  
pest punt past stop step peg  
**put**

**gr dr (grass, drag)**

grass grin grit  
grunt drug drag  
grip drip drop

**sp mp (spin, stump)**

span stamp spent spin  
gasp stump spit spot

**c C (Cat)**

cat      can      cap      cot      crop  
crisp    crept    cog      cup      cost  
cast      camp    cut      act      cross

**h H (Horse, hay, hat)**

had    has    hat    ham    hit    hunt  
hop    hot    hum    hut    hug    hand  
him    hid    hip    his

**f F (Fish)**

fan    fit    fast    fat    fist    frog    off  
fun    fig    Fred    fed    fact    from    sift  
fad    fog    fret    fin    raft    front    drift

for

# Basic Reading

## Primer

by

Glenn McCracken  
and Charles C. Walcutt

This is the second reader  
Phonics Components Only  
From the 1963 Lippincott 1<sup>st</sup> Edition



**ar (cart)**

arm darn tar dart tart cart

art card mar hard harm part

are star car farm far scarf

**er (farmer)**

fast faster start starter

tend tender hunt hunter

damp damper camp camper

farm farmer mend mender

her

**ed (Ed)**

hand handed mend mended

start started hunt hunted

dent dented dart danted

upon under forest tennis pepper

into garden

**w W (wagon)**

wet went west wig wag

win were winter western wagon

saw paw raw caw war wart draw

dawn warm swarm fawn swat

want wasp was water

**ow (Ow!)**

how now cow down town

## I L (light, log)

lag	lip	clan	slat	flat	plant
lad	last	class	slap	flag	plot
log	less	clap	slit	glad	plug
lap	lint	slip	slop	flip	helmet
let	list	clod	slot	flop	canal
leg	lost	calm	slam	plan	

## II (tall)

all	tall	fall	call	hall	stall
wall	well	will	ill	till	still
mill	pill	sill	small		
pull	full	pullet			

**b B (balloon)**

ban bat bar bad Ben best  
bed beg bin bid big bond  
but bug rob rub rib tub  
cob cub hub stab stub bog  
bit bled blimp blot barn belt  
dab bib brim crab slab bass  
bet bag bald bump brag bulb  
bull bun cab ball Bob bend

**le (little)**

bottle little apple rattle

**k K (King)**

kit kill kept kiss kid keg  
milk silk task mask risk brisk  
kin dark lark park bark mark  
ask kilt kitten

**ck (sock, lock)**

rack sack tack pack lack back  
neck deck peck nick sick tick  
pick wick lick mock rock sock  
dock lock tuck luck buck stack  
stick stock stuck pluck smack snack  
black track truck trick flock kick

**nk** (pink, drink)

rank	tank	sink	ink	pink
sank	bank	drink	rink	mink
Frank	drank	sunk	link	wink

can<sup>e</sup>

**a** **A** (Magic <sup>e</sup>)

can	cane	mat	mate
at	ate	fat	fate
rat	rate	fat	fate
cap	cape	pan	pane

care<sup>e</sup>

car	care	bar	bare
mar	mare	star	stare
par	pare	far	fare
dare	hare	ware	fare

## **a A (skate, gate)**

name late Kate safe base bake  
tale date blame make sake lake  
taste same came slate fade male  
gale bale stale take sale hate  
gate state grate game pale mane  
tame skate rake

## **ee (deer, bee, E!)**

he be we Pete here  
bee see seem seed seek steel  
flee beet beef meet deer reel  
deep keep peek peel feel tree  
feed feet need steep week keen  
deeper feeler keeper fifteen steed  
**been**

## **ea (Seal)**

ear    bean   leak    meat   reap   neat  
eat    fear   lean    pea    seam   read  
east   feast   leap    peak   seat   near  
ease   heat   lease   tea    bead   beak  
beat   heal   least   seal   team   please  
beam   leaf   meal   rear   tease   beard  
beast   lead   mean   sea    dear   pleat  
repeat   retreat   steam   defeat

## **ai (sail, sailor)**

aim    raise   rain    waist   hair   grain  
air    gain    main    lair    maid   braid  
faint   fail    bail    rail    hail   mail  
pail    tail    claim   drain   brain   train  
sail    pain    Spain   gait    slain   stain  
plain   pail    nail    bait    wait   trailer  
again   sprain   praise   strain   paint   sailor



**i I (I, pie)**

**ie**

mine ride pile swine bite spike

pine side pike tile dime strike

nine hide time like pipe spite

fine wide life stile smile bride

line ripe mile lime stride diner

kite wife spine dike crime finer

find kind mind bind grind behind

tie lie die pie cried dried tried

**ir**

sir fir firm bird girl dirt

sire fire spire hire tire first

**o O (nose)**

**go no so**

hole mole sole lone pole home

bone cone alone stone rode robe

smoke globe hope note poke stole

rose rope dose dome lope nose

tone drone

come some done

post most colt bolt host

holster revolt old hold told

**ore or (horn)**

ore	sore	or	torn
more	bore	for	worn
core	snore	nor	cord
pore	before	fork	cork
wore	horse	corn	lord
fore	tore	horn	ford
lore	born		

**oa (boat)**

oat	roam	cloak	board	boat	goal
oak	loaf	soap	hoarse	soar	moan
oar	road	coat	coarse	roar	groan
goat	toad	croak	soak	foam	coal

**oe (hoe)**

toe      foe      hoe      woe      goes

does

**j J (jet)**

jet	jig	jar	jag
job	Jeff	jog	jam
just	jug	jog	jam
just	jug	James	jerk
jump	Jess	jaw	jot
Jack	Jim	Jones	joke
Jill	Jean	jab	junk
Jan	jeep	jail	Joan

v V (van)

van	stove	five	save
vent	alive	wave	over
vest	dive	wove	Rover
vile	gave	leave	diver
vote	pave	weave	vacant
volt	cave	cove	silver
vow	hive	eave	silver
live	give	love	move
liver	have	glove	dove.

# Basic Reading

## Reader 1-1

by

Glenn McCracken  
and Charles C. Walcutt

Phonics Words Only

This is the third reader  
From the 1963 Lippincott 1<sup>st</sup> Edition

## **sh (Ship)**

she ship shin shaft shed shot

shun shut short sheep sheet

shine shape shade shock shall

share shirt shell shone rash splash

rush sash dash dish gash cash hash

hush lash plush flash flush trash

fish wish

wash push

## **ch (chicks)**

chat chap Chet chin chip chill  
chop chow chum cheek cheer chess  
cheat chirp chase check cheese  
charm chose chalk chick chest each  
punch pinch bench bunch lunch  
hunch rich such much teach reach  
peach beach porch scorch torch

## **tch**

pitch patch ditch Dutch catch  
match hatch hitch batch watch  
snatch latch pitcher fetch



## **th (Thrush)**

the then this that these those thus

them than thin thick thank think

thump throat thrush three thrift

throb with oath teeth bath

thirst third girth mirth

thorn forth north

other brother mother

father together

there they

**wh (whip)**

when wheat wheel whip while which

white whirl whether whisper

what where

who

**qu (quaint)**

queen quilt quit quick quail quack

quill

**x (Fox)**

tax fox box ox ax six wax Max

sox fix mix

y (yellow)

yes yell yelp yet you yard year yarn

z (buzz)

zip zest zero zone zebra fizz buzz fuzz

**ng (King)**

sing sang sung song ring rang rung

ding dong tong ting ping pong

pang hang hung fang wing long lung

spring sprang sprung strong string

strung

## Two-Syllable Words

into milkman bedtime cupcake  
streetcar pancake lipstick shotgun  
sunshine oatmeal himself herself  
sunspot dishpan rainstorm inside  
railroad roadside dustpan hailstorm  
wheatcake flapjack topcoat baseball  
milkmaid topmost raincoat bedside  
overcoat pineapple peppermint  
butterfly grandmother grandfather  
suppertime baseball supermarket

## **ing (marching)**

singing dressing jumping bringing

helping selling pitching standing

sending thinking catching checking

sticking packing licking locking

smacking tracking asking locking

patching matching hatching marching

listing longing stalling planting

quilting quacking thanking whirling

ringing hanging sinking swinging

winking chirping camping willing

feeding seeding meeting needing

keeping peeking peeling feeling peeping

reading eating leaning seating leaping

heating beating feasting dreaming

reaching teaching fearing leading  
beaming steaming sealing floating  
bloating roaring groaning roaming  
boating roaring groaning roaming  
soaking foaming soaping soaring  
roasting toasting coasting boasting

## **ing**

digging hopping rubbing running  
spinning sitting letting skipping  
patting tapping cutting planning  
sunning chopping stopping getting  
slapping shutting robbing winning  
napping popping pinning hitting  
humming dipping mapping mopping  
nodding ripping rotting sagging  
setting tipping grinning gripping  
petting fanning fitting hugging  
flapping flopping

## **ing (hiking)**

chasing riding smoking hoping poking  
snoring voting diving waving paving  
saving dining hiding baking taking  
tasting taming staring waking shining  
biting smiling naming making gazing  
raking joking dozing liking pasting  
shaking quaking spading gliding  
blazing trading blaming flaming  
stoning sloping teasing

**ed (toasted /ed/)**

toast	last	plant	coast
toasted	lasted	planted	coasted
fold	load	rest	boast
folded	loaded	rested	boasted
need	start	list	land
needed	started	listed	landed
add	print	call	kill
added	printed	called	killed
form	harm	dream	burn
formed	harmed	dreamed	burned



## ed (pitched /t/)

charm	peel	jump	mark
charmed	peeled	jumped	marked

march	wish	thank	splash
marched	wished	thanked	splashed

hitch	pitch	chirp	pinch
hitched	pitched	chirped	pinched

puff	sniff	stuff	fuss
puffed	sniffed	stuffed	fussed

## ed (potted /d/)

pot	rot	dot	spot	
potted	rotted	dotted	spotted	
plot	plan	pin	flop	
plotted	planned	pinned	flopped	
stop	skip	trip	flip	
stopped	skipped	tripped	flipped	
tip	rip	sip	dip	
tipped	ripped	sipped	dipped	
trade	taste	hate	date	fade
traded	tasted	hated	dated	faded
state	note	shade	waste	
stated	noted	shaded	wasted	
name	flame	blame	tame	tape
named	flamed	blamed	tamed	taped
pare	snore	smile	wave	save
pared	snored	smiled	waved	saved

blaze gaze shine shame shape  
blazed gazed shined shamed shaped  
share tease care dare chase  
shared teased cared dared chased  
rope spare hope snare like  
roped spared hoped snared liked  
smoke poke bake joke  
smoked poked baked joked

