

REMEDIAL READING DRILLS

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Historical Note: There was a 1985 revision with Esther Minskoff, PhD listed as one of the authors. The 1985 edition says that the work was first published in 1936. This is also the date given in the bibliography of S. Kirk's *Teaching the Slow-Learning Child to Read* (Houghton Mifflin Co., 1940).

DIRECTIONS

The Remedial Reading Drills are designed primarily to aid children who have become retarded in reading. In applying these exercises the remedial teacher should first determine the status of the child and whether these exercises are applicable to his difficulties. In general, the exercises are most effective with children having the following characteristics: (1) the reading status of the child is below the fourth grade; (2) the child has a severe special reading disability; (3) the child is educable in sound blending; (4) any extreme visual or auditory defects have been corrected; (5) the child is motivated and cooperative. In many cases cooperation may be difficult until some degree of success has been attained.

HOW TO INTRODUCE THE METHOD TO THE CHILD

Before introducing the Remedial Reading Drills the teacher should spend the first few days in securing the child's cooperation, in showing him success, and in introducing the phonic method represented by the Drills to him. The following suggestions may aid the teacher in achieving these aims:

1. *Solicit the Child's Cooperation.* For children who have failed to learn to read, the greatest incentive is *showing them success at all times* and especially at the beginning of training. For this reason the teacher should always aim to present the child with a task that he will master readily. It will be noted that the drills have been constructed with this principle in mind.

2. *Introduce the Method Gradually.* Before remedial training is begun the teacher should explain to the child his difficulties as well as the new method which is to be used. The following preview of the method may be used to give the child fresh hope.

The child is shown the letters *s, a, c, t,* and *p,* and if he is unfamiliar with the sounds of these letters, is taught them. For example, *a* may be written on the board. The instructor may tell the child that when a baby cries it says "a-a-a" (*a* as in cat). The letter is erased, and the child is asked to reproduce *a* in writing *from memory*, and to say *a* at the same time. This may be done several times. Then the child may be shown the letter *s* and told that it sounds like the hiss of a snake, "s-s-s-s". Then the child may write *s from memory* and sound *s* at the same time. The letters *s* and *a* may be presented irregularly until the child knows both of these. Similarly, *c, t,* and *p,* are presented and worked upon until the child knows the five simple sounds. When this task is finished, the instructor may present the child with the word *c a t* and have the child call out sounds one at a time. He is shown that these three sounds may be blended into a word. Then the words *cat, pat, tap, cap, at, sap, sat,* are written on the board or on paper and the child is aided in blending these sounds and calling out the words. It should be explained to the child that because he knows the sounds of five letters he can now readily read at least seven words. An explanation may follow in which the child is shown that he could start with short words and proceed to more complex words which he would soon be able to read as readily.

With most children the procedure just outlined takes only a few minutes. The child now experiences success and realizes that he can learn sounds fairly easily. Even with some children of subnormal intelligence this first period is sufficient to teach the sounds of most of the consonants and of one or two vowels. Other slower learners may require a week or even two or three weeks to reach the same stage. To insure success at the outset of training the child should be presented only with tasks which he is able to master. Although simple, the pre-drill period is given as an extra precaution against any chance of failure.

3. *Teach or Review the Sounds of the Short Vowel a and Most of the Consonants.* During the pre-drill period the child may be told that he must sound rather than spell words. He should first be taught the sound of the vowel *a* as described above. Consonants are introduced and taught in the same manner, emphasizing the sounds which prove difficult for the individual child. Each difficult sound may be taught in the following manner:

The instructor should write the symbol *t*, for example, and should tell the child the sound of the symbol and associate the sound with some concrete experience of the child. A picture of “teeth” from a toothpaste advertisement, or the sound of a clock may aid the child to recall the sound. The child may then go to the board and write *from memory* the symbol *t*, sounding it at the same time. If it is a difficult sound he may write it several times, over and over again, saying the sound every time so as to familiarize himself with it graphically, visually, and vocally. Another consonant may be introduced and taught in the same manner. Then *t* may be re-introduced and alternated irregularly with the new sound, and so on. If the stimulus of a game is needed, the child may be asked to find magazine pictures of objects beginning with that sound.

When the sounds of most of the consonants and of the short vowel *a* have been taught in isolation, the next task is to train the child in the ability to blend sounds.

4. *Teach Sound Blending.* The next problem which is likely to present itself is the child’s inability to blend sounds. In some cases the acquisition of this ability requires considerable attention.

At first the child is shown by verbal demonstrations that *c-a-t* (sounds—not letters) say “*cat*.” Usually the child may learn by following the instructor on several words. It is essential, of course, to give each letter the sound exactly as found in the word, avoiding any superfluous sound, such as the vocal additions often put at the end of the isolated sounds of *b*, *k*, *p*, (*buh*, *kuh*, *puh*) or at the beginning of *m*, *n*, *l*, *r*, etc. If some difficulty arises in blending the sounds into a word, the instructor may have to devote some time to this type of practice. The following methods are suggested:

First, write the words *c a t*, *s a t*, *m a t*, on the board and have the child sound each letter in isolation. At first the child should be allowed to vocalize the letters at his own rate of recall, then to repeat the sounds a little faster, then still faster until the blend is made. In other words, the child may be asked to sound the sequence of letters several times at an increasing rate. This procedure may be necessary at first until the child is able to blend the sounds into a word fairly well. If this method does not produce results the following method may be tried.

After the instructor has written a number of words, such as *c a t*, *m a n*, *s a t*, *r a t*, *b a t*, *l a p*, *s a p*, *m a p*, and has aided the child in blending the sounds he may then dictate the words as wholes to the child by telling him to write, for example, the word “*cat*.” If he does not know how to start he may be asked to say “*cat*,” and then asked to tell with what sound the word “*cat*” starts. He may then say and write the sound *c*. Then “what is the next sound?” (demonstrate) “*cat*,” *c-a-t*, etc. In brief, allowing the child to dissect words and analyze their parts, then to write them from dictation while saying them will aid him in blending sounds.

Another device may be used as a variation from the other two. The child may sit with his back to the instructor and the instructor may sound words of two sounds at first, then of three sounds, and then of four sounds. For example, the instructor may first say, what word is *m-ay*, *sh-e*, *b-e*, etc. (sounding each element separately). If the child is able to call out these words, increase the sounds to three letters such as *b-a-d*, *s-a-t*, etc. Another variation of this device is first to sound *m-e*, very rapidly. Then the word *m-e* may be said more slowly until there is a definite break between the sounds. The sounds may be given at the rate of two per second, and the time interval may be increased to one sound per two or three seconds, for both two and three letter words.

When the child knows the sounds of most consonants and the sound of the vowel *a*, and is able to blend three sounds into a word (even inadequately or slowly) he is ready to begin practicing in the Remedial Reading Drills.

DIRECTIONS FOR REMEDIAL INSTRUCTION

The following directions are given to aid the teacher in the use of the Remedial Reading Drills and supplementary exercises:

1. *Always Begin with Drill 1.* After the initial training period the child should be ready for Drill 1. Allow the child to read this drill at his own rate. If it seems too easy for him, remember that success on it is another stone in building confidence.

2. *Teach the Child to Respond to Individual Symbols.* Although many systems of phonics prefer combining the vowel with the last consonant, the Remedial Reading Drills should be read as indicated by the spacings, one letter at a time, sounding out *c-a-t*, “*cat*,” *m-a-t*, “*mat*,” etc. Combining the last two sounds may confuse the child by teaching him to carry over the last of one word into the next word because of a perseverative tendency. If this occurs, the child should be shown how to sound each symbol separately, i.e., *s-a-t*, “*sat*,” etc. At a later stage, combinations of blends are introduced in the drills to aid the child in reading more than one sound at a time. It has been found that slow accurate reading of the first drills makes for more accurate and more rapid blending of sounds later, and eventually for more efficient reading.

3. *All Drills Should Be Read Orally.* This procedure is necessary for two reasons. The first is that articulation serves as an aid to learning and retention. The second is that the oral reading provides an opportunity for the teacher to note any erroneous responses and correct them at their initial appearance.

4. *Stress Accuracy and Disregard Speed.* The child should read the drills only as fast as he can read them accurately.

5. *Do Not Rush the Child or Allow Him to Skip Drills.* If a child is forgetting previously learned material it is an indication that he is going too fast. Skipping large portions of each drill or completing too many drills in one lesson may cause the child to forget some of the sounds when he meets them later.

6. *Present the Drills in the Order Given.* The order of the drills should not be varied since the sounds of each drill are dependent upon what has gone before. Repetition is not necessary because of the frequent review drills and numerous repetitions of each word. Progress from page to page is the child’s measure of success.

7. *Use the Grapho-Vocal Method.* The grapho-vocal method refers to the method of teaching in which the child writes a letter or word from memory and says the sound of the letter or word at the same time. The following procedure of using the method in connection with the drills is recommended:

Allow the child to continue reading from the drills until he shows signs of fatigue or inaccuracy. At this point, wherever it occurs, ask the child to stop reading and go to the blackboard. Then ask the child to write the difficult sound and at the same time to say the sound. Have him write it five or ten times while saying it so that he will become familiar with the symbol and its sound. Then ask him to close his eyes while writing and saying it. Next dictate whole words and ask the child to write them by saying out loud each sound as he writes its symbol. Always have the child break up the whole word into separate sounds and sound each symbol while he is writing it

This method of saying the sound and writing it, then blending the sounds into a word, aids retention, and also aids in the teaching of sound blending. It should be noted that the reading of the drills consists of saying isolated sounds and combining them into words. This is a *synthetic process*. Dictating words to the child for him to break up the whole word into its component sounds is an *analytic process*. Thus the child may work on the drill words synthetically by reading the drills, then analytically by writing them from dictation by the grapho-vocal method.

The grapho-vocal method may also be used to familiarize the child with a new sound before introducing it in the drills.

8. *Use Concrete Associative Aids.* Another effective device for helping the child to learn a new sound is to associate the sound (and its symbol) with some concrete experience. For the sound of *sh*, for example, you may associate a mother or a teacher putting her finger to her lips and saying “sh” when the children are making too much noise. Then when the child has difficulty with the sound in reading or in the drills, you may say, “What does your mother say when she’s afraid you’ll awaken the baby?” Usually the child responds by saying “sh” and at the same time raising his finger to his mouth, but the overt motor response gradually decreases as the sound is mastered.

Similarly the sound of *ou* may be associated with a pinch, the short *e* with a deaf man putting his hand to his ear, etc. The teacher should find specific associative aids in relation to the experiences of the particular child.

9. *When to Introduce Sentence Reading.* Although the drills are very essential in remedial training, they in themselves, will not teach a child to read. They are essential in developing correct responses to written symbols, and also in giving the child a start in reading and an independent attack on new words. Sentence and story reading, however, must be introduced to supplement the drill material.

No general rule can be given as to when sentence reading should be introduced. If a child is sufficiently motivated and is able to read the drill material without becoming fatigued, very little sentence reading should be introduced until the child has completed a number of drills. On the other hand, if the child requires variation in approach (i.e. variation from reading the drills, reading drill-words which the teacher writes on the board, or writing drill-words from dictation), sentence reading may be introduced even after Drill 1. If the teacher finds it advisable to introduce this type of variation she may introduce, at any point in the drills, simple sentences which include only those sounds already learned. Even after the completion of Drill 1 a child can read sentences such as “*A man and a cat had a mat. A cat had a rat,*” etc. Frequent words which do not occur in the drill system, as *the, was*, may be taught as word wholes and introduced over and over again in various sentences so that these words will become a part of the child’s reading vocabulary. Thus a teacher may ask the child to read in the drills to the point where he becomes fatigued and begins to make mistakes. She may then ask him to write words on the board by the grapho-vocal method as described above. He may turn to the drills or he may read simple sentences which include words containing drill sounds. This variation should keep up the interest of children who require such motivation.

As the child progresses in the drills, more and more sentence reading can be given him. Short stories composed of words containing only drill-sounds, with a few non-drill words taught as word-wholes, may be written by the teacher for the child to read. It should be explained to the child that the symbol *was* says “*was*” (as a whole) in the same way as the sound of *ee* as in keep says “*ee*”.

10. *When to Introduce Story Reading.* Primers and first readers are too elementary in content for older children who have a reading disability. For these and other reasons it is frequently advisable to eliminate the reading of stories from readers until the child is ready to read from a more advanced book. It is recommended that the reading of books be discontinued until the child has covered at least the first twenty-six drills and preferably until he has completed the whole of Part I. When the child has mastered this part of the drills he should be ready to begin reading from a second- or third-grade book. No definite time interval can be given since the advancement of the child depends upon the duration of the lesson, the number of lessons per week, and the learning ability of the child. In some cases when thirty-minute individual lessons were given five days a week, these initial drills were covered in from two to four weeks. For children of slower learning ability Part I required from six to ten weeks of practice.

11. *How to introduce Story Reading.* Not all elementary readers are suitable for story reading even after the child has completed Part I of the Drills. However, any book which is primarily phonic and which is not too elementary in content for the child in question may be used

Primers and picture stories are eliminated from the child's reading lessons. This is quite necessary for reading disability cases, since many of them have become very clever at reading stories from pictures without any reference to the words in the story. It is essential to train the child to give all of his attention to the symbols, and therefore pictures are eliminated.