### **er (jumper)**

her jerk herd term fern clerk  
faster longer shorter floater helper  
planter sender loader farmer printer  
killer camper jumper pitcher starter  
catcher marker thicker sicker picker  
pincher richer steeper reader feeler  
eater neater beater leader leaner  
quicker buzzer older hunter singer  
stronger blacker colder kinder

rider riper miner finer taster timer  
hate chaser maker riser smoker  
trader baker driver diner poker

winter summer better under letter  
corner dinner never sister supper  
ever mister

shopper thinner spinner redder  
clapper chopper slipper flatter flipper  
hotter cutter fitter swimmer upper  
robber winner digger planner rubber  
runner sitter drummer sipper bigger

**ar**

dollar popular beggar grammar  
forward backward

**ir (girl, thirst)**

sir fir stir dirt first girl birth third  
thirst chirp

**or**

word work worth world worse doctor  
favor tailor sailor armor actor harbor

**ur**

fur burn turn hurt curb purr curl

**-y**

happy chilly funny pity rainy fifty  
every lovely windy rocky study Polly  
candy cherry merry kitty penny  
sorry sunny puppy carry empty  
dusty twenty copy folly foggy Betty  
Henry lively softly bitterly  
any many only

by my cry dry fly fry pry sly spy  
try why shy sky buy

## **ay**

day may play bay say hay lay pay  
ray way clay delay tray gray spray

## **ey**

key valley turkey they obey

## **ce**

cell cent since fence brace trace  
space pace race face fleece slice rice  
twice place cedar center cement  
central certain celery cease cellar  
century celebrate success

## **ci**

city circus cigar cinch cider cinder

circle cinnamon pencil

## **cy**

cycle bicycle Lucy spicy fleecy

## **ge (cage)**

age rage cage page stage

range change strange singe hinge

fringe plunge twinge college manage

ranger danger Roger manager stranger

germ gentle general

**gi (giant)**

giant ginger gibleet gigantic magic

**gy (gypsy)**

dingy stingy Egypt Gypsy gym

**dg dge (edge, ledge)**

badge edge ledge hedge wedge sledge  
pledge ridge bridge dodge lodge budge  
nudge judge judgment fudge trudge  
smudge

**tion (station)**

station action mention position  
portion addition attention nation  
condition vacation education promotion  
motion collection correction section



**sion (television)**

expression mansion permission mission

confusion television admission

**oo – as in cook**

food soot good hood book stood

wood cook hook shook took look

brook crook wool

**oo – as in food**

food moon boot hoot loot root toot

mood too proof cool pool tool stool

spool room bloom boom gloom spoon

soon loop droop stoop hoop goose

loose broom shoot coop scoop boost

groove smooth troop tooth choose

coo poor

**ow** – as in **snow**

bow low blow flow row grow stow  
crow mow show snow throw bowl  
thrown growth yellow window elbow  
hollow window shadow slow

**ow** – as in **cow**

owl howl fowl scowl growl brow cow  
how now plow down town gown  
clown frown crown brown drown  
crowd drowsy

**ou** stands for a number of sounds

house mouse pound sound found  
round abound loud pouch cloud proud  
bound mound ground count mount  
our sour scour flour blouse out pout  
spout stout trout shout south mouth  
four pour court course mourn soul  
soup group tour tourist your

young touch trouble southern double  
country couple

**oi** (point of knife)

joint oil toil soil spoil loin noise moist

boil coin joint poise point noisy voice

foil hoist broil choice

**oy** (toy)

boy Roy oyster enjoy toy boyhood

joy royal Joyce

# **Basic Reading**

## **Reader 1-2**

by

Glenn McCracken  
and Charles C. Walcutt

Phonics Portions Only

Stories Deleted

This is the fourth reader for first-grade

From the 1963 Lippincott 1<sup>st</sup> Edition

## Long **u** sounds

menu Ruth ruby

## Long **u** with magic **e**

cut tub us cub duck hug  
cute tube use cube Duke huge  
tune cure dune mule June crude  
brute rule prune flute rude pure

## **ue**

true blue due cue glue Tuesday hue

## **ui**

suit fruit bruise cruise

## **ew (flew)**

drew grew crew strew threw chew  
blew flew screw new mew dew  
stew few pew

## **eau**

beauty beautiful

## **aw (squaw)**

saw law claw jaw paw hawk squaw  
awning yawn awe shawl dawn lawn  
yawning awful bawl crawl straw

## **au (haul)**

saucer cause gauze pause author haul  
Paul fault haunt launch  
caught taught daughter

**f** sound as **ph** (Elephant)

photograph telephone elephant nephew

pharmacy Philip pamphlet orphan

phonograph telegraph phantom Ralph

Phyllis autograph

hard **ch** (Christmas tree)

character chemistry chemical chemist

chorus Christmas chrome school

scholar ache stomach echo scheme

schooner anchor orchestra

**sh** sound as **ch** (machine)

Chicago machine chute Charlotte



**wr (write)**

wrap wren wrench wring wringer

wringing wrist wrong write writer

writing wrote wreath wreck

**kn (knit)**

knob knot knee kneel knit knitted

knife know knew known kneed

kneading knack knock knocked

knocking

## Silent **b** (comb)

comb bomb limb climb dumb thumb  
numb crumb plumber lamb debt  
doubt

## Silent **l** (palm tree)

talk talking walk walking sidewalk  
stalk chalk folks calm palm halt  
calf could would should

## silent **g** (sign)

gnat gnats gnaw gnash gnashes sign  
signboard reign foreign gnarl

silent **h** (**ghost**)

John hour honor honest ghost ghastly  
exhaust herb Thomas

silent **gh** (**light**)

right night might sight light flight  
fight fright slight sigh high thigh  
bright straight  
caught taught daughter

**gh** says **f** (**laugh**)

laugh laughter

**ea** says short **e** (**feather**)

thread head dead read ready dread  
dreadful lead bread spread deaf  
breast health healthy wealthy meant  
feather leather weather heavy sweat  
breath meadow pleasant

**ear** says **er**

learn search earth heard pearl earn

**ea** says long **a** (**bear**)

break breaks breaking daybreak great  
greater steak beefsteak bear pear tear  
tearing wear

**ear** says **ar**

heart hearth

**ie** says long e (bunnies)

chief thief thieves brief field priest  
yield shield grief grieve

cities kitties daisies stories candies  
ponies ladies Annie pennies empties  
fifties puppies sixties carries berries  
copies pansies bunnies Bessie

believe fierce shriek belief niece relief  
pierce achieve piece

**ie** says long e (receive)

receive perceive conceive ceiling  
either neither

**ei** says long **a** (**reindeer**)

reins reindeer veil vein reign their

**eigh** says long **a** (**weight**)

neigh sleigh freight eight eighteen

eighty weigh weight neighbor

**ey** says long **a** (**prey**)

they grey whey prey

## ough

*muff* **enough** That's **enough** soup.

**rough** That's a **rough** sea.

*off* **cough** A cold makes you **cough**.

**trough** Pigs eat from a **trough**.

*awt* **ought** I **ought** to be careful.

**thought** He **thought** about it.

*so* **dough** Mother kneaded the **dough**.

**thought** He **thought** about it.

*cow* **bough** The bird sat on a **bough**.

*too* **through** I can see **through** it.

176 Basic Reading **Pre-Primer** Words (1963 1<sup>st</sup> edition)  
in Alphabetical Order

Irregular words are highlighted in yellow, red in the original. All the letters in the irregular words have been presented before an irregular words is presented. The words are taught in isolation and practiced in context. There are so few that the program would still rank as CODE 10 or at the least a very strong Code 9. No words are encountered in the reading sections that have not been taught in isolation, a nice feature which eliminates the need for any guessing.

**a** add an and Ann ant as at

dam Dan den dent did dig dim din dip dog Don drag drift drip drop drug dug  
dust

Ed end

fact fad fan fast fat fed fig fin fist fit fog **for** Fred fret frog from front fun gag  
gap gasp get got grass grin grip grit grunt gum gun Gus

had ham hand has hat hid him hip his hit hop hot hug hum hunt hut

in is it

mad man map mast mat men mend mess met mint miss mug muss must

Nan nap Ned nest net not nut

off on

pad Pam pan pass past pat Pat peg pen pest pet pig pin pit  
pod pot punt **put**

raft rag ram ran rap rat red rent rest rid rim rip rug run runs rust

sad sag Sam sand sap sat send sent set sift sip sit span spent spin spit spot  
stamp stem step stop stump sum sun

tag tan tap Ted ten tent test **the** Tim tin tip **to** Tom top tot tug

us



**The 663 Words Taught in the 1963 Walcutt-McCracken Primer  
Phonics/Linguistic Method.**

again aim air alive all alone apple are arm art ask at ate

back bad bag bail bait bake bald bale ball ban bank bar bare bark barn base bass bat be  
bead beak beam bean beard beast lead beat bed bee beef been beet before beg behind belt  
Ben bend best bet bib bid big bin bind bird bit bite black blame bled blimp blot board oat  
Bob bog bolt bond bone bore born bottle brag braid brain bride brim brisk buck bug bulb  
bull bump bun but

cab call calm came camp camper can canal cane cap cape car card care cart cave caw  
claim clan clap class cloak clod coal coarse coat cob colt come cone cord core cork corn  
cove cow crab cried crime croak cub

dab damp damper dare dark darn dart darted date dawn dear deck deep deeper deer defeat  
dent dented die dike dime diner dirt dive diver dock does dome done dose dove down  
drain drank draw dried drink drone

ear ease east eat eave

fade fail faint fall far fare farm farmer fast faster fat fate fawn fear feast feed feel feeler  
feet fifteen find fine finer fir fire five firm first flag flat flee flip flock flop foam foe for  
ford  
fore forest fork Frank full

gain gait gale game garden gate gave girl give glad globe glove go goal goat goes grain  
grate grind groan

hail hair hall hand handed hard hare harm hate have he heal heat helmet her here hide  
hire hive hoarse hoe hold hole holster home hope horn horse host how hub hunt hunted  
hunter ill

ink into

jab Jack jag jail jam James Jan jar jaw Jean jeep Jeff jerk Jess jet jig Jill Jim Joan job jog  
joke Jones jot jug jump junk just

Kate keen keep keeper keg kept kick kid kill kilt kin kind kiss kit kite kitten

lack lad lag lair lake lap lark last late leaf leak lean leap lease least leave leg less let lick  
lie life like lime line link lint lip list little live liver loaf lock log lone lope lord lore lost  
love luck

maid mail main make male mane mar mare mark mask mat mate meal mean meat meet  
mend mended mender mile milk mill mind mine mink moan mock mole more most move  
my  
nail name near neat neck need nick nine no nor nose note now

oak oar oat old once or ore

pack pail pain paint pale pan pane par pare park part pave paw pea peak peck peek peel  
pepper Pete pick pie pike pile pill pine pink pipe plain plan plant please pleat plot pluck  
plug poke pole pore post praise pull pullet

rack rail rain raise rake rank rat rate rattle raw read reap rear reel repeat retreat revolt rib  
ride rink ripe risk road roam roar rob robe rock rode rope rose Rover rub

sack safe said sail sailor sake sale same sank save saw scarf sea seal seam seat see seed  
seek seem sick side silk sill silver sink sir sire skate slab slain slam slap slat slate slip slit  
slop slot smack small smile smoke snack snore so soak soap soar sock sole some sore  
Spain spike spine spire spite sprain stab stack stain stale stall star stare start started starter  
state steam steed steel steep stick stile still stock stole stone stove strain stride strike stub  
stuck sunk swarm swat swine

tack tail take tale tall tame tank tar tart task taste tea team tease tend tender tennis tick tie  
tile till time tire toad toe told tone tore torn town track trailer train tree trick tried truck  
tub tuck under upon

vacant van vent vest vile volt vote vow

wag wagon waist wait wall want war ware warm wart was wasp water wave over we  
weave week well went were west western wet wick wide wife wig will win wink winter  
woe wolf wore worn wove

# 1,046 Words in Alphabetical Order Taught in the 1963 Walcott-McCracken **Reader 1-1** Lippincott Basic Reading

Prepared by Donald L. Potter, 3/25/10

The 10 words in **yellow** are sight-words<sup>2</sup>

abound action actor add added addition admission age any armor asking attention ax

backward badge bake baked baker baking baseball batch bath bay beach beaming **bear**  
beater beating bedside bedtime beggar bench better Betty bicycle bigger birth biting  
bitterly blacker blame blamed blaming blaze blazed blazing bloating bloom blouse blow  
boast boasted boasting boating boil book boom boost boot bound bow bowl box boy  
boyhood brace bridge broil brook broom brother brow brown budge bunch **burn** burned  
butterfly buy buzz buzzer by

cage call called camper camping candy care cared carry cash catch catcher catching cease  
cedar celebrate celery cell cellar cement cent center central century certain chalk change  
chap charm charmed chase chased chaser chasing chat cheat check checking cheek cheer  
cheese cherry chess chest Chet chick chill chilly chin chip chirped chirping choice choose  
chop chopper chopping chose chow chum cider cigar cinch cinder cinnamon circle circus  
city clapper clay clerk cloud clown coast coasted coasting coin colder collection college  
condition confusion coo cook cool coop copy corner correction count country couple  
course court cow crook crow crowd crown cry cupcake curb curl cutter cutting cycle

danger dare dared dash date dated day delay digger digging diner ding dingy dining  
dinner dip dipped dipping dirt dish dishpan ditch diving doctor dodge dollar dong dot  
dotted double down dozing dream dreamed dreaming dressing driver droop drown  
drowsy drummer dry dustpan dusty Dutch

each eater eating edge education Egypt elbow empty enjoy ever every expression

face fade faded fang fanning farmer faster father favor fearing feasting feeding feeler  
feeling fence fern fetch fifty finer fir first fish fitter fitting fix fizz flame flamed flaming  
flapjack flapping flash flatter fleece fleecy flip flipped flipper floater floating flop  
floppedflopping flour flow flush fly foaming foggy foil fold folded folly food **forehead**  
form formed forth forward found four fowl fox fringe frown fry fudge funny fur fuss  
fussed fuzz

gash gaze gazed gazing general gentle germ getting giant gible gilet gigantic ginger girl girth  
gliding gloom good goose gown grammar grandfather grandmother gray grinning  
gripping groaning groove ground group grow growl growth gym Gypsy

hailstorm hang hanging happy harbor harm harmed hash hatch hatching hate hated hay heating hedge helper helping Henry her herd herself hiding himself hinge hitch hitched hitting hoist hollow hood hook hoop hoot hope hoped hoping hopping hotter house howl hugging humming hunch hung hunter hurt hush inside into

jerk joint joke joked joking joy Joyce judge judgment jump jumped jumper jumping bringing keeping key kill killed killer kinder kitty land landed lash last lasted latch lay leader leading leaner leaning leaping ledge letter letting licking like liked liking lipstick list listed listing lively load loaded loader locking lodge loin long longer longing look loop loose loot loud lovely low Lucy lunch lung

magic maker making manage manager mansion many mapping march marched marching mark marked marker match matching Max may meeting mention merry milkmaid milkman miner mirth mission mister mix moist mood moon mopping mother motion mound mount mourn mouse mouth mow much **mule** my

name named naming napping nation neater need needed needing never nodding noise noisy north note noted now nudge

oath oatmeal obey oil older **one** only other our out overcoat owl ox oyster

pace packing page pancake pang pare pared pasting patch patching patting paving pay peach peaking peel peeled peeling peeping pencil penny peppermint permission petting picker pin pinch pinched pincher pineapple ping pinned pinning pitch pitched pitcher pitching pity place plan planned planner planning plant planted planter planting play pledge plot plotted plow plunge plush point poise poke poked poker poking Polly pong pool poor popping popular porch portion position pot potted pouch pound pour pout print printed printer promotion proof proud pry puff puffed punch puppy purr push

quack quacking quail quaking queen quick quicker quill quilt quilting quit

race rage railroad raincoat rainstorm rainy raking rang range ranger rash ray reach reaching reader reading redder rest rested rice rich richer rider ridge riding ring ringing rip riper ripped ripping riser roadside roaming roaring roasting robber robbing rocky Roger room root rope roped rot rotted rotting round row Roy royal rubber rubbing rung runner running rush

sagging sailor sang sash save saved saving say scoop scorch scour scowl sealing seating section seeding selling sender sending setting shade shaded shadow shaft shaking shall shame shamed shape shaped share shared she shed sheep sheet shell **shepherd** shin shine shined shining ship shirt shock shone shook shoot shopper short shorter shot shotgun shout show shun shut shutting shy sicker since sing singe singer singing sinking sip sipped sipper sir sister sitter sitting six skip skipped skipping sky slapping sledge slice slipper sloping slow sly smacking smile smiled smiling smoke smoked smoker smoking smooth smudge snare snared snatch sniff sniffed snore snored snoring **snow** soaking soaping soaring softly soil song soon soot sorry soul sound soup sour south southern sox

space spading spare spared spicy spinner spinning splash splashed spoil spool spoon spot spotted spout sprang spray spring sprung spy stage stalling standing staring start started starter state stated station steaming steeper sticking stingy stir stoning stood stool stoop stop stopped stopping stout stow strange stranger streetcar string strong stronger strung study stuff stuffed success such summer sung sunning sunny sunshine sunspot supermarket supper suppertime swimmer swinging

tailor taking tame tamed taming tape taped tapping taste tasted taster tasting tax teach teaching tease teasing teeth television term than thank thanked thanking that the them then there these they thick thicker thin think thinking thinner third thirst this thorn those three thrift throat throb throw thrown thrush thump thus timer ting tip tipped tipping toast toasted toasting together toil tong **too** took tool toot tooth topcoat topmost torch touch tour tourist town toy trace tracking trade traded trader trading trash tray trip tripped troop trouble trout trudge try turkey turn twenty twice twinge **two**

under upper

vacation valley voice voting

waking wash waste wasted watch wave waved waving wax way wedge what wheat wheatcake wheel when where whether which while whip whirl whirling whisper white who why willing window windy wing winking winner winning winter wish wished with wood wool word work world worse worth

yard yarn year yell yellow yelp yes yet **you** young your

zebra zero zest zip zone

## Vocabulary taught in the 1963 Lippincott Basic Reading Reader 1-2

### 324 Words – No sight-words

Prepared by Donald L. Potter, 4/6/10

ache achieve anchor Annie author autograph awe awful awning

bawl bear beautiful beauty beefsteak belief believe berries Bessie blew blue bomb *bough*  
bread break breaking breaks breast breath brief bright bruise brute bunnies

calf calm candies carries caught cause ceiling chalk character chemical chemist chemistry  
chew chief chorus Christmas chrome cities claw climb comb conceive copies cough  
could crawl crew crude cruise crumb cub cube cue cure cut cute

daisies daughter dawn daybreak dead deaf debt dew doubt dough dread dreadful drew  
duck due Duke dumb dune

earn earth echo eight eighteen eighty either elephant empties enough exhaust

fault feather few field fierce fifties fight flew flight flute folks foreign freight fright fruit

gauze ghastly ghost glue gnarl gnash gnashes gnat gnats gnaw great greater grew grey  
grief grieve

halt haul haunt hawk head health healthy heard heart hearth heavy herb high honest honor  
hour hue hug huge

jaw John June

kitties knack kneading knee kneed kneel knew knife knit knitted knob knock knocked  
knocking knot know known ladies

lamb laugh laughter launch law lawn lead learn leather light limb

meadow meant menu mew might mule

neigh neighbor neither nephew new niece night numb

orchestra orphan ought

palm pamphlet pansies Paul pause paw pear pearl pennies perceive pew phantom  
pharmacy Philip phonograph photograph Phyllis piece pierce pleasant plumber ponies  
prey priest prune puppies pure

Ralph read ready receive reign reindeer reins relief right rough ruby rude rule Ruth  
saucer saw scheme scholar school schooner screw search shawl shield should shriek  
sidewalk sigh sight sign signboard sixties sleigh slight spread squaw stalk steak stew  
stomach stories straight straw strew suit sweat

talk talking taught tear tearing telegraph telephone their they thief thieves thigh Thomas  
thought thread threw through thumb trough true tub tube Tuesday tune

us use

veil vein walk walking wealthy wear weather weigh weight they would wrap wreath  
wreck wren wrench wring wringer wringing wrist write writer writing wrong wrote yawn  
yawning yield