The method of transferring the reading knowledge which has been acquired in the drills to story reading is as follows:

The teacher may ask the child to read, directing him to sound out every word that he does not know by sight. With these directions the child will face two major difficulties. The first is the reading of words which cannot be sounded according to his present knowledge of sounds. There will also occur many words whose sounds are not in the drills at all. In such cases the teacher should not allow the child to sound these words but should tell them to him and allow him to go on. This should be done for every word which the child does not know immediately and which cannot be sounded. For example, if the child is reading the sentence, "*Once there was a poor man who had five cows,*" the teacher should say, "*Once there was*" (because these cannot be sounded by the child) and then allow the child to sound the rest of the words. If he does not recognize the word *who* but begins to sound it phonetically, the teacher should just say "*who.*" This procedure eliminates confusion in reading.

The second difficulty is that the child may forget a specific sound such as *oo* in the word *poor*. The teacher should not tell him the sound, but should point to or underline the configuration. Thus the child transfers the knowledge of the drill-sounds from the drills to book reading with the aid of the teacher. Although some children readily make this transfer by themselves, others must be aided by the teacher. It should not be expected that a child who can read keep, seen, etc., in the drills can readily read them out of a book. Thus the child reads the story from the book by sounding out all words which he can now sound, and by being told the other words by the teacher.

12. *Teach Non-Drill Words as Wholes.* By the method given above the child gradually acquires a reading vocabulary through two approaches. First, he may sound out the word *cat*, and later, after several such soundings, may begin to recognize the word *cat* as a whole. Secondly, a child may learn some words, such as *was* because the teacher has told him the word over and over again in the story. The word incidentally becomes a part of his reading vocabulary. Practice on some common words may, however, be necessary for the purpose of overcoming plateaus in learning. The following method is recommended:

After the child has been given a book to read, the teacher should keep a record of certain common words which she is forced to tell the child every time they occur in the story. The teacher will readily discover which words are stumbling blocks in the child's reading. For these words special drill must be given. This may be done by various methods. First, the teacher may go over the story before the child reads, and may drill the child upon these words by asking him, "What is this word, what is this?" etc. If he is having trouble in remembering the words, he may go to the board and write the words from memory. Or the teacher may type these words on small cards and present them to the child again and again by the flash-card method. This may be repeated from day to day until the words no longer cause difficulties. This practice will have to be continued as other words come up throughout the remedial reading period. This should not be done, however, for words that can be sounded unless the child fails to learn these words as wholes after a great number of presentations in which he has had to sound out the word many times.

The drills should not be dropped when story reading begins. On the contrary, the greater proportion of the time of the remedial reading lesson should be devoted to the drills. The drills should be continued for the purpose of introducing new sound values and also for teaching the child to combine small units into larger visual units. Instead of reading the word *tan* as *t-a-n*, the child may learn to respond to the word *t-an* (sounding *an* as a whole).

When Part III is reached the emphasis should be placed on reading and word study, rather than on phonic material. Nevertheless a short period of drill work each day should be continued until the drills are completed.

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PART 1. Introductory Sounds

Drill 1

a b c d f g h j l m n p r s t x

s a t	m a t	r a t	b a t	c a t	f a t
c a p	s a p	m a p	t a p	l a p	r a p
a m	r a m	S a m	h a m	d a m	j a m
r a g	b a g	t a g	w a g	h a g	l a g
c a n	m a n	r a n	t a n	f a n	p a n
s a d	m a d	h a d	l a d	p a d	d a d

s a t	s a p	S a m	s a d
m a p	m a n	m a d	m a t
t a n	t a p	t a g	t a x
c a b	c a t	c a p	c a n
b a g	b a d	b a n	b a t
h a t	h a m	h a g	h a d
r a p	r a t	r a n	r a g
l a d	l a p	f a n	f a t

s a t	m a n	f a t	t a n	p a t	b a n
m a p	c a n	m a d	c a t	m a n	c a b
r a g	c a t	l a p	h a m	b a t	t a p
j a m	f a n	d a m	h a d	t a g	r a p

sat	cap	rag	can	sad	mat	sap
ram	bag	man	mad	rat	map	Sam
tag	ran	had	bat	tap	ham	wag
tan	lad	cat	lap	dam	hag	fan
pad	fat	rap	jam	lag	pan	dad

Drill 2

o

h o t	p o t	n o t	r o t	g o t
s o b	r o b	m o b	f o b	b o b
h o p	m o p	t o p	p o p	l o p
c o g	f o g	h o g	j o g	b o g
s o d	r o d	n o d	h o d	p o d

h o p	h o t	h o g	h o d
p o p	p o d	p o t	p o d
c o b	c o g	c o d	c o t
T o m	t o p	t o p	T o m
r o b	r o d	r o b	r o t
m o p	m o b	m o p	m o b
s o b	s o d	s o d	s o b

h o t	m o p	n o t	t o p	p o t	l o p
r o b	h o p	r o d	h o g	r o t	h o d
g o t	T o m	n o d	s o b	j o g	p o p

dot	mop	Tom	cob	jog	pop	hot	cog
log	pot	hog	lot	sod	fob	got	bob
not	fog	log	pod	pop	rob	sob	rot

Drill 3 — Review

a

o

sat	bag	ram	cap	lad	tan
hog	sod	top	got	mob	not
tag	ran	ham	mop	fog	rod
lap	man	hat	rob	log	dot

cat	cot	hat	hot	pat	pot
rat	rot	map	mop	had	hod
hog	hag	sod	sad	top	tap
cob	cab	pad	pod	not	Nat

pot	cat	bag	log	hod	lad
mat	mop	cob	cap	tan	Tom
hod	jog	fat	fob	nag	lap
ran	cog	cot	sob	fan	lad
rob	bat	sad	pop	lot	man

bob	lot	tap	jog	mat	pop	fat	pad
rob	bat	sob	fan	cat	hot	job	cap
rod	wag	got	map	ran	cob	man	cog
jam	sat	mop	rag	pod	lap	not	had

Drill 4

i

s i t	f i t	h i t	b i t	k i t
h i m	r i m	d i m	J i m	T i m
s i p	r i p	n i p	l i p	d i p
w i n	t i n	s i n	f i n	b i n
f i g	r i g	p i g	b i g	d i g
h i d	l i d	d i d	k i d	m i d
r i b	f i b	b i b	f i b	r i b
m i x	s i x	f i x	s i x	m i x

h i t	h i m	h i d	h i p
s i n	s i t	s i p	s i x
r i b	r i m	r i p	r i g
t i n	T i m	t i p	t i n
l i d	l i p	l i t	l i p
p i g	p i n	p i t	p i g

s i t	h i m	f i t	r i m	h i t	d i m
s i p	w i n	r i p	t i n	h i p	s i n
r i d	h i d	r i g	h i t	r i m	h i p
m i d	d i g	b i n	d i p	p i t	l i p
f i n	b i g	k i d	f i b	s i x	r i b

t i n	f i b	p i g	s i n	b i t	r i p	p i n	s i p
j i g	n i p	h i m	h i p	d i d	l i p	d i p	m i x
h i t	b i n	h i t	f i n	f i g	s i x	l i p	h i d
b i g	f i t	d i g	s i t	m i d	r i g	r i b	f i x

Drill 5 — Review

	a		o		i
sat	cap	rag	can	sad	mat
not	sob	hop	cog	sod	pot
sit	him	sip	win	fig	hid
mat	sap	rob	mop	fit	rim

hat	hot	hit	pat	pot	pit
tap	top	tip	had	hod	hid
big	bog	bag	lip	lop	lap
hat	hit	hot	top	tap	tip

fit	sat	dot	mop	cap	sip
rag	rim	rob	sip	sad	sob
pod	rip	mat	lag	dim	hot
bag	pot	log	nip	jig	man
hip	sob	fan	cat	did	fob
mix	rod	wag	dip	got	map

pan	sod	lot	pit	jog	six	rip	ram
rat	hog	dot	Sam	pop	can	kid	rap
sad	big	wag	fin	nod	dip	dig	top
Jim	tan	bog	jab	mob	dam	cot	rim

Drill 6

u

n u t h u t c u t g u t b u t j u t
f u n r u n n u n s u n g u n b u n
u p

 p u p s u p c u p s u p p u p
r u g m u g p u g j u g d u g b u g
h u b r u b t u b r u b h u b t u b
b u d m u d c u d m u d b u d c u d
s u m h u m g u m r u m g u m s u m

h u t h u m h u g h u b
r u n r u g r u b r u m
b u s b u t b u g b u n
s u p s u n s u m s u n
c u t c u p c u d c u p
g u n g u t g u m g u n

c u p f u n h u b s u m r u g b u d
h u t r u n b u s c u t s u p n u t
s u n c u p b u t r u g h u m n u n
m u d h u m r u b r u n p u p m u g
s u p n u n t u b g u m p u g c u d

hut mud hug rub bus cud sum jug run
tub dug jut tug gun bun rum hub nut
gun up cut sun tub gum mud fun hum
hut pup gut mug jut bug bun sum cup

Drill 7—Review

a i o u

pad	fat	rap	jam	lag	pan	mad
tin	fib	pig	lid	bit	rip	him
big	sat	cap	dig	am	fit	hip
dot	mop	Tom	cob	jog	pop	sob
pan	not	pit	dig	hop	hid	sat
cup	fun	hub	sum	rug	bud	hut

big	bag	bog	bug	cat	cot	cut
hit	hot	hut	hat	sap	sup	sip
rum	ram	rim	jug	jog	jig	jog
bit	bat	but	hum	him	ham	him

pot	fin	sum	hit	nut	cob	tug
sad	but	dim	rug	dam	hit	cud
got	dad	bun	nap	gum	mud	top
sat	dot	mop	tin	cup	fun	bit
fib	sip	sum	cob	rug	pop	nun
rag	can	hut	pin	run	fob	up
sin	tug	rat	pit	hog	but	map
sip	lot	Sam	sod	hit	mug	had
gun	pit	cat	pop	kid	lad	bus

fib	hag	bat	sum	bun	cot	pit	six
top	mob	tan	tub	pug	hid	rip	bat
nod	wag	him	dug	pup	dot	hip	dad
mix	bob	man	dip	jut	nun	pop	dam
bag	rod	bug	pod	Jim	map	cud	got

Drills 8

ee

d ee d	f ee d	h ee d	n ee d	s ee d	w ee d
b ee r	d ee r	j ee r	l ee r	p ee r	d ee r
f ee l	h ee l	r ee l	k ee l	p ee l	f ee l
s ee k	w ee k	p ee k	m ee k	r ee k	l ee k
p ee p	w ee p	k ee p	d ee p	w ee p	k ee p
b ee t	f ee t	m ee t	f ee t	m ee t	b ee t
d ee m	t ee m	s ee m	t ee m	s ee m	d ee m

r ee d	r ee f	r ee k	r ee l	r ee d
d ee r	d ee p	d ee d	d ee m	d ee p
p ee r	p ee l	p ee k	p ee p	p ee l
s ee	s ee n	s ee k	s ee d	s ee m
w ee	w ee d	w ee k	w ee p	w ee k
k ee l	k ee n	k ee p	k ee n	k ee p

d ee r	r ee d	p ee r	s ee	d ee p	d ee d
b ee	r ee f	p ee l	f ee	s ee n	r ee k
b ee r	w ee	f ee t	w ee d	l ee	p ee k
m ee t	k ee l	l ee k	m ee k	k ee n	b ee t
s ee k	f ee l	l ee r	n ee d	w ee k	k ee p

deem	reel	peep	beef	seep	feed	weep
leek	heel	keen	deep	reed	peel	seem
beet	feet	week	leer	heed	keep	need
eel	jeer	teem	keel	deed	seem	meet

Drills 9

sh

d a sh	c a sh	g a sh	l a sh
m a sh	r a sh	s a sh	d a sh
d i sh	f i sh	w i sh	d i sh
g u sh	m u sh	h u sh	r u sh

sh ee p	sh ee t	sh ee r	sh ee n
sh o d	sh o t	sh o p	sh o d
sh i p	sh i n	sh u n	sh u t

sh ee p	d a sh	sh i p	m a sh
sh o d	d i sh	g u sh	sh ee t
c a sh	sh i n	r a sh	sh o t
f i sh	m u sh	sh ee r	g a sh
sh u n	s a sh	sh o p	w i sh
h u sh	sh ee n	l a sh	sh u t
sh a m	l a sh	sh ee t	ru sh

sheep	shod	cash	fish	shun	hush
dash	dish	shin	mush	sash	sheen
ship	gush	rash	sheer	shop	lash
mash	sheet	shot	gash	wish	shut

Drill 10

oo

b oo t	h oo t	r oo t	h oo t
b oo n	m oo n	s oo n	n oo n
c oo l	f oo l	t oo l	p oo l
r oo m	l oo m	d oo m	b oo m
f oo d	m oo d	r oo d	f oo d
r oo f	h oo f	w oo f	r oo f
h oo p	l oo p	m oo r	p oo r

r oo t	r oo m	r oo d	r oo f
b oo t	b oo n	b oo m	b oo t
h oo t	h oo f	h oo p	h oo f
m oo r	m oo n	m oo d	m oo n

b oo t	m oo n	c oo l	r oo m	f oo d
r oo f	h oo p	b oo n	h oo t	f oo l
l oo m	m oo d	h oo f	l oo p	r oo t
s oo n	t oo l	d oo m	r oo d	w oo f
m oo r	sh oo t	n oo n	p oo l	b oo m
p oo r	t oo t	d oo m	w oo f	c oo l

boot	roof	loom	soon	moor	moon	poor
hoop	mood	tool	shoot	cool	boon	toot
hoof	doom	noon	hoot	room	loop	rood
pool	woof	food	root	fool	woof	boom

Drill 11

ch

tch

ch a p
ch i n
ch ee k

ch a t
ch i p
ch ee r

ch a ff
ch i ll
ch ee r

ch a p
ch i n
ch ee k

w i tch
h a tch
m u ch

p i tch
c a tch
s u ch

h i tch
m a tch
r i ch

i tch
l a tch
b ee ch

d i tch
p a tch
m u ch

r i ch
ch ee k
n o tch
ch i ll
l a tch
d i tch
ch i ll

ch a p
p i tch
ch ee r
b ee ch
ch o p
ch a t
b ee ch

h a tch
ch a t
h i tch
ch o p
p a tch
ch i n
r i ch

ch i n
c a tch
ch a ff
i tch
ch i n
n o tch
h a tch

d i tch
ch i p
m a tch
ch u m
ch ee k
c a tch
s u ch

chin
latch
chat
chaff

rich
chop
chin
itch

cheek
cheer
hitch
ditch

chap
pitch
patch
chin

notch
beech
chop
chum

chill
hatch
catch
chip

Drill 12 – Review

		ee		sh		ch
		oo				tch
seek	feel	leek	meet	deer	beef	
shut	shod	cash	shop	dish	sash	
sheep	gush	shot	seen	dash	meet	
boom	hoop	mood	pool	roof	soon	
beet	boot	shoot	sheet	seen	s oon	
poor	peer	feel	fool	shoot	sheet	
hush	moon	feed	noon	shot	deed	
chat	chum	hitch	chop	catch	rich	
chip	ship	cash	chop	catch	chop	
ditch	dish	shin	chin	much	mush	
shut	shod	pitch	cash	chill	such	
cheek	shop	chap	feed	sheet	ditch	
notch	shoot	chat	soon	chip	pool	
chin	week	woof	noon	patch	feet	
chill	boot	sheep	deem	latch	hoop	
dash	leek	chat	hoof	ship	beet	
hitch	pool	ma sh	eel	rich	roof	
shod	reed	chop	mood	match	dish	
heel	chin	doom	gush	feet	itch	woof
sheet	jeer	cheek	loon	cash	peep	cheer
tool	shin	keen	hitch	noon	rash	week
ditch	food	shot	teem	chap	soon	fish
beef	pitch	shoot	mush	deep	patch	hoot
sheer	keel	chin	root	gash	dee	catch

Drill 13

ar

b ar	f ar	c ar	t ar	j ar
m ar	s t ar	s c ar	f ar	c ar
c ar t	d ar t	h ar t	m ar t	p ar t
c ar d	y ar d	b ar d	h ar d	l ar d
ar k	l ar k	p ar k	d ar k	sh ar k
ar m	f ar m	h ar m	ch ar m	f ar m
y ar n	b ar n	d ar n	h ar p	sh ar p

ar ch	ar k	ar m	ar t	ar m
h ar d	h ar k	h ar m	h ar p	h ar t
b ar	h ar d	b ar k	b ar n	b ar k
c ar	c ar d	C ar l	c ar t	c ar
d ar k	d ar n	d ar t	d ar n	d ar k
m ar	m ar ch	m ar sh	m ar t	m ar k

b ar	c ar t	y ar n	ar m	c ar d
ar k	b ar n	y ar d	l ar k	d ar t
s t ar	f ar m	p ar k	h ar t	c ar
d ar n	b ar d	s c ar	ch ar m	d ar k
h ar p	m ar t	c ar d	sh ar k	p ar t
g ar b	m ar sh	t ar	y ar d	sh ar p

chart	hark	mark	sharp	farm	shark	lard
part	car	harp	charm	dark	hard	mart
far	scar	hart	bark	harm	darn	star
dart	yard	lark	arm	mar	march	yarn

Drill 14

ay

ai

s ay	d ay	h ay	l ay	r ay	n ay
b ay	m ay	p ay	j ay	w ay	g ay
s l ay	p l ay	c l ay	f l ay	c l ay	p l ay
p r ay	b r ay	t r ay	g r ay	f r ay	p r ay
m ay	d ay	p ay	w ay	s ay	s l ay
w ay	g ay	g r ay	l ay	s l ay	p l ay

n ai l	s ai l	f ai l	r ai l	t ai l	w ai l
m ai n	r ai n	C ai n	f ai n	l ai n	ch ai n
p ai d	m ai d	l ai d	w ai t	g ai t	b ai t
m ay	m ai n	m ai l	m ai d	m ai l	m ay
g ay	g ai t	g ai n	g ai t	g ay	g r ay
p ay	p ai d	p ai n	p ai l	p r ay	p l ay

s ay	p ai d	d ay	g ai n	p r ay	m ai n
n ai l	b ay	s l ay	r ai n	m ai l	m ay
l ai n	s l ay	m ai d	p ai l	p ay	r ai n
b r ay	l ai d	h ay	p l ay	b ai l	t r ay
l ay	c l ay	p ai n	v ai l	w ay	l ai d

bait	say	chain	gay	vail	gain	fray	vain
gray	fain	jay	gait	bail	wait	flay	ray
maid	jay	jail	may	hail	tray	slay	day
bay	rain	wait	way	play	say	pail	chair
sail	flay	bail	bray	gay	pain	bait	may

Drill 15

or

b or n	c or n	h or n	t or n	w or n	m or n
g or t	f or t	p or t	s or t	f or t	sh or t
f or k	p or k	c or k	c or d	l or d	f or d

f or t	f or m	f or k	f or d
c or k	c or d	c or n	c or d
p or k	p or t	p or t	p or k

or	f or k	s or t	b or n	c or n	p or k
f or t	or b	c or k	h or n	p or t	n or
c or d	t or n	s or t	f or t	w or n	c or k
f or d	m or n	f or	p or k	f or t	h or n

sort	corn	port	nor	fork	or	lord	short
cord	morn	born	nor	for	sort	pork	torn
orb	corn	lord	horn	fort	cork	short	or

Drill 16

old

o ld	c old	h old	t old	b old
s old	s c old	m old	f old	g old
b old	t old	c old	h old	old
g old	f old	m old	s old	s c old

mold	cold	hold	old	fold	hold	gold
told	bold	scold	sold	cold	told	fold
old	gold	hold	cold	bold	scold	mold

Drill 17 – Review

ar		ay
or	old	ai

harp	mart	card	shark	part
ford	born	sort	pork	fort
barn	born	form	farm	for
port	part	card	cord	car
garb	cord	harp	orb	darn
bold	told	cold	hold	old
fork	bar n	old	card	port
gold	sort	pork	arm	sold

nail	bay	slay	rain	mail
vain	star	short	gay	hard
morn	flay	mark	tail	cord
tray	marsh	scold	jail	darn
bold	main	cart	pay	told
pray	cold	orb	short	bail
gold	clay	pork	lain	old

born	cart	clay	cold	orb
sail	barn	cold	fort	hay
bait	park	form	card	vain
say	pork	hold	way	gain
mart	cork	ray	mold	wail

gold	sort	hold	gray	yarn	ark	rain
told	ford	sold	chain	flay	lark	old
bay	shark	wait	march	hail	short	bold
maid	torn	part	star	may	gain	wail

Drill 18

e

b e t	n e t	g e t	p e t	s e t
j e t	w e t	l e t	m e t	b e t
d e n	h e n	m e n	p e n	t e n
b e g	k e g	l e g	p e g	M e g
b e d	f e d	l e d	N e d	r e d
w e d	s h e d	r e d	b e d	f e d

b e t	b e g	b e d	b e t	B e n
m e t	m e n	M e g	m e n	m e t
p e t	p e n	p e g	p e n	p e t
l e t	l e g	l e d	l e s s	l e t

b e t	d e n	k e g	b e d	n e t
d e n	w e d	b e g	h e n	j e t
w e t	m e n	n e t	l e g	f e d
s h e d	p e t	p e g	t e n	g e t
r e d	p e n	l e t	b e t	N e d
p e t	M e g	B e n	s e t	f e d

n e t	j e t	f e d	g e t	t e n	N e d	s e t	l e g
h e n	b e d	k e g	n e t	s e t	p e g	l e g	d e n
M e g	p e t	p e n	w e d	m e n	b e t	s h e d	w e d
w e t	r e d	p e t	B e n	l e s s	s e t	w e b	g e t

Drill 19 – Review

		a			u			
		o	i		e			
mat	can	wag	mad	ran	cap			
hot	sob	top	jog	nod	got			
tin	fib	pig	sin	bit	rip			
cup	mug	gun	sum	jug	rub			
bet	Ben	keg	net	wed	set			
pan	beg	not	sat	men	hop			
hit	den	hot	red	dig	mop			
wet	fib	bun	fed	tub	dip			
Ned	pup	wag	map	pen	cud			
pet	nun	net	got	dug	pod			
hip	men	man	mix	fat	ten			
big	bag	beg	bug	bog	beg			
bit	bat	but	bet	bat	bet			
leg	log	lag	leg	lag	log			
hum	him	ham	hem	him	hem			
den	Dan	din	peg	pig	peg			
ten	tin	tan	red	rid	red			
lad	bet	kit	pop	den	cut			
win	met	gun	shot	rat	bed			
get	sat	lot	net	sip	tug			
ten	cob	sit	run	leg	hag			
six	man	men	cot	cut	bet	bat	hag	fib
shot	nun	chip	get	hub	shop	chin	gum	bat
chop	hat	peg	jut	wig	pen	pin	hid	dad
rot	shut	hen	tin	led	bat	less	cot	jam

Drill 20

ea

b ea t s	ea t	h ea t	n ea t	m ea t	ch ea t
b ea n	l ea n	d ea n	m ea n	w ea n	b ea n
d ea l	h ea l	p ea l	s ea l	v ea l	w ea l
w ea k	b ea k	p ea k	l ea k	b ea k	s p ea k
l ea p	r ea p	h ea p	l ea p	h ea p	ch ea p
b ea d	l ea d	r ea d	m ea d	r ea d	b ea d
f ea r	h ea r	r ea r	d ea r	n ea r	sh ea r
b ea n	t ea m	s ea m	s t ea m	c r ea m	d r ea m

b ea t	b ea n	b ea m	b ea k	b ea d
r ea d	r ea r	r ea p	r ea l	r ea ch
l ea k	l ea d	l ea f	l ea n	l ea p
h ea t	h ea p	h ea l	h ea r	h ea t
m ea d	m ea l	m ea n	m ea t	m ea n
s ea	s ea l	s ea m	s ea t s	p ea k
p ea	p ea ch	p ea k	p ea l	p r ea ch

b ea ch	f ea r	l ea p	b ea d	w ea k	b ea n
s ea t	b ea k	h ea r	l ea d	l ea n	r ea ch
s ea m	r ea d	h ea t	p ea l	d ea n	h ea p
p ea ch	g ea r	m ea d	l ea d	l ea p	s t ea m
s ea l	m ea n	n ea t	w ea n	n ea r	c r ea m

dream	shear	cheap	bead	weal	bean	speak	veal
team	hear	lead	reap	leaf	zeal	steam	teach
each	cream	hear	read	beak	deal	fear	cheap

Drills 21

oa

oa t	b oa t	c oa t	g oa t	m oa t
oa k	s oa k	c r oa k	c l oa k	s oa k
oa r	r oa r	s oa r	b oa r	b oa r
c oa l	g oa l	sh oa l	g oa l	c oa l
t oa s t	c oa s t	b oa s t	r oa s t	c oa s t
t oa d	l oa d	r oa d	t oa d	r oa d

c oa t	c oa l	c oa x	c oa ch	c oa s t
r oa d	r oa m	r oa r	r oa s t	r oa ch
l oa n	l oa d	l oa m	l oa f	l oa d
b oa r	b oa t	b oa s t	g oa l	g oa t

f oa m	t oa d	t oa s t	c oa l	oa r
oa k	b oa t	g oa l	c oa s t	s oa k
l oa d	b oa s t	r oa d	sh oa l	c oa t
c l oa k	l oa m	g oa t	r oa m	c r oa k
b oa r	r oa ch	g oa t	t oa t	c oa l

road	coat	roast	load	oar	coast	roam	boat
coax	moat	soap	loan	coach	moan	soar	goal
roar	loaf	load	roam	goat	croak	oak	shoal
toad	roach	oar	toast	hoar	coal	road	oak

Drill 22

ck

b a c k	s a c k	h a c k	r a c k	t a c k
j a c k	l a c k	p a c k	s a c k	b l a c k
p i c k	s i c k	n i c k	k i c k	l i c k
t i c k	D i c k	w i c k	s i c k	ch i c k
r o c k	s o c k	m o c k	d o c k	t o c k
c o c k	sh o c k	h o c k	s o c k	d o c k
t u c k	l u c k	b u c k	d u c k	m u c k
b e c k	p e c k	s p e c k	n e c k	d e c k

b a c k	p i c k	p e c k	t i c k	l o c k
t u c k	j a c k	l u c k	sh o c k	s p e c k
s o c k	l a c k	s i c k	s a c k	w i c k
d e c k	t a c k	b e c k	h a c k	b u c k
m o c k	r a c k	k i c k	d u c k	d o c k

muck	tock	lick	neck	back	deck	sock
nick	mock	pick	jack	Dick	tack	peck
tuck	luck	sick	dock	kick	suck	shock
speck	hack	duck	lock	pick	buck	wick
lack	nick	rock	black	sack	luck	tuck