**Sound-Spelling Sequence in Grade 1**  
**Walcutt-McCracken Phonic/Linguistic Method**

Pre-Primer	Primer	Reader 1-1	Reader 1-2
ă	är	sh	long u
ě	êr	ch, tch	long ue
ĩ	ed /ěd/	th	long ui
ö	w	wh	ew, eau
ů	ow (cow)	qu	aw, au
m	l	x	ph as f
n	ll	y	hard ch
r	b	z	ch as sh
s	le	ng	wr, kn
d	k	-ing	silent b
nd	ck	-ed (t,d,ed)	silent l
t	magic e	er as er	silent g
st, nd	a (care)	ar as er	silent gh
hard g	long a	ir/or/ur as er	gh as f
p	long e, ee	-y, -ay	ea as short e
dr, gr	ēa	-ey	ea as long a
sp, mp	ai	soft c	ear
hard c	long i, ie	soft g	ie as long e
h	ir	dg, dge	ei as long e
f	long o	-tion, -sion	eigh as long a
	ore, or	oo (cook)	ey as long a
	oa, oe	oo (food)	ough
	j	ow (snow)	
	v	ow (cow)	
		ou	
		oi, oy	



## Basic Sounds of the English Language

Unvoiced Consonants		Voiced Consonants	
f	fat	b	bat
h	hat	d	dig
k (c)	kit cat	g	get
p	pan	j (dg)	jet edge
s	set	l	lad
t	ten	m	man
ch (tch)	chin match	n	net
sh	ship	ng	sing
th	thin	r	ran
wh	when	th	then
		v	van
		w	wet
		y	yes
		z	zoo
		zh	measure

Pure Vowels		Diphthongs	
a	bat	a	hate
a	father barn	ou – ow	out cow
a	ball saw water	oi – oy	soil boy
a	chair dare wear	i	time
e	best	o	go
e	Pete theme	u	use mute few
i	sit		
o	got		
u	cut		
u	put book		
u	boot		
a	above		
er	cedar her third		
	word burn		

**Walcutt-McCracken Lippincott Basic Reading (1963)**  
**Cumulative Word Count for First Grade**  
**2,119 Words taught BEFORE the Stories**

Prepared by Donald L. Potter

April 5, 2010

**Introductory Note**

Sight-Words<sup>2</sup> (the superscript indicates word-taught as wholes, but with a knowledge of the letter and their usual sounds) are highlighted in yellow. Note many words, first presented as Sight-Words<sup>2</sup> in a **Reader**, are taught as decodable-words in later lessons. I did not list them twice, although they appeared twice in the list of words. There are so few Sight-Words<sup>2</sup> that they do not, in the least, affect the overwhelming phonic/linguistic nature of the program. The program unquestionable merits Geraldine Rodgers' Code 10 (pure phonics) rating. Note that these are words that are expressly taught before the stories. I did not count new words in the stories, which are not taught before the stories so the total vocabulary may be more than the figure given here. In 1966 Walcutt and McCracken claimed that there were 2,197 in the entire *Basic Reading* first-grade program. I get 2,118 words in my count. They may have counted words twice that were first introduced as sight-word<sup>2</sup> and then taught as decodable words. They may also have counted words in the stories, but not in the word lists. (**Sight-Words<sup>1</sup>** = high-frequency words taught as whole words without concern for letter knowledge: Look-and-Say. **Sight-Words<sup>2</sup>** = sight-words taught with letter knowledge but with a letter that has a different sound from that taught to-date in the program. These words are used to make the story more fluent. **Sight-Word<sup>3</sup>** = any word which has been identified/decoded so many times that it is identified instantly (rauding, after Ronald Carver). There are NO sight-words<sup>1</sup> in *Basic Reading*. Walcutt-McCracken would expect that all the words in the program would become Sight-Words<sup>3</sup>. Most people mean Sight-Words<sup>1</sup> when they speak of sight-words, without any qualification. The phonic-linguistic method is totally opposed to all Sight-Word<sup>1</sup> instruction.

The number of Sight-Words<sup>1</sup> is zero. There are 23 Sight-Words<sup>2</sup> in the entire first-grade program. This contrasts significantly and starkly with the typical +/-350 Sight-Words<sup>1</sup> in the Look-and-Say reading programs of that era. It also contrasts sharply with the far higher numbers in the current so-called phonics basals. "Revolutionary" is the only word that accurately describes the Walcutt-McCracken phonics/linguistic program. Notice also the rich vocabulary and the large number of inflectional endings that grace the vocabulary. No account is taken here of words used in the stories that were not pre-taught in the phonic/linguistic words taught BEFORE the stories. That would increase the overall vocabulary somewhat.

a abound ache achieve act action actor add added addition admission again age aim air  
alive all alone an anchor and Ann Annie ant any apple are arm armor art as ask asking at  
ate attention author autograph awe awful awning ax

back backward bad badge bag bail bait bake baked baker baking bald bale ball ban bank  
bar bare bark barn base baseball bass bat batch bath bawl bay be beach bead beak beam  
beaming bean **bear** beard beast beat beater beating beautiful beauty bed bedside bedtime  
bee beef beefsteak **been** beet before beg beggar behind belief believe belt Ben bench  
bend berries Bessie best bet better Betty bib bicycle bid big bigger bin bind bird birth bit  
bite biting bitterly black blacker blame blamed blaming blaze blazed blazing bled blew  
blimp bloating bloom blot blouse blow blue board boast boasted boasting boating Bob  
bog boil bolt bomb bond bone book boom boost boot bore born bottle bough bound bow  
bowl box boy boyhood brace brag braid brain bread break breaking breaks breast breath  
bride bridge brief bright brim bringing brisk broil brook broom brother brow brown  
bruise brute buck budge bug bulb bull bump bun bunch bunnies **burn** burned but butterfly  
buy buzz buzzer by

cab cage calf call called calm came camp camper camping can canal candies candy cane  
cap cape car card care cared carries carry cart cash cast cat catch catcher catching caught  
cause cave caw cease cedar ceiling celebrate celery cell cellar cement cent center central  
century certain chalk change chap character charm charmed chase chased chaser chasing  
chat cheat check checking cheek cheer cheese chemical chemist chemistry cherry chess  
chest Chet chew chick chief chill chilly chin chip chirp chirped chirping choice choose  
chop chopper chopping chorus chose chow Christmas chrome chum cider cigar cinch  
cinder cinnamon circle circus cities city claim clan clap clapper class claw clay clerk  
climb cloak clod cloud clown coal coarse coast coasted coasting coat cob cog coin colder  
collection college colt comb come conceive condition cone confusion coo cook cool coop  
copies copy cord core cork corn corner correction cost cot cough could count country  
couple course court cove cow crab crawl crept crew cried crime crisp croak crook crop  
cross crow crowd crown crude cruise crumb cry cub cube cue cup cupcake curb cure curl  
cut cute cutter cutting cycle

dab daisies dam damp damper Dan danger dare dared dark darn dart darted dash date  
dated daughter dawn day daybreak dead dear debt deck deep deeper deer defeat delay den  
dent dented dew did die dig digger digging dike dim dime din diner ding dingy dining  
dinner dip dipped dipping dirt dish dishpan ditch dive diver diving dock doctor dodge  
**does** dog dollar dome Don done dong dose dot dotted double doubt dough dove down  
dozing drag drain drank draw dread dreadful dream dreamed dreaming dressing drew  
dried drift drink drip driver drone droop drop drown drowsy drug drummer dry duck due  
dug Duke dumb dune dust dustpan dusty Dutch

each ear earn earth ease east eat eater eating eave echo Ed edge education Egypt eight  
eighteen eighty either elbow elephant empties empty end enjoy enough ever every  
exhaust expression

face fact fad fade faded fail faint fall fan fang fanning far fare farm farmer fast faster fat  
fate father fault favor fawn fear fearing feast feasting feather fed feed feeding feel feeler  
feeling feet fence fern fetch few field fierce fifteen fifties fifty fig fight fin find fine finer  
fir fire five firm first fish fist fit fitter fitting fix fizz flag flame flamed flaming flapjack  
flapping flash flat flatter flee fleece fleecy flew flight flip flipped flipper floater floating  
flock flop flopped flopping flour flow flush flute fly foam foaming foe fog foggy foil fold  
folded folks folly food for ford fore forehead foreign forest fork form formed forth  
forward found four fowl fox Frank Fred freight fret fright fringe frog from front frown  
fruit fry fudge full fun funny fur fuss fussed fuzz

gag gain gait gale game gap garden gash gasp gate gauze gave gaze gazed gazing general  
gentle germ get getting ghastly ghost giant gible gigantic ginger girl girth give glad  
gliding globe gloom glove glue gnarl gnash gnashes gnat gnats gnaw go goal goat goes  
good goose got gown grain grammar grandfather grandmother grass grate gray great  
greater grew grey grief grieve grin grind grinning grip gripping grit groan groaning  
groove ground group grow growl growth grunt gum gun Gus gym Gypsy

had hail hailstorm hair hall halt ham hand handed hang hanging happy harbor hard hare  
harm harmed has hash hat hatch hatching hate hated haul haunt have hawk hay he head  
heal health healthy heard heart hearth heat heating heavy hedge helmet helper helping  
Henry her herb herd here herself hid hide hiding high him himself hinge hip hire his hit  
hitch hitched hitting hive hoarse hoe hoist hold hole hollow holster home honest honor  
hood hook hoop hoot hop hope hoped hoping hopping horn horse host hot hotter hour  
house how howl hub hue hug huge hugging hum humming hunch hung hunt hunted  
hunter hurt hush hut

I ill in ink into inside into is it

jab Jack jag jail jam James Jan jar jaw Jean jeep Jeff jerk Jess jet

jig Jill Jim Joan job jog John joint joke joked joking Jones jot joy Joyce judge judgment  
jug jump jumped jumper jumping June junk just