Drill 23

ow

ou

c ow	n ow	h ow	v ow	b r ow
ow l	f ow l	h ow l	ow l	p r ow l
g ow n	d ow n	t ow n	g ow n	b r ow n
c ow	h ow	n ow	b r ow	p r ow

ou t	b ou t	sh ou t	r ou t	b ou t
s t ou t	s p ou t	s c ou t	s n ou t	ou t
p ou ch	c ou ch	v ou ch	c ou ch	p ou ch
b ou n d	f ou n d	h ou n d	p ou n d	s ou n d

c ow	ou t	ow l	p ou ch	b r ow n
g ow n	ou r	n ow	b ou n d	s t ou t
f ow l	f ou l	d ow n	m ou n d	s c ou t
h ow	sh ou t	b ou t	h ow l	p r ow
c ou ch	t ow n	s ou r	v ow	r ow l

found	cow	round	owl	shout	brown
down	loud	prow	scout	pouch	our
cow	round	gown	rout	howl	pound
out	town	foul	bound	now	noun
sound	couch	town	how	out	sour

Drill 24 – Review

	ea		ck	ow		
	oa			ou		
fear	leap	beat	weak	near	read	
foam	road	coal	loaf	coat	coast	
beat	boat	beast	boast	roach	reach	
loaf	leaf	read	road	croak	creak	
lean	roam	teach	meat	toad	loan	
back	pick	luck	rock	lick	such	
bean	sack	coat	tick	roar	leap	
cow	town	owl	howl	prow	down	
out	our	loud	found	couch	stout	
boat	bouts	our	soar	coach	couch	
heat	round	goat	how	team	roach	
lack	fowl	snout	peach	sick	real	
duck	loan	how	load	peck	bout	
dream	soap	sock	vow	moan	our	
cheap	gown	oar	cream	round	owl	
oak	sick	how	hound	loan	seat	
noun	lock	roar	mean	pound	seal	
steam	fowl	bean	coach	sack	hound	
each	muck	road	down	load	vow	toad
dream	now	tuck	goal	dock	out	our
pouch	hound	buck	soak	speak	croak	town
how	shock	foul	boast	preach	loaf	kick

Drill 25
Long Vowel with Final e

		a	i	o	u		
at	ate	r at	r ate	f at	f ate		
c an	c ane	m an	m ane	D an	D ane		
g ap	g ape	c ap	c ape	t ap	t ape		
m ad	m ade	b ad	b ade	l ad	l ade		
s it	s ite	b it	b ite	k it	k ite		
d in	d ine	p in	p ine	f in	f ine		
r id	r ide	h id	h ide	b id	b ide		
h op	h ope	m op	m ope	p op	p ope		
c od	c ode	r od	r ode	c od	c ode		
us	u se	c ut	c ute	p l um	p l ume		
p al	p ale	p op	p ope	p in	p ine		
c an	c ane	c od	c ode	c ut	c ute		
f ine	f in	f ate	f at	f ile	f ill		
h ide	h id	h ope	h op	h ate	h at		
s l ide	s l id	s l ime	s l im	s l ope	s l op		
l ake	l ike	L uke	m ale	m ile	m ule		
b ode	b ide	b ade	d ame	d ime	d ome		
l ane	l ine	l one	p ale	p ile	p ole		
h ole	h ale	w ide	w ade	r ode	r ide		
c ane	c one	d ive	d ove	c ape	c ope		
r ave	r ove	r ate	r ite	r ipe	r ope		
l ane	l ine	w ide	w ade	d ote	d ate		
t ime	t ame	c one	c ane	m ine	m ane		
bide	rate	bad	made	mad	mule	bade	male
win	wine	hole	bode	case	tone	shine	shin
dike	rode	pile	duke	poke	dive	mat	mite
cave	mute	rid	rove	cove	wave	rip	rope
ripe	mule	rule	wine	man	mine	lone	mane
mile	not	mole	time	bat	den	dine	pane

Drill 26

General Review of All Preceding Drills

seek	feel	week	keep	meet	seem	feet	weed
ship	rash	sheep	fish	cash	sheet	shot	hush
boot	loop	tool	shoot	fool	soon	moon	food
chat	hitch	chop	rich	match	cheek	beech	chum
chart	part	harm	march	bark	sharp	marsh	dark
say	pain	play	pail	stay	rain	maid	nail
fork	born	short	form	horn	for	fort	corn
old	bold	told	sold	gold	fold	mold	scold
set	men	bed	less	peg	red	hem	ten
beat	beach	team	steam	neat	fear	read	shear
oat	coat	soak	coal	goal	coach	coast	roast
back	pick	luck	sick	chick	shock	sock	sack
cow	out	couch	town	found	down	sound	gown
rate	mine	poke	mule	time	chase	code	plume

gold	chin	wine	week	pork	tail	horn	ship
hound	now	food	card	hole	luck	coach	seem
how	loud	tack	duke	fed	sheep	leg	road
play	star	rain	mane	marsh	bold	stay	wait
fowl	shoot	rich	sold	may	blade	chain	seat
found	soap	cream	gown	ripe	cheer	pain	lone
beef	sash	meet	soon	jet	ditch	web	cloak
loaf	heat	round	roach	ford	kick	dark	cork
main	clay	barn	hail	sheet	moon	catch	wet
boat	duck	steam	town	met	team	tool	shark
cow	dock	oat	meat	short	cold	bark	tray
fork	gear	pen	much	ship	roast	couch	eat
duke	corn	patch	leaf	way	scold	hard	room

Drill 27

ing

s ing	w ing	r ing	k ing	b r ing	d ing
f l ing	s l ing	c l ing	f l ing	s t ing	s w ing
s ing ing	w ing ing	r ing ing	b r ing ing	d ing ing	
p ay ing	w i sh ing	f ar m ing	ch ai n ing	b ea t ing	
fish ing	kick ing	back ing	pack ing	cheer ing	
hush ing	match ing	morn ing	arm ing	farm ing	
sl ing ing	park ing	pitch ing	catch ing	tack ing	
harm ing	sort ing	say ing	slay ing	march ing	
play ing	rain ing	hold ing	shock ing	gain ing	
bark ing	lay ing	feed ing	br ing ing	howl ing	
boat ing	shout ing	lick ing	wait ing	dart ing	

ring	cling	sting	wing	king	fling	bring
steaming	howling	mocking	charming	hushing	farming	
staying	dreaming	laying	shouting	gaining	barking	
holding	scolding	marching	matching	harming	feeling	

Drill 28

all

all b all t all f all h all c all
w all h all b all w all t all s t all
c all ing f all ing s t all ing s m all

tall ball hall stalling fall small
wall all calling ball hall call

Drill 29

ight

f ight m ight s ight r ight m ight
l ight t ight w ight b r ight f r ight
f l ight p l ight s l ight l ight t ight
f ight ing l ight ing s ight ing s l ight ing

fight tight right sight night weight
flight fighting fright plight light slight
bright sighting might fright fight might

Drill 30

	th	wh	qu		
th an	th en	th em	th is	th us	
th in	th at	th ou	th us	th is	
th at	th ee	th en	th em	th an	
wh en	wh ite	wh ich	w hip	wh ale	
wh eat	wh eel	w him	wh ich	wh ite	
th at	wh en	th en	wh ip	th is	
th em	th en	wh ich	wh ite	th an	
wh eat	th e	th is	wh eel	wh ale	
th ine	th em	wh im	wh ile	th us	
qu ack	qui ck	qu ake	qu ail	qu een	
qu eer	qu est	qu it	qu ote	qu ick	
qu ail	qu aint	qu ell	qu ill	qu ilt	
th ou	wh ite	qu ick	th is	qu it	
wh en	th en	qu een	th an	qu eer	
th us	qu ack	wh ich	qu ake	th em	
thus	thou	queer	quit	this	white
quack	when	quail	that	queer	wheat
with	wheel	tithe	quote	quest	which
thine	while	quick	than	lathe	then
whale	them	bathe	quick	which	quack
with	quick	quack	wheat	then	when

Drill 31

er ir ur

h er	h er d	h er b	v er b	p er	p er t
f er n	s t er n	p er ch	t er m	w er t	h er
f ir	s ir	s t ir	b ir d	g ir d	g ir l
d ir t	sh ir t	g ir t	b ir ch	f ir m	f ir s t
h er	f ir	b ir d	un d er	s t ir	s t er n
h er d	b ir d	b ir ch	p er ch	f ir m	n ev er
f ur	c ur	b ur n	t ur n	l ur k	T ur k
c ur	c ur d	c ur b	c ur l	h ur l	h ur t
ch ur n	s ir	h er b	g ir l	b ur s t	f er n
h ar d er	s m ar t er	b ar t er	ch ar t er		

fir	turn	bird	hurt	her	shirt
churn	herd	curl	bird	sir	harder
burst	stir	charter	verb	hurl	burn
bird	curl	cleaner	blacker	girl	fir
fern	cur	churn	stern	under	firm
birch	charter	never	sir	stir	fur

Drill 32 – Review

ing	th	er
all	wh	ir
ight	qu	ur

sing	ring	bring	king	wings	wing
all	ball	fall	tall	halls	tall
fight	right	bright	might	sight	light
that	then	them	this	than	thus
when	white	sheat	wheel	while	whip
quack	quick	queen	queer	quit	quake
herd	fern	charter	her	stern	pert
sir	firm	birch	first	bird	girl
curl	burn	lurk	curb	churn	burst
fight	sing	burn	which	that	ball
quit	quitting	while	fall	right	per
bird	than	queen	light	singing	this
thee	seeing	whim	quack	fright	whipping
cleaner	thou	when	falling	quest	Turk
lighting	small	quote	sir	white	then
whip	when	that	then	quack	quit
bring	sting	bright	might	ringing	queen
them	while	verb	with	quake	queer
burst	fight	calling	wheat	whip	thus
holding	plight	then	harder	quit	small
cur	quaint	marching	call	whale	king
quick	hall	lathe	thou	when	charter
with	quote	stir	thee	tight	cheering
feeding	this	all	morning	tithe	tall

Drill 33

General Review of Part I

sat	cap	rag	can	mop	hot	rod	fob
tin	pig	rip	did	hut	bug	sun	but
let	leg	fed	ten	mate	rode	dime	tune
hit	met	time	neck	bug	line	shock	date
not	cat	note	mutt	wade	mute	ripe	man
lake	sack	lot	cute	rip	rope	hole	kite

deer	see	keep	feet	sheep	cash	ship	fish
boot	moon	shoot	food	rich	chop	catch	such
car	barn	shark	part	day	play	rain	paid
for	corn	cork	fort	gold	old	scold	cold
meet	wish	soon	itch	hard	may	port	scold
much	sash	fool	torch	feel	scar	hold	pain
shell	clay	chip	weep	star	mold	porch	boon

seat	read	reach	heat	boat	coal	coat	load
back	kick	shock	duck	cow	out	owl	town
sing	ring	bring	wing	ball	small	fall	calling
fight	right	bright	light	that	them	then	this
when	white	while	whip	queen	quick	queer	quit
her	per	harder	sir	girl	stir	cur	turn
light	quake	bead	which	croak	kicking	then	when
barter	crowd	tall	gird	thou	curd	quite	peck
hall	quick	howling	blight	reach	roach	shout	than

light	quake	bead	lurk	with	when	croak	kicking
fight	crowd	tall	wheat	thou	coat	quite	peck
fall	per	howling	light	king	reach	roach	stout
bite	quake	torn	poorer	when	pope	cloak	couch
cute	fine	seem	quail	storm	boom	wheat	Turk
crowd	old	seeing	peach	arm	stop	all	wheel
veal	park	stir	form	week	say	boat	scar
speck	rule	then	bean	bird	with	farmer	gold

Test Covering Part I*

corn	sight	right	found
soothe	peek	turn	tall
made	meat	pork	catch
room	road	chain	coat
sir	pay	soon	herd
born	saying	sing	chop
seat	that	neck	suck
shot	when	thus	fall
raining	fir	queen	quick
day	quit	paid	down
fur	such	bold	girl
bark	shout	gun	coal
boat	meal	not	teach
cow	match	bird	might
shop	queer	while	town
ball	white	bout	then
barn	seem	pool	lay
burn	paid	fight	charm
out	now	cart	king
short	cur	call	lag
herd	hold	whip	her
cold	pitch	per	old

* Each phonogram is represented four times. Thus the child's proficiency with each may be indicated. In order to avoid fatigue it may be advisable in some cases to present only half of the test at one setting.