Kate keen keep keeper keeping keg kept key kick kid kill killed killer kilt kin kind kinder  
kiss kit kite kitten kitties kitty knack kneading knee kneed kneel knew knife knit knitted  
knob knock knocked knocking knot know known

lack lad ladies lag lair lake lamb land landed lap lark lash last lasted latch late laugh  
laughter launch law lawn lay lead lead leader leading leaf leak lean leaner leaning leap  
leaping learn lease least leather leave ledge leg less let letter letting lick licking lie life  
light like liked liking limb lime line link lint lip lipstick list listed listing little live lively  
liver load loaded loader loaf lock locking lodge log loin lone longer longing look loop  
loose loot lope lord lore lost loud love lovely low luck Lucy lunch lung

mad magic maid mail main make maker making male man manage manager mane  
mansion many map mapping mar march marched marching mare mark marked marker  
mask mast mat match matching mate Max may meadow meal mean meant meat meet  
meeting men mend mended mender mention menu merry mess met mew might mile milk  
milkmaid milkman mill mind mine miner mink mint mirth miss mission mister mix moan  
mock moist mole mood moon mopping more most mother motion mound mount mourn  
mouse mouth move mow much mug **mule** muss must **my**

nail name named naming Nan nap napping nation near neat neater neck Ned need needed  
needing neigh neighbor neither nephew nest net never new nick niece night nine no  
nodding noise noisy nor north nose not note noted now nudge numb nut

oak oar oat oath oatmeal obey off oil old older on **once** **one** only or orchestra ore orphan  
other ought our out over overcoat owl ox oyster

pace pack packing pad page pail pain paint pale palm Pam pamphlet pan pancake pane  
pang pansies par pare pared park part pass past pasting pat Pat patch patching patting  
Paul pause pave paving paw pay pea peach peak pear pearl peck peek peeking peel  
peeled peeling peeping peg pen pencil pennies penny pepper peppermint perceive  
permission pest pet Pete petting pew phantom pharmacy Philip phonograph photograph  
Phyllis pick picker pie piece pierce pig pike pile pill pin pinch pinched pincher pine  
pineapple ping pink pinned pinning pipe pit pitch pitched pitcher pitching pity place plain  
plan planned planner planning plant planted planter planting play pleasant please pleat  
pledge plot plotted plow pluck plug plumber plunge plush pod point poise poke poked  
poker poking pole Polly pong ponies pool poor popping popular porch pore portion  
position post pot potted pouch pound pour pout praise prey priest print printed printer  
promotion proof proud prune pry puff puffed pull pullet punch punt puppies puppy pure  
purr push **put**

quack quacking quail quaking queen quick quicker quill quilt quilting quit

race rack rail raft rag rage railroad rain raincoat rainstorm rainy raise rake raking Ralph  
ram ran rang range ranger rank rap rash rat rate rattle raw ray reach reaching rēad rēad  
reader reading ready reap rear receive red redder reel reign reindeer reins relief rent  
repeat rest rested retreat revolt rib rice rich richer rid ride rider ridge riding right rim ring  
ringing rink rip ripe ripper ripped ripping riser risk road roadside roam roaming roar  
roaring roasting rob robber robbing robe rock rocky rode Roger room root rope roped  
rose rot rotted rotting rough round Rover row Roy royal rub rubber rubbing ruby rude rug  
rule run rung runner running runs rush rust Ruth

sack sad safe sag sagging **said** sail sailor sake sale Sam same sand sang sank sap sash sat saucer save saved saving saw say scarf scheme scholar school schooner scoop scorch scour scowl screw sea seal sealing seam search seat seating section see seed seeding seek seem selling send sender sending sent set setting shade shaded shadow shaft shaking shall shame shamed shape shaped share shared shawl she shed sheep sheet shell **shepherd** shield shin shine shined shining ship shirt shock shone shook shoot shopper short shorter shot shotgun should shout **show** shriek shun shut shutting shy sick sicker side sidewalk sift sigh sight sign signboard silk sill silver since sing singe singer singing sink sinking sip sipped sipper sir sire sister sit sitter sitting six sixties skate skip skipped skipping sky slab slain slam slap slapping slat slate sledge sleigh slice slight slip slipper slit slop sloping slot slow sly smack smacking small smile smiled smiling smoke smoked smoker smoking smooth smudge snack snare snared snatch sniff sniffed snore snored snoring **snow** so soak soaking soap soaping soar soaring sock softly soil sole some song soon soot sore sorry soul sound soup sour south southern sox space spading pain span spare spared spent spicy spike spin spine spinner spinning spire spit spite splash splashed spoil spool spoon spot spotted spout sprain sprang spray spread spring sprung spy squaw stab stack stage stain stale stalk stall stalling stamp standing star stare staring start started starter state stated station steak steam steaming steed steel steep steeper stem step stew stick sticking stile still stingy stir stock stole stomach stone stoning stood stool stoop stop stopped stopping stories stout stove stow straight strain strange stranger straw streetcar strew stride strike string strong stronger strung stub stuck study stuff stuffed stump success such suit sum summer sun sung sunk sunning sunny sunshine sunspot supermarket supper suppertime swarm swat sweat swimmer swine swinging

tack tag tail tailor take taking tale talk talking tall tame tamed taming tan tank tap tape taped tapping tar tart task taste tasted taster tasting taught tax tea teach teaching team tear tearing tease teasing Ted teeth telegraph telephone television ten tend tender tennis tent term test than thank thanked thanking that **the** their them then there these they thick thicker thief thieves thigh thin think thinking thinner third thirst this Thomas thorn those thought thread three threw thrift throat throb through throw thrown thrush thumb thump thus tick tie tile till Tim time timer tin ting tip tipped tipping tire **to** toad toast toasted toasting toe together toil told Tom tone tong **too** took tool toot tooth top topcoat topmost torch tore torn tot touch tour tourist town toy trace track tracking trade traded trader trading trailer train trash tray tree trick tried trip tripped troop trouble trough trout truck trudge true try tub tube tuck Tuesday tug tune turkey turn twenty twice twinge **two**

under upon upper us use

vacant vacation valley van veil vein vent vest vile voice volt vote voting vow

wag wagon waist wait waking walk walking wall want war ware warm wart was wash  
wasp waste wasted watch water wave waved waving wax way we wealthy wear weather  
weave wedge week weigh weight well went were west western wet what wheat  
wheatcake wheel when where whether whey which while whip whirl whirling whisper  
white who why wick wide wife wig will willing win window windy wing wink winking  
winner winning winter wish wished with woe **wolf** wood wool word wore work world  
worn worse worth would wove wrap wreath wreck wren wrench wring wringer wringing  
wrist write writer writing wrong wrote

yard yarn yawn yawning year yell yellow yelp yes yet yield **you**  
young your

zebra zero zest zip zone

### **23 Sight-Words<sup>2</sup> Taught in the 1963 Lippincott Basic Reading Phonic/Linguistic Program**

#### **Pre-primer:**

a, to, the, put, for

#### **Primer:**

her, said, been, I, my, does, once, self

#### **Reader 1-1:**

two, one, two, mule, you, bear, snow, burn, forehead, shepherd

#### **Reader 1-2:**

No Sight-Words<sup>2</sup>, or any other kind of sight-words, are taught in **Reader 1-2**.

Note that the Sight-Words<sup>2</sup> are taught with their word patterns, i.e. “does” is introduced with the oe spelling pattern, although it is not a long ō sound. No sight-word<sup>2</sup> is introduced before all its letters are taught. This is very important and accords with my precise definition of Sight-Words<sup>2</sup> contrasted with Sight-Words<sup>1</sup>. The Dolch List Sight Vocabulary would be a good example of Sight-Words<sup>1</sup>, which is generally taught by whole-word memorization with an effort to teach the students to identify the words instantly without letter or sound-to-symbol correspondence knowledge.

Sight-Words<sup>1</sup> are **totally** avoided in the phonic-linguistic model of reading, especially as taught by the 1963 *Lippincott Basic Reading program*.

For the best in reading and phonics information visit my website: [www.donpotter.net](http://www.donpotter.net)

## A Message to the Teacher from the Authors

### WHAT IS READING?

At first glance, it would hardly seem worth the trouble to answer this question because, in a sense, everybody knows perfectly well what reading is. But definitions underlie all intellectual enterprises, and since definitions are also assumptions, they control the activities that are based on them. Until modern times, medical knowledge was controlled by the assumption that there were four “humours” (blood, phlegm, yellow bile, and black bile), which determined a person’s health and temperament. With these assumptions, it was impossible for a doctor to “see” many facts that remained invisible because the theory of humours did not permit them to exist.

To define reading, we must try to get at the element that sets it apart from other similar activities. It will not do, for example, to define reading as a thought-getting process because we get thoughts just as surely from a lecture or a conversation. There is, to put it another way, no difference between “reading” a page of difficult philosophy and trying to understand it—and simply hearing the same page “read” to us by another. The problem of understanding is virtually identical for both reader and listener.

Nobody would deny that the purpose of reading is to get information of some sort from the printed page. But since we get information in the same way from spoken language, this purpose does not define reading in a way that distinguishes it from talking. As soon as we grasp this point, however, the problem resolves itself immediately. If we see that meaning resides in language, then we can ask how writing (which we read) is related to language (which we hear). If language, which is sound, carries the meanings, what is writing? It seems obvious that writing is a device, a code, for representing the sounds of language in visual form. The written words are in fact artificial symbols of the spoken words, which are sounds.

So reading must be the process of turning these printed symbols into sounds. The moment we say this, however, someone is sure to ask (and probably in a tone of the greatest anxiety), “But what about *meaning*? Do you propose to define reading as mere word-calling, without regard for meaning?”

Yes, we do. Reading is first of all, and essentially, the mechanical skill of decoding, of turning the printed symbols into the sounds, which are language. Of course the reason we turn the print into sound (that is, read) is to get at the meaning. We decode the printed symbols in order to *hear* what they *say*.

Now, what is the value of our definition as regards the teaching of reading? We believe its value is that it enables us to put *first things first* and approach the task of learning to read, with our children, in an orderly and effective manner. We are intensely concerned that our children understand what they read, but the mechanical “decoding” skill must come first if we are to get them started properly.



In the earliest stages of learning to read, the child needs constant practice in mastering a decoding skill—a skill that gives access to language and unlocks the doors to meaning, thinking, and reasoning.

For the fact is that the language, the imagination, the experience, and the conversation of a typical six-year-old child are enormously far beyond anything he is going to be able to read for some time. It will be quite a few months before anything he can read will even approach the vocabulary and thought of what he has heard or even spoken himself. We believe this is more true today than it was in the past. What the child hears on radio or television is often very advanced linguistically compared to what he will read in his first books.

So the faster we teach him the skill, the faster will his ability to read catch up with his language, which, of course, has had a six-year headstart. Once he has mastered the skill, this relation changes radically: reading becomes the prime source of growth in vocabulary, in language, and in intellect. Within a very few years the child who has learned to read properly will be reading and understanding hundreds and hundreds of words that he may never use or hear until he is attending lectures in college!

In view of these facts, we do not hesitate to say that the rewards of the first steps in reading are not impressive growth in experience or vocabulary. There are rewards, however, of two sorts. First, there is the great satisfaction of mastering a skill in orderly fashion. If an analogy will help here, we might say that first steps in reading are like first steps in learning to drive an automobile. Both skills have enormous attractions to the young learner, for they are gateways to many joys. The learning car-driver has these rewards in mind, but at the start he is totally engrossed simply in the activity of learning to drive. At this stage he has no thought of going anywhere; learning to operate the automobile is reward and interest enough in itself. And so with reading. The reward of emulating the grownups, for whom reading is obviously very important, is the long-range goal; but the skill itself is reward and delight for the beginner.

On top of this delight in learning for itself, we seek to reward the young learner with amusing or exciting stories as fast as we have the words for them; and in fact, we accumulate vocabulary very much more rapidly than has been done with the standard basal readers in recent years. Yet, even though this program accumulates a vocabulary well in excess of 2,000 words (as contrasted with as few as 325 words in standard basal readers) in the first; grade and proceeds in a similar fashion in subsequent grades, the teacher will be surprised to discover how very elementary it is and how very far beneath the actual speaking and hearing vocabularies of her pupils it is.

The pleasure and confidence of the child are reinforced by the outstanding feature of this program: With the exception of a handful of special words, every story contains only the letter-sounds that have been taught at any point. No letter or spelling appears until after the lesson in which it is presented.

## WHY PHONICS?

The argument against beginning with sounds and letters is too complex for us to take it up in full. We should, rather, prefer to dispose of it as simply as possible. Let us just touch on what may seem to be the strongest point—that much English spelling is so irregular so “un-phonetic,” that it defies a phonics approach. But we begin with the most regular spellings, the short vowels and the sounded consonants, and with these alone we accumulate vocabulary very quickly.

We believe, in short, that these results dispose of the problem. It is true that a great many of the simplest English words have the most irregular spellings (*eye, knee, one, wrist, sugar*), but we have found it possible to write stories or the Pre-Primer and Primer that do not use these words.

This brings us to what may at first glance seem a startling contradiction: We contend that the “un-phonetic” spelling of so many common words constitutes the strongest argument for beginning with the regular phonics of English spelling! Why? Simply because if our spelling system is 85 to 90 per cent regular, it would seem proper to begin with the regular system before taking up the exceptions; and this is the whole key to our approach. We find that when the child learns, at the beginning, one consistent thing after another, he rapidly gains understanding and confidence. There are no mysterious configurations that he must memorize without clues, so that he may confuse words like *offer* and *alter*, or even little words like *then* and *good*. Rather, he learns why and how the letters represent the sound of the word. With this clue, his learning is vastly simplified and accelerated. Our aim is to make him recognize words instantly, and we find that he does this with the least drill when he knows why the letters that make up a certain word are there. If we give him a dozen words as pure configurations, he may confuse *then* and *good*; but when he knows the letters first, he understands why these letters spell the word, and his recognition of the whole word at a glance is easier for him than it would have been if he had learned the same word only as a total shape, without benefit of the previous training in letters.

At this point we should like to refine our definition of reading a bit further. If learning language is learning the meanings of sounds (i.e., words), learning to read is *learning letter meanings*, for the entire system of alphabetic writing is based on the use of letters to indicate individual sounds. English spelling seems very imperfect when we look at the strange words like *might, cough, should, colonel, sleigh, and machine*; and indeed it is needlessly bad, for we use 26 letters to spell 44 basic sounds in more than 250 different ways. That is one side of the matter; but if we look at all the words that are spelled regularly, and then set about organizing the irregular spellings into groups and patterns, we find that it is not so bad after all. And if we begin with the regular system, it is not at all difficult to master the exceptions when they are taken one at a time.

## SOUND AND SENSE

Many teachers wonder whether the mechanical process of “sounding out” a strange word will not interfere with a child’s ability to attend to its meaning. They know that a child may have trouble putting two isolated sounds together, and they fear that the struggle may drive all thought of meaning out of his mind. This is a real problem. We have solved it by virtually eliminating the laborious sounding out of isolated sounds.

Impossible?

Not at all. Indeed, very simple. It is merely a question of method.

As you will see in the detailed instructions for the teacher, we first *demonstrate* to the child how the two letter-sounds of *a* and *m* are brought together to make the word *am*. Thereafter, with every letter taught we make new words; but instead of asking the child to gasp the letters together into a word, we consistently show him how the letter-sounds appear in the new words. Having taught *a*, *n*, and then *r*, we demonstrate *r-a-n . . . ran* by showing how the sounds appear in the word. To put it another way, we teach the words as wholes while we lead the child to see how the sounds that he knows appear in each word and are systematically represented by the letters in it.

You will see, as you work with the system, that the steady accumulation of new words, first in lists and then in stories, which, let us emphasize again, use only the letter-sounds that have been taught up to any point, comes as the child learns to recognize letter-sounds *in words*. He gets the word *as a whole* while he recognizes the letter elements that spell it on the page.

This procedure not only avoids the dangers inherent in labored sounding out, but also from the very beginning, teaches the children to see words as wholes. The whole phonic-pattern and the whole meaning-pattern are joined into a single unit of perception. This is another way of saying that we want every word the child learns to become a “sight” word for him, in the sense that he recognizes it instantly as a whole. This goal is tremendously simplified and expedited if the child, while seeing the word as a whole, also knows the letters that make it and knows why those particular letters make it. He need not pronounce the word either aloud or to himself, but he recognizes the printed word as a systematic representation of the spoken word—because he knows the system.

In short, following this program the child learns from the beginning to see words exactly as the most skillful adult readers see them: not as configurations or silhouettes, but as whole images of complete words with all their letters. We have these images —of thousands and thousands of words—already in our minds, and it is these perfect images of the whole words that we see as we read rapidly. So remarkable is the trigger-mechanism of the brain that a good reader, going at top speed, will actually see *answer* when the word on the page is misprinted as *ansmer*.

What clues the human perceptive apparatus uses in perceiving words so rapidly is still a mystery.

We should like to take this occasion to clear up a myth about reading that recurs with surprising frequency. It is that people who believe in phonics teach what is termed “word calling” and do not care about “reading for meaning.” If we stress phonics, it is precisely because we are deeply concerned to cut the most direct and reliable path *to* meaning. As we have said earlier, printing is a visual means of representing the *sounds*, which are language. Meaning is in these sounds. We want to equip the child to turn the written word into a spoken word (whether he actually utters it or not) so he will *hear what it says*, that is, get its meaning: If a child looks at a picture or thinks about the context—and then says “dish” when the printed word is “bowl,” he is *not* reading for meaning: he is *guessing*. And guessing is not good enough.

Furthermore, in all our experience we have never found anybody who did not think that the purpose of reading was to get the meaning. The only possible defense of skipping sound and going directly from print to meaning would be that printed words are directly meaningful—that the printed word “green” *means* the color, but this is not so. It is the spoken word “green” that designates the color, while the printed word designates the sound of the spoken word. Various linguistics specialists have recently been stressing this fact.

## **SOME SPECIAL ASPECTS OF THE PROGRAM**

In the first-grade program, the readiness skills are developed *at the same time* that the child is learning the first letters. Thus the first steps of reading are taken on the first day, and the “accompanying readiness” exercises may be dropped as soon as they are no longer needed.

Words presented before their phonic elements have all been taught (to make story writing easier) were called *Special* words in Grade One. There were five in the Pre-Primer, eight in the Primer, eleven in Reader 1-1, and none in Reader 1-2, for by that book, we did not include any words whose elements had not been taught already. This program has been particularly designed to meet the needs of a wide range of learning abilities. The advanced child will read all the words in the stories and word lists; but the slower child will not have to master every word in a lesson before going on to the next lesson, because he will have learned the letter or spelling presented in that lesson—and that is all he needs in order to go on.

## **THE SECOND-GRADE PROGRAM**

In Reader 2-1 (first level of second reader) we review the phonic presentation of Grade One in exactly the same order, but instead of more than a hundred elements, taught in more than ninety lessons and stories, we have condensed the same

materials into twelve Phonic Units. Thus the stories rapidly become longer and more rewarding, as they should in a second-grade reader. If a class has mastered the system in Grade One, it can go through this reader rapidly; but wherever review or reteaching is necessary, you will find full treatment in this Manual of any spelling—and many further exercises in the workbook. Phonics Unit 12 introduces some new spellings, such as *guide*, *mountain*, and *whistle*.

In Reader 2-2, we may assume that the elements of English phonics have been successfully presented, and so we proceed with an enriched vocabulary. For review or reference, however, we have included in the back a *Phonics Guide*, which lists the phonic elements of the twelve units of Reader 2-1 with exemplary words for each letter and spelling. The teacher will find this *Phonics Guide* useful when she needs an illustrative word beyond what is given in this Manual with the various lessons.

The stories and poems in Reader 2-2 are grouped into six sections, which reflect a certain unity of tone, style, or subject. The Manual suggests a considerable variety of activities and projects that can make use of these groupings; but no teacher need be controlled by them if she wishes at any point in the term to relate her reading activities to some other aspect of the curriculum.

### **THE THIRD-GRADE PROGRAM**

The stories and poems in the Third-Grade Readers are presented in sections, the titles of which indicate the themes that unify them. As before, each Part in the Teacher's Manual opens with a general discussion of its contents; from this, the teacher can plan the extended activities toward which she will work. Suggestions for Correlated Activities come at the end of each section. The groupings need not prevent the teacher from taking stories up in an order that fits in with other studies in the curriculum.

The third-grade materials are particularly rich in literary value. We have drawn upon classics to provide rewarding literary experiences; however, a balance between contemporary selections and stories by famous authors has been maintained.

For those teachers who desire to integrate the appreciation of literary values with language arts, activities involving composition, grammar, phonics, punctuation, and sentence structure are included in the Manual.

As in the Reader 2-2, a *Phonics Guide* has been included at the back of each student's book. The teacher will find this guide useful in reinforcing important phonic generalizations, when necessary.