PART II

Combinations of Sounds

Drill 34

	an		in		un		
r an	b an	c an	D an	f an	m an		
p an	t an	v an	N an	c an	r an		
and	b and	l and	h and	s and	s t and		
p in	t in	s in	w in	d in	k in		
h int	t int	h int	m int	l int	f l int		
b an	b in	f in	f an	t an	t in		
r un	b un	f un	n un	s un	g un		
h unt	b l unt	s t unt	b l unt	h unt			
r an	r un	s in	s un	f un	f in		
b un	b an	b in	f in	f un	f an		
pin	pan	plan	and	land	tin	win	twin
fin	bin	ban	bun	hand	ran	run	sin
sand	fun	fan	lint	tint	band	hunt	sun
nun	spin	span	gun	run	can	stand	fun

Drill 35

en on

d en	f en	k en	m en	p en	t en
t en d	b en d	l en d	s en d	m en d	w en d
s en t	b en t	w en t	l en t	d en t	p en t

on	D on	b on d	f on d	p on d
d en	D on	b on d	b en d	p on d
c on	b on d	t en	m en	f on d
D on	w en d	f on d	b en t	c on

D an	d in	D on	d en	r an	b and
f an	f in	f un	f en	f an	f on d
p an	p l an	p en	p in	s p in	p en
t in	t an	t en	b on d	b en d	r un

lent	pond	lint	lend	bond	went	band	lend
pent	hint	fond	pond	send	band	fun	run
ran	pin	spin	span	man	bun	sun	sin
ten	tend	hand	went	nun	mend	bend	twin

Drill 36

ink ank unk

ink	w ink	i nk	c l ink	b l ink
p ink	s ink	s t ink	ch ink	p ink
f ank	r ank	b ank	l ank	t ank
d r ank	p r ank	c r ank	F r ank	d r ank
s unk	ch unk	j unk	ch unk	d r unk

s ink	s ank	s unk	d r ank	d r ink	d r unk
s ink ing	d r ink ing	c r ank ing	w ink ing		
s unk	b ank	b l ank	b l ink	b ank	
t ank	j unk	c r ank	ch ink	ch unk	

clink	sunk	drank	chink	tank	sink
prank	rank	stink	chunk	wink	drinking
pink	sinking	junk	blank	lank	sunk
bank	drink	sank	blank	winking	blink

Drill 37 – Review

an in un en on
ink ank unk

ran	ban	land	pan	sand	hand
pin	lint	win	sin	mint	tin
fun	bun	sun	nun	run	gun
hen	sent	went	send	men	bend
Don	con	fond	bond	pond	fond
ran	wink	sun	went	pond	send
sink	pink	drink	chink	blink	clink
bank	rank	drank	crank	Frank	sank
sunk	chunk	junk	drunk	junk	sunk
wink	chunk	sank	drunk	link	tank
chink	hen	dent	tint	sank	bond
win	hunt	clan	junk	winning	blink
spin	land	hen	pond	bend	run
win	sank	man	chunk	ink	mend
stunt	rank	on	pink	tent	can
drank	win	pen	drink	Dan	pond
ran	junk	sand	went	bank	sin
ran	bank	ink	pink	sank	drunk
in	tin	spin	bun	gun	den
bend	van	stun	sank	drank	sunk
drink	spin	spinning	running	and	hand
pond	bond	tent	went	sinking	bend
drunk	mint	twin	land	sent	blink
lend	men	chunk	clink	ten	sun

Drill 38

ing
ang

ong
ung

sing	ring	bring	string	king		
bank	pang	gang	rang	sang	hang	
clang	slang	bang	hang	clang		
song	tongs	trong	long	along		
rung	hung	lung	dung	sung	stung	
hang	hung	sing	sang	sung	song	
song	stung	sting	string	strung	strong	
sling	slang	rung	rang	ring	bring	
king	bang	lung	long	longing	along	
sing	lung	hung	rang	bring	slang	clung
pang	gang	song	sting	pang	along	stung
hanging	ring	tong	song	long	rung	clang
tong	hang	ringing	bringing	singing	banging	

Drill 39

and ound est

h and	s and	l and	b and	b r and
s ound	b ound	r ound	h ound	f ound
h and	h ound	b and	b r and	r ound
s ound	s and	s t and	b and	b ound
r est	b est	n est	ch est	c r est

l est	p est	qu est	test	w est	g r and est
ch est	g r and	b ound	r ound	r ound est	
z est	s t and	r ound	b est	h ound	b and
s and	c hest	b r and	f ound	c r est	s ound

land	nest	grand	ground	round	roundest
hand	sound	rest	band	ground	best and
hound	grand	hand	crest	nest	brand round
chest	stand	bound	west	roundest	band test

Drill 40

all ill ell

b all f all c all t all s t all ing w all
ill t ill m ill k ill h ill f ill
g ill b ill ch ill t ill s t ill s p ill
m ill m ill ing r ill b ill b ill ing
w ill w ill ing f ill f ill ing k ill ing

s ell b ell t ell f ell d ell sh ell
w ell N ell s ell s ell ing b ell y ell
s ell ing s m ell ing t ell ing f ell ing

b ill b ell b all t ell t ill t all
s ell s ill s p ell w all w ell w ill
f ell f all f ill f ell ing k ill ing
s ell s t all s t ill s p ell s p ill ing
w all w ill ing w ell d w ell d w ell ing

smelling telling fall filling will willing
hall fell smell shell fill still dwell
dwelling spill swell chill small sell
bill telling spelling mill rill wall fill

Drill 41 – Review

in	ong	and	est	ill
ang	ung	ond	all	ell

ring	sing	sting	sling	fling	wing
bang	hang	pang	gangs	slang	clang
song	along	gong	long	tong	strong
hung	rung	lung	dung	sung	stung

hand	and	band	brand	sand	stand
bound	sound	hound	found	round	ground
nest	best	chest	test	zest	west
call	fall	ball	tall	stall	wall
fill	till	will	hill	chill	mill
well	tell	sell	Nell	fell	shell

ground	grandest	best	fill	fell	fall
roundest	till	clung	clang	dwel	pall
sing	along	chest	killing	ground	sell
slang	grandest	bang	wall	chill	band
found	song	fall	bringing	tong	fill
pang	tall	lung	gong	Nell	wing
hung	sand	rung	bound	fell	brand

song	sing	hound	rest	gang	lung	hill
ball	bring	bang	long	sell	band	found
rang	stall	brand	sung	bill	tong	well
falling	rung	roundest	land	banging	chill	nest

Drill 42

Initial Consonant Combinations

pl ay	pl ow	pl an	pl ight	pl ea	pl ume
cl ock	cl aim	cl ub	cl ang	cl ean	cl ip
fl ame	fl ed	fl our	fl og	fl it	fl eet
bl ink	b lade	bl ess	bl eat	bl uff	bl ack
gl oom	gl ass	gl eam	gl ee	gl ide	gl en
sl id	sl ave	sl unk	sl ain	sl ight	sl ope
pr each	pr ow	pr int	pr une	pr oof	pr ide
cr ib	cr ack	cr ush	cr ane	cr eep	cr op
fr ill	fr ay	fr ee	fr ock	fr ank	fr esh
br ush	br ed	br ight	br ood	br aid	br ink
gr and	gr oan	gr eet	gr aze	gr uff	gr ay
dr ank	dr ink	dr unk	dr ess	dr ill	dr eam
sp an	sp eech	sp ell	sp ill	sp ark	sp ank
st all	st and	st ake	st ain	st ill	st one
sc ab	sc old	sc owl	sk ate	sk irt	sk ull
sm all	sm art	sm ell	sn ail	sn atch	sn eak
sw ay	sw eep	sw ell	tw in	tw eed	tw ig
pl ank	pl ain	cl ash	cl ing	fl int	fl esh
bl ond	bl ed	gl ean	gl obe	sl eet	sl aying
pr ess	pr op	cr am	cr eam	fr oze	fr ight
br ag	br oom	gr in	gr ade	tr ench	tr ay
dr ive	dr um	sp ark	sp eak	st ack	st ake
sc um	sc out	sk in	sk ill	sm ack	sm ile
sn ake	sn ug	sw eet	sw im	tw ine	tw ain
plate	twig	clash	skill	flight	prowl
scorn	crop	blend	frail	starch	breach
glean	grip	spool	treat	sleeve	dress
smack	sneer	swing	plait	crab	fling
twain	skirt	prick	smite	blunt	stay
glass	sport	slight	swain	clown	snout
scant	frock	bringing	groan	tray	drive

Drill 43
Further Consonant Combinations

p ai nt	f ou nt	f ai nt	c ou nt	m ou nt	pl ain t
t oa st	y ea st	f ir st	b ur st	c oa st	l ea st
h u sk	d e sk	r i sk	d u sk	br i sk	fr i sk
c a mp	r o mp	b u mp	l a mp	j u mp	p o mp
b u lk	m i lk	h u lk	s i lk	b u lk	sk u lk
b e lt	h i lt	qu i lt	p e lt	t i lt	f e lt
a ct	f a ct	s e ct	t a ct	tr a ct	f a ct
l i ft	t u ft	l e ft	s i ft	r a ft	r i ft
r a pt	k e pt	w e pt	sw e pt	sl e pt	cr e pt

spl ash	spl een	spl it	spr ang	spr ay	spr ing
str ain	str and	str eet	scr ap	scr eam	scr een
str ap	spl een	spr ee	scr ape	spl it	scr ibe

splash	shelf	wilt	plaint	brisk	tract	sprout
dump	spite	feast	strip	skulk	cleft	split
belt	gulf	held	crisp	belch	saint	swept
milk	help	strive	elm	limp	shrank	boast
gasp	scrub	pulp	shrug	drift	slept	frisk
strike	bulb	scrap	weld	sprig	film	screech

Drill 44 – Review

Consonant Combinations

plow	clam	flirt	blank	grove	trip
drove	speech	steal	scar	snake	say
twin	glide	slam	prime	crowd	frog
skill	smoke	saint	disk	lamp	quilt
gasp	milk	roast	fact	theft	wept
spilt	spree	strode	scrub	sprain	strife
cramp	trust	shrink	stress	plant	dream
smelt	spleen	desk	twist	welt	scalp
tramp	flame	stand	ground	crust	dwelt
stamp	shred	strode	stretch	roast	strict
which	split	swept	waist	stream	plump
blond	state	trump	speak	greet	strap
swift	starch	splash	blend	still	lump
scrim	bright	proud	clown	sling	groom
gloom	pump	drown	crowd	trust	free

Drill 45

General Review of Part II

ran	bran	win	grin	fun	gun
pond	fond	tent	lend	sink	blink
tank	prank	chunk	sunk	sung	hung
bring	king	hang	banging	long	song
band	brand	round	sound	nest	chest
call	ball	till	hill	sell	fell
play	strand	growl	glad	paint	felt
cranking	along	split	frisk	bond	sun
fill	bill	sell	spell	prowl	cramp
boost	slant	strict	blink	lump	stung
hound	snail	round	stand	found	band
bang	slang	plan	small	long	longing
flung	slung	plank	skulk	crisp	twist
swell	start	gland	flight	spring	swept
scream	twin	spin	fact	run	fun
ford	well	skin	mend	pond	tent
well	fill	hill	swell	spell	scum
street	drank	drunk	trunk	slink	drill
block	black	clip	clean	clasp	cream
ground	sing	wept	felt	sand	tell
greet	bray	drive	lift	sound	grand

Test Covering Part II*

best	bran	drank	drill
hung	clan	long	grand
sink	blend	hint	found
stand	sell	crank	strict
sting	blink	rest	run
trunk	spell	bring	spill
sunk	fun	faint	song
ground	fond	sin	split
pond	sang	ten	rang
rung			

* Each phonogram is represented twice with the exception of initial consonant combinations which occur more frequently.

Part III – Advanced Sounds

Drill 46

	aw		au		ew
jaw	caw	law	paw	raw	law
draw	flaw	claw	dawn	fawn	lawn
pawn	brawn	brawl	crawl	hawk	straw
laud	Maud	fraud	gaunt	taunt	vaunt
haul	maul	Paul	Saul	haunch	launch
new	Jew	blew	flew	slew	chew
brew	crew	drew	grew	flew	stew
jaw	strewn	saw	flew	daub	
crawl	new	haul	drew	Paul	
drawing	grew	crawl	crawling	shawl	
new	chewing	lawn	crew	launch	
August	chew	saunter	drawing	drawer	
sawing	fault	flaw	slew	strewn	
pew	taunt	stew	hawk	awning	

Drill 47

ook
ind

oy
oi

book cook book look nook rook

took shook brook crook book look

bind find kind bind mind blind

grind cook rind brook bind shook

took grind brook bind book find

boy toy joy Roy troy cloy

joy enjoy enjoying toy toying

oil boil foil coil toil soil

coin loin join joint point void

moist joy boiling toy broil coy

hook boy kind broil crook find

loin shook enjoy void rind grind

cloy brook mind point employ look

blind moist took grinding joining

book coin rook oil boiling coy

Drill 48

-y
-ly

-le
-ed

mud	muddy	hill	hilly	fur	furry
doll	dolly	fog	foggy	hand	handy
dust	dusty	chill	chilly	dusk	dusky
candy	hardy	Billy	jelly	gully	penny
dirty	jelly	dandy	witty	tardy	pity
bad	badly	cold	coldly	short	shortly
tight	tightly	bright	brightly	hard	hardly
deep	deeply	dark	darkly	kind	kindly
silly	lightly	dirty	manly	sandy	freely
newly	pity	sadly	funny	swiftly	twenty
cattle	battle	rattle	prattle	bottle	mottle
settle	kettle	mettle	nettle	little	brittle
dangle	tangle	mangle	jingle	single	mingle
humble	tackle	middle	tickly	grumble	apple

Drill 48 (continued)

reach reached ask asked wing winged
pen penned spill spilled spell spelled
junk junked tin tinned team teamed
loaned plowed stayed coaxed shipped burned
handle little spanked inked bettle stirred
sickle longed bumble ranked tumble candle

freely sandy rumble cracked fiddle Billy
hemmed Betty angle tursty wished twenty
mangle lustly lulled funny mailed slightly
quickly brittle thimble brightly queerly misty

Drill 49

ge
ce

ci
-cy

age page rage sage cage wage

badge dodge ridge edge fudge sledge

forge urge George gem germ fringe

ice nice mice rice face place

fence hence since mince dance glance

force farce cent center dunce ounce

Marge twice pace gentle pounce gem

rice lace fudge stage spice wedge

dancing glancing mincing fencing bouncing

cite city acid circle circus

fancy fleecy mercy tendency saucy

cite glancing saucy acid fancy

city fleecy circus mercy cigar

cage face city tendency since fudge

fencing mercy badge cent fleecy

gem acid farce fringe ice mincing

ounce fancy forcing George bounce

Drill 50 – Review

aw ook oi -le ce
au ind -y -ed ci
ew oy -ly ge -cy

saw draw crawl Paul taunt August
flew chew newer cook shook brook
find blind kind boy joy toying
oil void point copy muddy dusky
badly deeply surly battle turtle mangle
reached ripped harmed Madge germ gently
place since cent cite mercy civic

grudge flaw fault crook mind enjoying
puzzle strewn dirty city canned saucy
exploit nightly farce fancy twice furry
hewer haunch unkind spurned broil edge
settle coy took gully hawk circle
twenty chew bauble tinge binder boiled
circus fancy employ auburn brook booty