### **FOURTH, FIFTH, AND SIXTH GRADE PROGRAM**

These volumes turn a corner in the BASIC READING series. The books for the first three grades were designed primarily to help you teach children to read as effectually as possible. The system involved a carefully graded sequence of sound-

spellings, beginning with short vowels, proceeding to the regularly-sounded consonants and digraphs, and finally dealing with the oddities and irregularities of English spelling. (Even the irregularities progressed from simple to difficult and were presented in such an order. The long vowels of *mate* and *need* follow a simpler “rule” than the long vowels of *night* and *height*, which were presented much later in the program.) The sound-spellings, furthermore, were presented always *in words* after a preliminary five pages in which the short vowels were presented along with reading readiness exercises—so that the learning child did not have to cope with meaningless sounds or syllables *or* with irregular spellings until he had mastered the basic patterns of regular English sound-spellings.

The four readers in the first-grade program accumulated a vocabulary of 2,197 words. These words occurred in both stories and in lists illustrating the new spellings as they appeared. The words in these lists did not have to be completely mastered before a pupil could go on to the next lesson. Experience has shown that there is generally more danger of over-teaching than of going too fast: the most successful teachers spend minimal time on the first five pages of short vowels and go right ahead to page 6, where the first word appears. There is, after all, a short vowel in every word in the Pre-Primer and in every word of the Primer up to page 31.

The first second-grade reader (2-1) recapitulated the same sound-spelling sequence in 12 teaching units, each presenting about ten major new items, with words and stories using them. In 2-2 the vocabulary is limited only by the typical child’s understanding of language. Since the latest researches indicate that the six-year-old child will, on the average, know by ear more than 20,000 words, the vocabulary used by the end of the second grade would not seem to be excessive, even though it is several times greater than that appearing in most basic reading series. The third-grade books moved into a combination of established classics and the most interesting contemporary writing available.

In the Manuals for Grades 2 and 3, we stressed comprehension; fluent oral reading; vocabulary building; typical reading skills, such as identifying details, making deductions, synonyms, and antonyms; and the first elements of grammar: nouns, verbs, adjectives, adverbs, etc.

With Grades 4, 5, and 6, we assume that the pupil has learned the basic reading skills and is more than ready to be introduced to a series of substantial pieces of traditional and contemporary literature. Every selection has been chosen for the quality of its writing, rather than for its subject; but of course we have been able to cover a range and variety of subjects that will complement the areas of study in, for example, social studies and science in these grades.

Our first concern in these Manuals is to help the teacher guide her class into constantly enriching reading experiences. To this end, every selection is presented with an introductory discussion dealing with the values and problems that the selection offers for class discussion. A systematic approach is suggested, with

detailed procedures that the teacher may use as class needs require. Questions are listed both to enable the teacher to stimulate attentive and thoughtful reading and to check on the results after the piece has been read.

The questions are generally presented in a Guided Reading section, so that the pupils will be shown what to look for as they read silently. But we are also convinced that provision for oral reading should be included right up through the grades. The Guided Reading questions can always be used for discussions after the selection has been read aloud at sight, and we frequently suggest this procedure. We do so because the standard forms of the English sentence will be most easily learned by ear. Anyone who can read formal eighteenth- or nineteenth-century prose aloud with the proper cadences, so that the form of the sentence is expressed by the voice, will seldom have trouble writing effective and graceful sentences himself. We have found that students who write formless, incoherent sentences very often do not hear the cadences of good English prose because they have never read it aloud or heard it read properly. Reading aloud also provides an easy and reliable test of reading performance. Saying all the words correctly is not necessarily understanding them, but it is the essential preliminary step. Students who skip some of the words while hurrying on to find the word that answers the "question" will never read correctly except by chance. Guessing the meaning is not good reading for meaning.

Beyond the Guided Reading for comprehension, there are questions and exercises dealing with the basic reading skills that are customarily stressed at the level. These include reading for details, finding main ideas, establishing correct sequence of topics, reading maps and charts, reviewing phonics, dramatizing, skimming, and interpreting figures of speech. For Grades 4 and 5, the Language Arts questions deal with punctuation, compound words, usage, root words, and matters of grammar

Diane McGuinness' on Lippincott's *Basic Reading*

From

*Early Reading Instruction: What Science Really Tells Us about How to Teach Reading.*

2004 The MIT Press

The Lippincott program was an extreme contrast [to the basal reading programs in the Bond and Dykstra 1967 study]. Each lesson introduced a phoneme and its most common spelling, plus a story with the target sound appearing in all positions in the word (no word families). Lessons began with the five "simple" (short) vowels and moved on to consonants. Consonant blends came next, followed by vowel and consonant digraphs. Toward the end of first grade, vowel-spelling alternatives were taught, including (*outh*, in *bought*). Alternative spellings and code overlap (*out*, *soup*) were sometimes introduced together to illustrate certain problems in the code.

This approach lead to rapidly increasing reading vocabulary. By the end of first grade the children had been introduced to over 2,000 words, ten times as many words as the basal-reader children had seen at this stage, and 500 more words than they will see by the end of third grade. Because Lippincott children were taught to decode, whereas basal-reader children were not their skills transferred to easily to decoding unfamiliar words. (83)

"There is something about the Lippincott program that worked in the classroom in a way that the linguistic and other phonics programs did not.

The obvious next step would have been to look in detail at the Lippincott program. What was it about this program, and what was going on in Lippincott classrooms, that worked better compared to other programs like the Linguistic programs, which were surprisingly unsuccessful. Could this lack of success have been due to the emphasis on letter names in the Linguistic programs to the exclusion of phonemic analysis and phoneme-to-letter correspondences? Could it be due the fact that they were designed by linguists with no experience in the classroom? Did the teachers or children find any elements in these programs that were especially good or confusing? Surprisingly, issues like these were not address in this report, and **the Lippincott program never received its due attention.**" (Emphasis mine.) (97)



## **Note from Internet Publisher: Donald L. Potter**

March 26, 2010

The information here is taken from the 1966 *Basic Reading Grade 8 Teacher's Edition*. It gives us some insight into the earlier portions of the program and the various levels relate. Basic Reading was a stellar example of the phonic/linguistic approach to teaching reading and high literary levels. I understand that the program became watered down in later editions, perhaps beginning around 1981 or a little later. I have published a detailed comparison of the phonics components of the earlier and later programs, which demonstrates conclusively that the later editions move a considerable portion of the 1963 first-grade phonics up to second grade. This means that first-graders using the later texts would have to use some guessing to read regular grade level storybooks. My [www.blendphnoics.org](http://www.blendphnoics.org) phonics program teaches approximately the same number of sound-to-symbol correspondences as the 1963 Lippincott Basic Reading, which explains why my students are able to read advanced material without any need to guess.

I am publishing this as a part of my effort to re-engineer the program, discovering the logic behind it so that future editors may take advantage of its great merits by applying them to future basal reading programs.

Somewhere, somehow the basal publishing industry got off track, and American students have suffered ever since. I should be well paid if a major publishing company would take the phonic/linguistic method to the next level. This will require a visit through the past to the 1963 edition to determine what it was that Walcutt-McCracken did to produce such a strong reading method.

There is an amazing amount of wisdom in this brief "Message to Teachers." Note especially how their definition of reading guides their approach and avoids the pitfalls of inferior definitions, which are rampant in the profession.

The information from Diane McGuinness was added on March 24, 2012.

Other information on the Walcutt/McCracken phonic-linguistic method can be found on my website: [www.donpotter.net](http://www.donpotter.net).

Donald Potter, Odessa, TX

**A Comparative Study of the  
Sound-Symbol (Grapheme-Phoneme) Sequence  
in the 1963 and the 1981  
Lippincott Basic Reading Series  
by Dr. Glenn McCracken & Dr. Charles C. Walcutt**

Prepared by Donald L. Potter  
March 14, 2010

[www.donpotter.net](http://www.donpotter.net)

**Sound-Spelling Sequence in Grade 1**  
**Walcutt-McCracken Phonic/Linguistic Method 1963**

Pre-Primer	Primer	Reader 1-1	Reader 1-2
ă	är	sh	long u
ě	êr	ch, tch	long ue
ĩ	ed /ěd/	th	long ui
ö	w	wh	ew, eau
ů	ow (cow)	qu	aw, au
m	l	x	ph as f
n	ll	y	hard ch
r	b	z	ch as sh
s	le	ng	wr, kn
d	k	-ing	silent b
nd	ck	-ed (t,d,ed)	silent l
t	magic e	er as er	silent g
st, nd	a (care)	ar as er	silent gh
hard g	long a	ir/or/ur as er	gh as f
p	long e, ee	-y, -ay	ea as short e
dr, gr	ēa	-ey	ea as long a
sp, mp	ai	soft c	ear
hard c	long i, ie	soft g	ie as long e
h	ir	dg, dge	ei as long e
f	long o	-tion, -sion	eigh as long a
	ore, or	oo (cook)	ey as long a
	oa, oe	oo (food)	ough
	j	ow (snow)	
	v	ow (cow)	
		ou	
		oi, oy	

## Grapheme-Phoneme Sequence for Grade 1

### Walcutt-McCracken Phonic/Linguistic Method 1981

Starting Out, A	Exploring, B	Reaching Higher, C
a (ant) n (nest) r (run) d (dog) u (up) m (map) p (pin) i (in) s (sun) o (on) t (ten) e (egg) g (games) k (can) h (hat) f (fan)	ar (art) -er (farmer runner) -ed (ed/d/t) w (win) wa (warm swan) aw (saw) l, ll (let all) b (bed) -le (apple) k (kitten) nk (bank) ā a-e (made) are (care) ē e, ee (we see) ā ai (rain) ī i, i-e, ie (find nine pie) ir bird ō o, o_e (go note) or, ore (for more) ō oa, oe (coat toe) j (jam) v (vote)	sh (she) ch, tch (chin catch) th (then) wh (what) qu (queen) x (box) y (yes) z (zip) ng (son) -ing (wishing) -ed (loaded joked shined) -er (pitcher over) ar, or, ur (dollar, work fur) ā -ay (day) ē -y, ey (happy key) ī -y (my) soft c (cent circus fancy) soft g (germ giant stingy) -dge (edge) -tion, ion short oo (book) long oo (moon) ow (slow) ou (out, four, soup, young your) u, u_e (menu rule) ue, ui (blue suit)

## Grapheme-Phoneme Sequence for Grade 2 Walcutt-McCracken Phonic/Linguistic Method 1981

<b>Jumping Up, D</b>	<b>Rolling Along, E</b>
Formal Review of Sound/symbols in Texts A, B, C  oi, oy (oil, boy) ew, eau (few, beauty) aw, au (saw, pause) ph (photo) gh (laugh) ch (echo, machine) silent w (write) silent k (knit)	Silent b, l (comb, talk) silent g, h, gh (sign hour right) ea (head, great) ear (earn, bear, heart) ě ir, ei (field, ceiling) ā ei, eigh, ey (vein eight they) ough (rough, cough, bought though, bough, through) ĭ y (myth) ī uy, ui (buy, guide) ĭ ui (build) ĭ ai (captain) ě ue (guess) ile (missile) silent t (listen) silent n (autumn) Formal review of sound/symbols in Text D.

**The Titles of the 1981 Basic Reading readers are:**

- Grade 1: Starting Out, Exploring, Reaching Higher
- Grade 2: Jumping Up, Rolling Along
- Grade 3: Sailing Along, Zooming Ahead
- Grade 4: Taking Off
- Grade 5: Soaring
- Grade 6: Flying High

# Note from Internet Publisher: Donald L. Potter

March 14, 2010

I think someone should formulate a rule that would explain why almost every phonics program ever written gets watered down in successive editions. This appears to be the case with McCracken and Walcutt's *Basic Reading*. It was true of *Open Court* and other programs.

It is very interesting, and not a little depressing, to see how the inventory of sound-symbol correspondences (grapheme-to-phoneme correspondences) in the 1963 first grade program experienced **significant reduction** in the 1981 program. This was accomplished by **moving some significant correspondences to the second grade program**.

This reduction is puzzling in the light of my personal experiences. I have never experienced any difficulty completing an inventory similar to the 1963 *Basic Reading* phonics' inventory in a school year. Good examples that I have taught are Sam Blumenfeld's *Alpha-Phonics* and Hazel Loring's *Reading Made Easy with Blend Phonics for First Grade*. Walcutt claims that he taught a reading vocabulary of 2,000 words in first grade. That is right in between the 1,440 of Loring and the 3,500 of Blumenfeld. That is quite doable if the teacher is diligent in presenting the lessons. The original *Open Court* (and the Headway Program, which I have taught) for many decades covered a very similar list of items in the beginning of first grade with no problem.

Students at the end of first grade with the 1963 *Basic Reading* would have significantly better reading skills than 1981 students. I consider this a major reduction in program efficiency.

It would be very beneficial if the 1963 *Basic Reading* readers could be reproduced for the use today. I am presently preparing a set (without illustrations) to use with my tutoring students at the Odessa Christian School in Odessa, TX. By using them with my tutoring students, I will be able to determine if their classroom effectiveness matches their high theoretical potential. They would seem to match the NCLB and RF criterion for a scientific based program better than the programs, which have been created to match the criterion. I will not hazard a guess as to why this should be true.

I would love to hear from teachers who have taught any of the editions of *Basic Reading*. Reading Researcher Miss Geraldine Rodgers has published some oral reading test scores from her very important 1977 -1978 oral reading study, *Why Jacques, Johann and Jan CAN Read*.

I have had the 1963 Primer, Reader 1-1 and Reader 1-2 since 4/23/96, when the librarian Burnet Elementary library in Odessa, Texas gave me their discarded copies. I ordered the Pre-Primer on the Internet 3/13/10 to complete my set.

For more information on the phonic/linguistic method of teaching beginning read, visit the Education Page of my website: [www.donpotter.net](http://www.donpotter.net)

## Lippincott Basic Reading, 1981

### Notes from Auckerman's *The Basal Reading Approach* (1981)

*Basic Reading* was the first of the so-called “linguistic” reading series that emerged during the decade of the 1960’s. Its purpose was not to provide teachers with an elaborate basal series, but rather to help the child learn to read by means of a sequential step-by-step controlled phonics program followed at each step by equally controlled material. The sequence of these materials, as well as the case with the two or three other linguistic reading programs launched in that era, is limited by certain linguistic constraints, especially the policy of introducing only one new variable at a time. Another restraint is on the type of words to be studied as part of the language patterns that are used as bases. Three-letter words in the consonant/short vowel/consonant pattern comprise the major part of the beginning reading program of any so called linguistic reading program, and this is the case with *Basic Reading*.

The 1981 revision of this program is one in a sequence of several revisions that have taken place since 1963. (1969, 1973, 1975, 1978), yet the original and basic nature of the series has remained unchanged.

In addition to being a controlled phonics approach to reading, the authors of the series made a conscious effort to provide excerpts from the “classics” of children’s literature. This was due in part to the scholarly background of one of the major authors, plus the fact that classics are in the public domain and were, therefore, more easily available for immediate use and/or for whatever adaptations were needed to conform to the rigid vocabulary control of the series.

These two features, *phonics*, and the *classics*, plus the title of the series, *Basic Reading*, appealed immediately to the educational traditionalist who were calling for a “return to basics.” Consequently, immediately upon publication in 1963, *Basic Reading* became popular with the conservative school of thought in the reading world.

Authors: The late Dr. Glenn McCracken, Onetime principal and Director of Audio-Visual Programs, New Castle, Pennsylvania Public Schools. Dr. Charles C. Walcutt, Professor Emeritus of English, Queens College of the University of the City of New York.

In the first- and second-grade books there are two types of lessons: (1) pages containing new linguistic elements, and (2) pages containing a story or poem in which the new linguistic element is practiced in context. The pupil progresses through the first- and second-grade programs from the most regular, most-useful sound-spelling patterns to the less frequently used and most irregular sound-spellings. The pupils also meet other elements such as punctuation marks, dialogue, story titles, paragraphing, and so on, just as in an other basal reader series.

These phonics elements have been delineated in sequence here for several reasons: (1) To point out the fact that the sequence is not “happenstance,” but one dictated by the linguistic constraint of moving from the simple to the complex, one-step-at-a-time. (2) To assure the reader, that although the principle of presenting regularly spelled phonics

elements is a paramount consideration in any linguistic phonics reading system, *Basic Reading* moves the students into the irregular spellings after mastery of the basic regular language patterns. (3) To show that the basic language patterns are covered by the time the pupils reach the end of the second grade. This is a great advantage, for from then on pupils can attempt advanced reading with considerable ease. [Note that Auckerman says, "...by the time the pupils reach the end of the second grade." This is in reference to the 1981 program. It is vitally important to know that with the 1963 program the first-graders would possess all this knowledge BEFORE going to second grade. Don]

Because of the rigid linguistic controls imposed on the first- and second-grade program, it is only logical that all the sections of the readers, A through E, should be devised to conform to those restraints. Even so, the stories do achieve some degree of interest and quality commencing with book C, *Rolling Along*. One of the unique features of the literary selections in the second-grade books is the fact that the two major authors, Dr. McCracken and Dr. Walcutt, did much of the writing and adapting themselves. This is unusual. **Most authors of major series merely act as anthologists, selecting the work of others and contracting for free-lance writers to produce materials according to specifications.** [This last sentence explains why famous "reading experts" get their names on reading series for which they did precious little writing themselves, yet the public purchasing the series think the "authors" actually did the writing. Mr. William Carroll pointed this out to me.]

There are several features of *Lippincott Basic Reading, 1981* that are noteworthy. First, the phonic linguistic control in the beginning-reading materials is based upon a carefully designed sequence of step-by-step learning, with mastery built into each step. Second, the reading selections, although devised to conform to rigid vocabulary control are more normal than those in some of the other linguistically controlled basal readers. Third, the phonics program moves quickly, with the result that the major language patterns are mastered by the end of second grade. [In the 1963 edition, by the end of first grade. Don], at which time a child is rather well prepared to move into individualized reading materials. Fourth, the literary anthologies contain a good balance of selections and literary genre of increasing quality and from the works of many of our well-known writers of children's literature. Most other linguistic programs do not rate so well on this point. Fifth, in an attempt to wed a strong sequential phonics and language-pattern program with a good collection of literary selections, the authors have to a large degree succeeded in devising a tandem program in which the best of two worlds have been coupled together. And, finally the authors of *Basic Reading* have not been ashamed to present such *basic* human values as: courage, perseverance, happiness, responsibility, appreciation, for the contributions of all ethnic groups, thoughtfulness beauty of nature, joy wonder, patriotism, and service to others, and the integrity of those values has not been compromised. ... My final observation is that *Lippincott Basic Reading*, has finally "found itself." It has, in a sense, "come of age" and has emerged from a somewhat dated collection of materials to a new look and a more widely acceptable reader format.



## Concluding Observations

by Donald L. Potter:

Readers of this “Comparative Study of Basic Reading 1963 and 1981” will profit greatly from Robert Auckerman’s remarks on the 1981 program. I do not know how the 1981 edition compares with the *Lippincott Readers* that McGraw-Hill has in their current catalogue. They are probably related. The thrust of this study is a simple comparison of the grapheme-to-phonemes correspondences taught in the beginning levels of the program. The charts will clearly demonstrate that the 1963 program taught significantly more correspondences in first grade than the 1981 program. This change was brought about by moving some of the first grade correspondences to second grade, and taking most of the year to teach them. I am not sure what motivated the authors to make this change. Note that there was no change of authors so the change was made under their watchful eyes. I have heard that some teachers complained that *Basic Reading* moved too fast for the slower learners. Maybe the authors thought a more leisure rate of presentation of the phonics would help the slower learners. There may have been some pressure to conform to other basals. I do know that Open Court taught about the same inventory (but long-vowels first) in the *Foundation Program*, and taught it in the first few months of first grade. Of programs with a similar phonics inventory that I have taught in one school year, Sam Blumenfeld’s *Alpha-Phonics* and Hazel Loring *Reading Made Easy for First Grade with Blend Phonics* come to mind as well as Spalding’s *Writing Road to Reading* and Frank Rogers’ TATRAS program. The Phonovisual Charts provide a very easy way to teach all the basic correspondences in a short period of time. We will probably never know for sure why the change was made. **I believe that first graders completing the 1963 program would be significantly ahead of the first-grade students completing the 1981 program.** Since the 1963 students were taught far more correspondences, there would be far less chance of them developing the guessing habit.

I am curious to know when upper level phonics in the 1963 first-grade program was shifted to second grade. Auckerman mentions the following editions: 1963, 1969, 1973, 1975, 1978 and 1981. Auckerman does not mention the change. I would appreciate it if anyone reading this will send me information on the date of the change.

If one of today’s first-graders were to meet a successful first-grade *Basic Reading* student from 1963, he would think he had met Shakespeare himself.

My next report will concern how my students have improved their reading with my privately typed edition of the First Grade 1963 *Lippincott Basic Reading* program.

This document was last updated on 10/22/11, slight improvements were made on 6/2016.