Drill 51

	aught			pro
	ought			other
aught	caught	taught	naught	fraught
daughter	slaughter	naughty	haughty	
nought	bought	fought	sought	thought
caught	brought	naughty	fought	daughter
protest	provide	proclaim	produce	profane
pronoun	promote	produce	protest	proclaim
other	mother	smother	grandmother	stepmother
mothering	brotherly	grandmother	stepmother	
program	another	pronoun	brother	other
brought	provide	naughty	smother	prolong
thoughtless	projecting	slaughtered	aught	
another	promote	ought	mother	taught
protect	haughty	fought	profound	sought
daughter	grandmother	prohibit	other	

Drill 52

re-
be-

de-
pre-

return	remark	remind	report	recall
redeem	reduce	refine	reform	refund
regain	regard	regreat	relate	relent
remain	remote	repast	repeat	recoil
betide	bewail	befell	behold	behave
begun	bequeath	behold	begin	begin
defeat	deface	depart	depend	devout
devote	device	detest	deform	detail
demand	denote	defend	defraud	define
pretend	precise	prefer	precept	predict
pretext	prevail	prevent	prescribe	prepaid
reform	return	devour	detest	befell
prefer	pretext	remark	remind	depend
prevent	deform	predict	befall	behind
belong	bewail	pretend	return	retire
returned	repast	beseech	detest	repeat

Drill 53

-sion

-ation

-tion

- ution

pension passion admission confession discussion

permission profession expansion commission

addition condition intention fiction fraction

petition production contention tradition action

nation station relation sensation plantation

formation information starvation generation

solution persecution distribution institution

constitution contribution evolution execution

solution distraction domination expansion

reduction station permission persecution

transportation discussion nation distribution

intention relation expression substitution

affection procession formation dimension fiction

Drill 54 – Review

	aught		re-		-sion
	ought		be-		-tion
	pro-		de-		-ation
	other		pre-		-ution
naught	naughty	taught	daughter	haughty	
nought	thought	sought	thoughtless	ought	
produce	pronoun	protect	proportion	proclaim	
other	stepmother	another	brother	smother	
return	regret	relate	refine	remain	recall
bequeath	begin	befell	bewail	beholding	
detest	defraud	demand	devour	depart	
predict	prepaid	prefer	prescribe	revail	
admission	expression	confession	permission		
action	protection	tradition	intention	fiction	
station	plantation	information	starvation		
solution	execution	institution	distribution		
protector	fought	daughter	profane	brotherly	
projecting	repast	beside	device	pretend	
expansion	petition	determination	constitution		
naught	nought	application	prefer	multiplication	
contribution	begin	others	attention	passion	
slaughter	reception	began	prediction	motherly	
pension	execution	description	thought	sought	

Drill 55

General Review of Part III

draw drawn maul haunch strew blew look shook
bind grind oil coin toy enjoy dusty tardy
tightly darkly jingle crackle whipped loaned
gem germ mince center acid cigar fancy mercy
naughty taught thought bought provide produce
another brother refine recoil bewail being
device detail prefer predict profession passion
mention fiction starvation station execution solution
awning look furry page naught regret expansion
slew rind kindly protect betide production new
toy purple fleecy mother demand plantation Maud
join redeemed city fought ounce prepaid began
crawl German motherly joy circus pretext broil
constitution pickle haughty steamed happy behind
discussion cent took ought saucy haul tradition
information contribution cage dunce grew pretend
others finding cooled brawn Paul nook enjoying
point chilly tangle loomed forge tendency caught
pronoun ought remark behave defraud operation
admission action loin shook distribution dawning
troy battle edge jewel funny refund formation
proclaim sought addition circle daughter fancy ice
depend pension mannerly persecution grandmother coy

Test Covering Part III*

return saw loaned city detain intention
partly kind brook rumble brought laud
pretend boiler cage deform draw new
ice taught pension boy station proclaim
badly before other since solution caught
germ fancy constitution enjoy oiled blind
passion candy cite protect blew took
information fault began apple reform predict
mercy fought mother addition

* Each sound is represented twice.

Part IV – Supplementary Exercises

Exceptions to Configurations Previously Taught

Exercise 1

ea

head	dead	dread	tread	bread
stead	spread	ahead	behead	instead
steady	ready	readily	deadly	realm
bear	deaf	sweat	sweater	headlight
weather	leather	feather	heather	leathern
heavy	heaven	leaven	heavily	readiness
meant	read	breast	forbear	spreading

Exercise 2

ow

low	show	tow	slow	flow	glow
blown	shown	grown	growing	glowing	crowing
bowl	blowing	lowly	widow	willow	pillow
fellow	follow	hollow	shadow	minnow	elbow
lowland	rainbow	snowball	following	grower	
snowflake	rowboat	shadowed	lowly	slowly	

Exercise 3

th

bath path hath Smith cloth tooth
thin thing think thick third three
thank throat throne girth mirth birth
filth forth fifth north south mouth

Exercise 4

ive

give forgive active captive massive
passive pensive festive plaintive expensive
extensive outlive respective attentive

Configurations not Previously Taught

Exercise 5

kn

gn

knew knob knit knelt knell knead
knock knee knave knife knight knot
ghash gnat gnaw gnat gnash

Exercise 6

wr

wrench write wrote written wrought wren
wring wriggle wrinkle wrung wreck wrangle

Exercise 7

ph

phosphate Ralph phone Philip asphalt nephew
elephant emphatic telephone telegraph phantom

Exercise 8

ould

could should would couldn't shouldn't wouldn't

Exercise 9

talk chalk walk balks talk balked

Exercise 10

alm

balk calm palm alms calm balk

Configurations not Previously Taught (continued)

Exercise 11

ex con dis

exist expect expel explore exclaim excuse
expense export exert exhale extend expert
conceal concern confess confide conform concern
conduct consult contain contend confirm consent
discord discount discredit discuss disgust disgrace
discover discreet discard disclaim discontent disturb

Exercise 12

ous

-ful

joyous clamorous ponderous marvelous previous
gorgeous victorious industrious nervous geneous
playful awful handful bashful mindful previous
gorgeous victorious industrious nervous geneous
playful awful handful bashful mindful
powerful thoughtful wistful shameful
armful cheerful bashfulness cheerfulness

Configurations not Previously Taught (continued)

Exercise 13

wor

world worst worship worry worse worthy
work word worm worker worldly workman

Exercise 14

war

ward war wardrobe warble warlike warn
warp ward warbler warm warmer warning

Exercise 15

air

are

chair airy dairy pair stair
repair despair hair horsehair hairy
mare spare snare share stare tare
dare care fare declare stare scare
welfare flare nightmare silverware

Exercise 16

eigh

weigh weight eight eighty neigh
sleigh eighteen freight neighbor

Configurations not Previously Taught (continued)

Exercise 17

ie

chief brief grief shield fierce pierce
brownie priest pier fiend niece

Exercise 18

Monosyllables ending in y or ie

by my sly ply fly sky spy
fry pry dry cry try shy why
pie die lie tie hie fie pie

Exercise 19

oll

roll toll troll stroll scroll poll
roller enroll enrollment swollen

Exercise 20

oe

toe woe foe doe hoe Joe
toes goes tiptoe

Exercise 21

o ending					e ending	
go	no	so	lo	ho	Jo	fro
motto	banjo	piano	Eskimo	Mexico		
he	she	me	the	we	be	

Word Building Exercises and Compound Words

Exercise 22

Word Building

it	pit	spit	split	splinter	splintered
an	and	band	brand	bandish	brandishing
an	and	sand	stand	strand	stranding
or	for	form	inform	informing	informingly
sea	seam	steam	stream	streamer	streamers
at	ant	pant	plant	transplant	transplanting
it	itch	witch	twitch	twitching	
or	port	sport	transport	transportation	
in	ink	wink	tiwnkle	twinkled	

Exercise 23

ever

ever never sever however whenever

ever everything evergreen everlasting

Exercise 24

under

under sunder asunder plunder undershirt

understand underbrush underground underneath

Exercise 25

sea

sea seacoast seaman seaport

seasick seaside seamen seashore

Exercise 26

post

post postcard postman

postmaster postpone posting

Exercise 27

school

school schoolboy schoolhouse schoolmaster

Word Building Exercises and Compound Words (continued)

Exercise 28

house

household housetop housekeeper housewife hothouse

Exercise 29

over

overjoy overcoat overtake overalls overwhelm
overlook overturn overthrew overpower moreover

Exercise 30

some

come

some somehow something sometime someone
something irksome loathsome lonesome

come comer coming income become

welcome overcome becoming newcomer

Exercise 31

where

there

whereas whereat wherefore wherein

whereon whereupon wherever wherewith

therefore thereafter therein thereupon

therewith thereon thereby thereto

Word Building Exercises and Compound Words (continued)

Exercise 32

Final e dropped before vowels

pale	paler	palest	wide	wider	widest
cute	cuter	cutest	sane	saner	sanest
ripe	riper	ripest	lame	lamer	lamest
fine	finer	finest	tame	tamer	tamest
make	maker	making	wave	waver	waving
mine	miner	mining	line	liner	lining
race	racer	racing	bake	baker	baking
ice	icy	survive	survivor	fleece	fleecy
wading	dined	palest	hiding	spicy	shining
liking	chased	waving	stony	expired	imitating

Exercise 33

Final e kept before consonants

shame shameless like likely likeness
side sideboard sidelong base baseball basement
wake wakeful pale paleface fine fineness
lone lonely shape shapeless
hopeless timely lifeless homeless
purity blameless casement rudeness nameless
battle battleship battlement humble humbleness

World Building Exercises and Compound Words (continued)

Exercise 34

y changing to ies or ied

cry	cries	cried	dry	dries	dried
fry	fries	fried	ply	plies	plied
shy	shies	shied	try	tries	tried
pry	pries	pried	spy	spies	spied

Exercise 35

Plurals

cat	cats	cart	carts	book	books
stop	stops	hat	hats	staff	staffs
brick	bricks	seat	seats	lap	laps
hope	hopes	make	makes	fight	fight
can	cans	club	clubs	bid	bids
bed	beds	fall	falls	barn	barns
fur	furs	cow	cows	paw	paws
hive	hives	store	stores	rain	rains

Exercise for Letter Confusions

Exercise 36*

b	d	p	b-d-p	
ball	dash	pay	pad	big
bell	dime	pail	bell	bit
best	dad	pill	best	fed
big	did	pile	deep	stoop
bill	dig	pipe	did	seed
bit	dam	pool	dam	fob
back	dark	peel	pool	code
bank	drink	peach	peach	tub
bob	day	pan	cap	pail
boot	dear	park	dash	had
bite	seed	cap	dime	bad
cab	feed	clap	back	pond
rob	rode	stoop	boot	bend
sob	food	chap	rode	bade
rub	fled	harp	clap	hope
scrub	fed	cape	deep	paint

Exercise 37*

m		n		m – n	
mad	roam	rain	nib	can	fan
made	bloom	pain	note	need	soon
milk	dam	nest	seen	man	swim
maim	swim	nice	neck	team	mice
might	swam	soon	noble	nest	mine
meat	mice	non	fine	moon	main
mile	mill	nun	nine	might	roam
same	aim	can	stone	seen	bloom
team	lame	need	sane	neck	
time		fan		time	

*To be read by columns

Hegge-Kirk-Kirk Remedial Reading Method

Mr. Potter's Notes from:

Teaching Reading to Slow-Learning Children (1940)

by Kirk, A. Samuel and Marion Monroe.

The Fernald, Monroe, and Gates methods have been used primarily with mentally normal children. Hegge, Kirk, and Kirk¹ have devised a method which was used primarily with mentally retarded and dull-normal children. *The Remedial Reading Method* described by Kirk² is in the initial stages primarily a phonic method, which differs from the conventional phonic systems in its completeness, and in its emphasis on certain principles of learning and retention. He states that the present-day experiments and discussion on phonics are not usually applicable to the individual treatment of reading defects, but rather have been used for the classroom teaching of the normal child, that is, either normal in intelligence or in reading for his mental capacity. The method has proved successful with children who had failed to profit from various conventional school methods over a period of years.

The *Remedial Reading Drills* are described as follows: Gross organization of drills. The drills are divided into four parts.

Part I includes the most frequent sounds, namely the sounds of the consonants, the short vowels, and the sounds of *ee, sh, oo, ch, tch, ar, ay, ai, or, old, ea, oa, ck, cw, mi, ing, all, ight, th, wh, qu, er, ir, ur,* and final *e*.

Part II consists of certain combinations of sounds previously learned in isolation: *an, in, un, en, on, ink, ank, unk, ang, ong, ung, and, ound, est, ill, ell,* and consonant combinations.

Part III consists of more advanced and less frequent sounds presented in word wholes: *jaw, Paul, new, took, find, boy, boil, muddy, badly, little, seemed, asked, age, ice, city, fancy, taught, ought, protest, other, return, before, defend, prevent, pension, addition, plantation, solution.*

Part IV includes some supplementary exercises consisting of exceptions to sounds presented in the drills, configurations not previously taught, word building exercises, and exercises on sounds whose letters are frequently confused, such as *b, d, p, m, n.*

Organization within the drills. Instead of being arranged in columns, the words are printed in lines reading from left to right for the purpose of developing dextral eye movements at the outset of training. This is necessary because of the great number of cases who have a tendency to read from right to left.

In Parts I and II the sound units are separated so as to facilitate perception and discrimination. This procedure also indicates to the child that the letter or letter group is the unit and not the complex word or sentence which has previously frightened him. Drill 1 is fairly representative of the organization of the drills. It included words having the short vowel *a* (as in *cat*) and most of the consonants. It is divided into four parts which are arranged in a systematic order according to the following principles. The **first part** of Drill 1 is very simple in that within each line only the initial consonants differ from that of the following word, thus:

s a t m a t r a t etc.
c a p s a p m a p etc.

Thus the child is confronted, not with two totally different words but with similar words differing only in the initial consonant. The reason for this beginning is evident when one considers that the child must start with the units which are most easily acquired, rather than with the units which are most frequent in the language.

The **second section** of Drill 1 is a similar presentation of a different problem, using much the same words:

s a t s a p S a m etc.
m a p m a n m a d etc.

In this section the words have been arranged in such a way that only the final consonant in each word changes. This is necessary because after reading the first section some children may learn to disregard the last sound. This arrangement introduces a different approach for both the visual and oral response.

In the **third section** the problem of sounding and blending is slightly more complex, in that both consonants are different in consecutive words, although for the most part the same words are used as in the first two sections:

s a t m a n f a t t a n etc.

In the **fourth section** the same words are repeated again, but the letters are spaced more closely, and the child is now approaching normal word reading, although still by the phonic method. The fourth section is as follows:

sat cap rag can etc.

Whenever possible every drill in Part I follows this general method of construction. Drill 2 is similar to Drill 1 with the exception that the sound of short *o* (as in hot) is presented instead of short *a* (as in cat). Drill 3 is a review of both *a*, and *o* and incidentally of the consonants. Drill 4 introduces the sound of short *i* as in sit (and Drill 5 reviews *a*, *o*, and *i*).

By the time Drill 7 is reached the child has already had much repetition of the consonants and of the four short vowels, *a*, *o*, *i*, and *u*.

Drill 8 introduces the sound of *ee* as in k-*ee*-p. Because one of the principles of the system is the progression of easy acquisition to that of more difficult, the sound of *ee* is introduced. The sound of *ee* is presented as a configuration, separated from the consonants so that a child will learn to respond to *ee* as a whole, and not by any rules which he must learn. The words are presented thus: d-*ee*-d, f-*ee*-d, etc. The symbol *ee* is presented as a sound in itself in the same way as short *a* was presented as a sound in Drill 1. Furthermore, the same system of hanging only the initial consonant, then only the final consonant, etc., is continued. Other common configurations such as *ay*, *oo*, etc., are next presented in successive drills.

Review drills are introduced frequently for several reasons. The first is to give the slow learner further drill on the sounds he has learned without going back, and the second is the presentation of various sounds in the same drill, which is more complex than the presentation of only one sound in each drill. The review drills are probably the most essential part of the drills because they require the differentiation of sounds that have been learned in a different setting. . . .

Part II presents words in a slightly different manner. Instead of reading the word hand as *h-a-n-d*, the child is now requested to read the words thus *h-an-d*, *s-an-d*, *w-en-t*, etc. Part II is devoted to many of the same sounds that occurred in Part I but here they are presented in such a way as to increase facility in sounding. The reason for this arrangement is to increase the unit of response, for the final aim is smooth reading, after first teaching the reading of words, then phrases and finally sentences.

Part III is for more advanced children who have gone through the first two parts and who are now reading by sounding words very rapidly. They are required to read all the new words in syllables or as wholes.

Part IV presents supplementary exercises and certain sounds which could not be systematically presented in the drills. These exercises may be used with children who are having particular difficulty with certain responses, such as the confusion of *b*, *d*, *p*, or *m*, *n*.

¹ THORLEIF HEGGE, SAMUEL A. KIRK, and WINIFRED KIRK, *Remedial Reading Drills*, pp. 1-58.

² SAMUEL A. KIRK, *Manual of Directions for Use with the Hegge-Kirk Remedial Reading Drills*, pp. 11-14.

The above notes were made on April 20, 2003 by Donald Potter, from *Teaching Reading to Slow-Learning Children*. by Kirk, A. Samuel and Marion Monroe. (Houghton Mifflin Co., 1940), pp. 161 – 164.

Specific Directions for Teaching, Phonics

Since teachers colleges and schools of education have eliminated instruction in phonics it may be well to give briefly a system of phnoics which may be used in classrooms with mentally retarded children. ...

The method of teaching phonics for classroom use proposed here is an adaptation of an individual method applied to mentally retarded reading disability cases. According to this method the following suggestions are given:

1. Before phonics is begun, the teacher should introduce ear training so that the child knows words are composed of sounds. After this training of auditory memory and discrimination by means of reading, rhythms, and other games given in Chapter III, the child is ready for phonics.

2. The children should be taught the sounds of the consonants and the sound of one vowel, preferably the short sound of *a*. If the children know the word *cat* by sight they can be shown that it is made up of the sounds *c-a-t*. Then they can be presented with other simple words such as: *f-a-t*, *r-a-t*, *r-a-n*, *m-a-n*, and the like. At first the children may have difficulty in sounding out the words and in blending the sounds into a word, but if the teacher starts at a simple level and gradually increases the difficulty, the children will soon learn to use the sounds of the single consonants and the sound of the vowel *a*.

A variety of presentations may be utilized. After the teacher has given the sound of the short vowel *a*, five or six consonants may be taught and presented in words with the vowel *a*. A child may sound out the words and say them, or one child may sound out a word while the class tries to identify it. In this way training is given in sound blending, and in identifying the sounds of some of the consonants and the short vowel *a*.

This method of presentation differs somewhat from most published phonic systems. In the past, two general methods, have been used. One method proposes that the initial consonant and the vowel be combined as one sound, such as *ca-t*, *sa-t*. The other system combines the vowel with the final sound, such as *s-at*, *c-at*. (Mentally retarded children are confused by both of these

methods.) The retarded child tends to repeat the consonant with the vowel in other sounds once he has fixated a certain sound combination. To illustrate, if the child has learned *c-at*, *s-at*, *m-at*, and is presented with *c-ap*, he tends to read it as *c-at-p*. Or if the child is presented with *ca-t*, *ca-p*, *ca-n*, and is later presented with *co-b*, *co-p*, and the like, he will tend to read them as *ca-o-b*, *ca-o-p*. *With mentally retarded children, therefore, it is best to teach them the individual sounds, whether or not they are individual letters or groups of letters.* The word *cat* should be sounded as three distinct sounds, *c-a-t*, rather than two sounds. The word *feed* should be presented as three sounds, namely *f-ee-d*. This method will avoid confusion and perseveration on the part of the retarded child.

During the reading period the teacher should not ask a child to sound out a word if he has not been taught the sounds. For example, if the child has learned the sounds of the consonants and the sound of the short vowel *a*, and he is confronted with the word *hit*, the teacher should say “*hit*” when the child hesitates over the word so that he will not be confused. On the other hand if the child is confronted in reading with the word *fat*, and he has learned the consonants and the short vowel *a*, he should be asked to sound it. In that way the, phonic training given in a separate period is transferred to a reading situation.

3. After the child has learned the sounds of most of the consonants and the sound of the short vowel *a*, he should be given, singly, the sounds of the short vowels *o*, *u*, *i*, and *e*. These should be presented very gradually and in connection with sounds previously learned. After the child learns *a*, the sound of *o* should be introduced in words that the child knows, and in new words as was done in the case of *a*. Then the teacher should present words having *a* in them and also words containing the sound of *o*, such as *hat*, *hot*, *cap*, *cop*, *cot*, *cat*, and the like, so that the child will learn to differentiate the vowels in words. When *u* is introduced and learned a review of *a*, *o*, and *u* should be presented in different words such as *hat*, *hot*, *hut*.

Some of the vowels may cause difficulty. The vowel *e*, for example, occurs more frequently in reading than the other vowels, yet it is more difficult for mentally retarded children to learn. Some exercises in saying *ě* or any other sound which causes difficulty may have to be given by the teacher. It is probable that the sound of *ě* is difficult to learn because it is similar to the sounds of *ã* and *ĩ*.

4. After the vowels and the consonants have been taught the teacher should introduce sounds made up of several letters. Thus the sound of *ee* in *feed*, *seed*, *meet* may be introduced. The child can learn the sound of *ee* as a configuration, the same way he learns the sounds of *a* or *o*, without rules. In this way no confusions are introduced. The sound of *ay* in *day* and *ai* in *maid* should be introduced also as configurations and not by rules.

Erroneous methods of phonic instruction are frequently employed by classroom teachers. One case may be cited. A teacher told the class the symbol *a* was *ay* as in *day*, but that it had four or five different names in the same way as “John” (a boy in the class) had three names, John George Smith. She continued that the symbol *a* was *ã* in *cat*, *ā* in *day*, and the like, until she had demonstrated the five sounds for the letter *a*. A system of this sort for mentally retarded children is probably more confusing than the use of no phonics since it introduces too many complications.

The system presented in this book avoids confusions. The sound of *a*, as in *cat*, is learned only when it sounds *ã*. When it differs from the sound of *a*, in *cat*, it is presented as a new configuration as *ay*, in *day*, or *ai*, in *maid*. Similarly, *e* is presented only as *e*, in *set*. When it differs from this sound there is a new configuration, as *ee* in *feed*, and *ea* in *meat*. The configurations are first separated from the other letters thus: *m-ee-t*.

5. Since mentally retarded children must be presented with simple materials, the phonic configurations that are easiest to learn are first introduced. Secondly, come phonic symbols that appear most frequently. The configuration *ee*, in *feed*, is probably easier to learn than the sound of *e*, in *set*, or than the sound of a vowel which is altered because of a final *e*. The simple sounds should be introduced first, yet there should be no introduction of sounds that appear infrequently in the primary vocabulary.

6. The following presentation of sounds is suggested. The sounds may be varied by the teacher in conformity with the abilities of the children, and in conformity with the book that is being used. The teacher should preview the books that the children are reading and select the sounds that they should know for the new words.

a. Teach the consonants *b, c* (hard), *d, f, g* (hard), *h, j, k, l, m, n, p, r, s, t, v, w*, with the vowel *a*, as in *cat*.

b. Teach the sounds of the short vowels *i, o, u*, and *e* in words with the consonants.

c. Teach sounds such as *oo* (food), *ee* (feed), *ar* (car), *ai* (maid), *ay* (day), *or* (for), *old* (cold), *ea* (meat), *oa* (boat), *ing* (sing), *all* (ball), *er* (her), *ir* (fir), *ur* (fur), *sh* (ship), *ch* (chip), *th* (that), *wh* (when).

d. Combine sounds such as *un, en, in, an, on, ink, ank, unk, ang, ong, ung, and, ound, est, all, ill, ell, ly*.

e. Teach syllabication, suffixes, prefixes, and so forth.

f. The non-phonetic or infrequent sounds such as the *a* in *father* or in *was* should not be taught as sounds. Words with non-phonetic sounds should be taught as wholes without attempting phonics.

7. The child should be encouraged to use his phonetic knowledge in reading. If a child sounds out an unfamiliar phonetic word it will soon become a part of his sight vocabulary. In this way, a method of independent word-recognition is being developed.

8. Certain cautions should always be remembered in teaching phonics to mentally retarded children. First, a casual system of teaching phonics is useless. The child should be able to use phonics when needed. Secondly, emphasis should always be given to comprehension in reading. Phonics is only a means to an end and not an end in itself. Finally, phonics alone as a method of word-recognition is not sufficient for effective reading. In addition to phonics, context clues, syllabication, and other methods should be developed. With the aid of several methods the child can become a more efficient reader.

“Hegge¹ and Kirk² worked with mentally retarded reading disability cases and have demonstrated that a systematic phonics method was effective in teaching reading to mentally retarded children who have failed over a period of years.” S, Kirk, *Teaching Reading to Slow-Learning Children* (1940), p. 115. Here are the two footnotes to this excerpt:

¹Thorleif G. Hegge, “Special Reading Disability with Particular Reference to the Mentally Deficient,” *American Association on Mental Deficiency* (May, 1934), pp. 297-343

²Samuel A. Kirk, “The Effects of Remedial Reading on the Educational Progress and Personality Adjustment of High Grade Mentally Deficient Problem Children.” *Journal of Juvenile Research* (July, 1934), pp. 140-162.

These notes were made on May 5, 2005 by Donald Potter from *Teaching Reading to Slow-Learning Children*. by Kirk, A. Samuel and Marion Monroe. (Houghton Mifflin Co., 1940), pp. 117 – 122.

References to *Remedial Reading Drills* found in Reading Instruction Literature

Remedial Reading Drills (Hegge, Kirk, & Kirk, 1955) which is considered to be a complete program, was developed initially for use with retarded children. The contents of the program are contained in one book, although the approach was discussed by Kirk in 1940. This single-letter phonics program uses a multisensory or kinesthetic approach in learning the letter which represents the sounds. The sounds are blended into words as they are learned, and the changes in one syllable words that are blended are made generally in order to minimize confusion. Those who have used the program with retarded children have reported success. (Kirk, 1940).

From *Teaching Reading to Children with Special Needs* by Patricia Gillespie-Silver (Merrill, 1979), p. 348.

Comments by Rudolf Flesch Concerning *Remedial Reading Drills* from *Why Johnny Can't Read and what you can do about it* (1955)

Fortunately Dr. Harris hit upon a phonics book that was enough in most cases to bring those unhappy children up to par in their reading. (The Hegge-Kirk drills are what I finally used with Johnny. I'll come back to that book later on.) (19)

To begin with, let's **try to isolate Johnny from his word-guessing environment**. While he is in school, that may be difficult or almost impossible. So the best thing will be to go work with him during summer vacations. Let him stop all reading – all *attempts* to read. Explain to him that now he is going to learn how to read, and that for the time being, books are out. All he'll get for several months are lessons in phonics.

This incidentally is important. Take him fully into your confidence and explain to him exactly what you are trying to do. Tell him that you are going to do something new with him – something entirely different from what his teachers did in school. Tell him that this is *certain* to work. Convince him that as soon as he has taken this medicine he will be cured.

Then start him on phonics exercises. At this age the Hay-Wingo book would probably arouse his antagonism. So give him either this book or the only other book of that type that I know: *Remedial Reading Drills* by Thorleif G. Hegge, Samuel A. Kirk, and Winifred D. Kirk. (George Wahr Publishing Company, Ann Arbor, Michigan, \$1.50). Go with him through the drills, one by one, always making sure that he has mastered the previous one before you go on to the next.

Only when you are through – or almost through – with the drills and exercises, start again on reading. At first, let him read aloud to you. Watch like a hawk that he doesn't guess a single word. Interrupt him every time he does it and let him work out the word phonetically. He'll never learn to read if he doesn't get over the word-guessing habit. (114, 115).

... All this means that remedial reading courses concentrate on exactly the opposite of what they should: they strengthen bad habits of guessing instead of curing it.

I hesitate to mention it, but what you should do is something you are not likely to do at all, human nature being what it is: you should learn to read all over again **from scratch**. Ideally, you should take time out from your reading and begin the phonics exercises in this book, or in Hay-Wingo, or in Hegge-Kirk, and do them faithfully from the beginning to end.

Let me defend this "impossible" suggestion with a simple analogy. Suppose you are a garden-variety, hunt-and-peck typist – like me, sitting here at my typewriter and making innumerable horrible, ghastly mistakes. You know as well as I do that the only way to improve hunt-and-peck typing is to start all over again and learn the touch system by dint of pure, unadulterated, old-fashioned drill... Think about it. Are you a **word guesser** or a **real reader**? (118, 119).

A history of the period during which Dr. Kirk was developing his drills can be accessed at, <http://www.nrcl.org/resources/ldsummit/hallahan2.html>

Note from Internet Publisher: Donald L. Potter

May 15, 2005

(Latest revisions: 5/21/05, 10/30/05, 1/23/06, 3/8/11, 3/29/12)

This Internet Edition was published on the Education Page of the www.donpotter.net web site on 9/15/05 for Free Download. Now everyone can see exactly what Flesch was talking about when he mentioned these drills. I have used them myself and found them to be highly effective.

In 2010 I switched from IBM to a Macbook for all my publishing work. I had to update some of the font to the Macbook format (Unicode). The URL for the document also changed since I have changed from Dreamweaver to Sandvox for my website work.

Dr. Kirk did not recommend the *Remedial Reading Drills* for regular students. Personally I think they are **good for all students**, especially younger student just beginning to read. Dr. Kirk was a Man of the Times who felt that the whole-word method should be standard, with phonics drills reserved for remedial work. In spite of favoring the whole-word method for regular classrooms he did us an enormous favor by developing a set of remedial drills that can be used by all students. When every other method has failed with slow-learning students, I have found that these *Remedial Reading Drills* will succeed. A new edition is available from *Academic Therapy*. I would suggest that using it with beginning readers would eliminate the need for a separate remedial program at most schools since there would be almost no reading problems to start with.

Here is concise biography of Dr. Samuel Kirk:

<http://special.edschool.virginia.edu/professionals/pix/Kirk.html>

Here is an article by Thorleif G. Hegge and Lewis B. Ward on “Remedial Reading Methods” (1936). It was written the same year the Hegge-Kirk-Kirk Remedial Reading Drills was published, and I suspect would give some important insight into the purpose, development, and implementation of the program.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1939-0025.1936.tb05250.x/abstract>

More information on Hegge can be found at:

http://books.google.com/books?id=csPF9NnJ_MIC&pg=PA138&dq=remedial+reading+methods+thorleif+g.+hegge&hl=en&ei=EvJ3TZfEMIOclgfNIPiSCA&sa=X&oi=book_result&ct=result&resnum=4&ved=0CEYQ6AEwAw#v=onepage&q=remedial%20reading%20methods%20thorleif%20g.%20hegge&f=false

Donald L. Potter, Odessa, TX.

REMEDIAL READING METHODS

(Presented at the 1936 meeting)

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A VAST amount of literature, both experimental and expository, has arisen on the subject of reading. For this reason our first task must be to indicate the limits of our proposed discussion. In accordance with the title, "Remedial Reading Methods," we may eliminate all material which is not directly related to the remedial aspects of the teaching of reading. We are, furthermore, concerned with remedial methods of *teaching reading*, not with approaches designed to alleviate the problems of a reading case by other means. A classification of these remedial methods must be attempted and the choice of viewpoint naturally is arbitrary. As the basis of the present discussion we have chosen to distinguish between methods in accordance with the emphasis placed on the one hand, upon reading as a response to meanings and contextual material, and, on the other, upon reading as vocal or sub-vocal responses to visual word symbols and their parts. Implied in the former approach is an emphasis on silent reading of word wholes and even larger units, whereas the latter approach is bound to emphasize phonetic analysis, vocalization, and sound-blending. The first approach does not differ materially from modern methods of classroom teaching, whereas the second deliberately departs from present trends of thought in the teaching of reading.

It is impossible to treat even a few of the most important authors or viewpoints adequately. We recognize the importance of contributions which will receive no attention. We realize that there is ample scope for criticism of our choice of approach and its execution. But a strict selection must be made. We have selected for presentation viewpoints described by A. I. Gates in "The Improvement of Reading, 1935," as illustrations of the first type of emphasis mentioned. As an example of the second type of approach we shall give a brief description of the Hegge-Kirk "Remedial Reading Drills," now in press.

While strongly emphasizing the importance of success as an incentive in remedial cases, Gates regards the capture of the pupil's interest through reading content as a prerequisite of remedial work.¹ Consequently, at the very outset, the choice of remedial materials is determined in part by the interests of the pupil. Exercises are combined with silent context reading. Such exercises include action instructions and comprehension training of various types.

Gates places great emphasis upon the desirability of developing speed in various forms of comprehension. However, he is also aware of the fact that seriously retarded cases may require a special diagnosis and treatment and that certain perceptual skills may be inadequate. For instance, the eye-voice span may be too short and should be lengthened by exercises specifically designed for that purpose. The emphasis is again on *speed*. The possibility that the basic problems in a given case might be primarily associated with difficulties in responding correctly to the details of the visual stimuli as such, receives less emphasis.

Methods of remedial training are criticized by Gates for stressing systematic drill based upon a phonetic approach which disregards context and meaning. In dealing with word recognition he places the main emphasis upon the value of context clues and upon the importance of being versatile in attacking words in a variety of different ways. However, he himself also recognizes the general value of phonetic skills provided they are "adequately and economically acquired."² But he appears to hold that in order to establish a satisfactory word attack it is, in many cases, sufficient to show the child the need for a phonetic mode of attack and to encourage him to acquire some practice along this line.³ If specific phonetic training is needed this training should be given by what Gates calls "*intrinsic*" methods. Phonetic training should present the words in relation to illustrations and context. Picture dictionaries, rhymes and multiple choice tests devised so as to enforce visual discrimination are advocated.⁴ "*Do not, if you can avoid it, separate a skill from the normal function it is intended to serve.*"⁵

Gates maintains his main emphasis even in the case of extreme disability. He states (loc. cit. p. 437) with reference to such cases: "The most striking fact about some of the cut and dried remedial programs is that they take a narrow, precise, dull form which a competent educator would never permit to be used with normal children. The defense of such deficiencies in method is often the statement that the pupil is not normal and that the rigid, contentless procedure is to be considered as medicine-not very pleasant at the time but helpful in the long run. It is a weak defense!"

"To offer a definite, formal plan of remedial work would be easier and simpler both for the writer and the remedial teacher. The latter might apply such a program with perceptible success to many or most reading failures; but, without an understanding of the pupil's abilities and limitations and an insight into the complicated techniques of reading and their relation to the make-up of the particular child, the teacher would not know what to do when the prescription failed. Even her successes would in many cases be really only partial and often representative of a waste of time and energy." (loc. cit. p. 438)

"The extreme disability case, like the pupil of low mentality, is best taught by a program rich in content and correlated activities in which an abundance of experience is provided under unusually carefully conducted instruction." (loc. cit. p. 439)

Speaking of remedial procedures outlined by *Marion Monroe*, Gates remarks: "It is a definite, rigid, hard-drill program." (loc. cit. p. 448) "Although the present writer . . . prefers to try a more direct method of working from recognition of whole words to recognition of parts of decreasing size, he admits that there may be very rare cases in which intensive study of the details . . . becomes necessary. Miss Monroe's plan, in other words, is of the type best reserved for use as a last resort when a more rapid-moving, larger unit, whole-to-components procedure fails. The writer doubts that in the hands of a skillful remedial teacher the latter type of method will ever fail." (loc. cit. p. 449)

Later he states: "The present writer has applied to a variety of cases, including extreme disabilities, a method which utilizes almost exclusively a visual attack."

"At first, the pupils recognize the words on the basis of general configuration and the more obvious component features. Gradually, assisted and directed by the teacher, the children learn to observe more details, more subtle features and to perceive them more quickly and accurately, to work out the recognition of unfamiliar words, and to acquire familiarity with new words in terms of these visual elements." (loc. cit. p. 450)

"This program produced excellent results with certain disability cases." . . . "In certain rare cases, however, it has shown limitations. In these cases, the introduction of writing in some form, or some direct phonetic instruction, or both for a preliminary orientation proved to be advantageous." (loc. cit. p. 45-519)

Thus Gates would not want to discard the more "extrinsic" drill methods entirely, although he appears to consider them incidental and of limited usefulness.

In regard to sounding he admits: "Sounding of the elements, however, does tend to induce the child to check superficial and too rapid observation by testing his capacity to translate what he has seen into intelligible word sounds. The use of the device of saying or sounding the elements is of service in most problem cases in reading, for the reason that it is one of the means of working out the pronunciation of words quite apart from the matter of correct orientation. That is to say, a child may see the elements of the word in the proper sequence, but be unable to make out what the word is or to translate any of the visual elements into pronunciation units. The ability to translate the visual element into sounds is of considerable value in working out the recognition and pronunciation of new words." (loc. cit. p. 369)

We shall now discuss in some detail the emphasis upon so-called "extrinsic" devices as exemplified by the Hegge-Kirk "Remedial Reading Drills." We have used the Drills successfully for several years with seriously retarded special reading disability cases of subnormal, borderline and high moron mentality. The Drills as they stand are designed primarily for use with individual instruction or, at the most, with very small groups.

In working out the method, the following considerations provided a point of departure. The special reading disability case has failed to learn after several years of the usual classroom methods. He may also have had some remedial training, utilizing methods of the "intrinsic" type. Or, he may have been subjected to inadequate phonetic training. He has often developed a defeatist attitude or compensatory reactions. Frequently he is comparatively old and inclined to reject activities which are devised so as to appeal to young children. The present Drills may be criticized on the ground that they are not "intrinsically" interesting. In their defense it may be pointed out that they offer the pupil a new and easy approach which is frankly remedial. He is required to face the issue. He becomes hopeful and motivated and is encouraged by success from the very beginning. It seems that materials which are perhaps "intrinsically" interesting, *if they can be read*, might be of doubtful value to many cases of this type. On the other hand, the "extrinsic" method under discussion is really "intrinsic" when, as is usually the case, it meets the emotional needs of the pupil.

A second observation is in harmony with results presented by *Marion Monroe*. It is believed that in the severely retarded special reading disability case inaccuracies and lack of progress frequently result either from confusing associative connections between parts of words, on the one hand, and vocal or sub-vocal responses to these parts on the other, or from lack of such connections. These difficulties may also result from failure to perceive and respond to all basic units of a word in their proper sequence and configuration. If that is the case, the remedial approach should start at the roots of the problem and emphasize systematic training of the necessary associative bonds and the desired perceptual and response habits through a consistent phonetic approach, including, where necessary, sounding and blending. Oral spelling must be eliminated. However, writing from memory may be introduced when desirable.⁶

We may point out in this connection that parts of words acquire meaning only through a vocal or sub-vocal response. Indeed, in the normal case the meaning of the words themselves is primarily associated with speech and sound. Vocalization in the drills is also an aid in learning and serves as a check on perceptual attack and on response. Furthermore, these cases are at times handicapped in reading by deficiency in pronunciation. To establish correct eye-movement habits is thus only a part of the problem of re-training and to establish knowledge of a few sounds is not enough. For, owing to the perplexing phonetic characteristics of the English language, a majority of words are so constituted as to preclude a direct application of such rudimentary phonetic knowledge.

In the present Drills the words are arranged so as to enforce discrimination of basic units, as well as correct attack and consistent verbal responses. Versatility of attack is not encouraged. On the contrary, standard habits are established by constant repetition of identical basic units in different constellations.

The basic units are presented as visual configurations which, when first introduced, are separated from the rest of the word and responded to as wholes. A configuration is considered a basic unit, regardless of whether or not it contains letters or letter combinations which also belong in or constitute other units, provided it has, as a whole, a standard sound value, to which there are only a few or no exceptions in common words, and provided it cannot be divided up into two or more such units. The configurational value is sometimes determined by position at the beginning or end of words. As the sound value of letters or letter combinations constituting basic units may change when certain letters are added, the Drills must include all of the more frequent basic units thus determined in order to provide the necessary consistency. Nevertheless, the method appears to simplify the learning process, and it provides a vast amount of practice in a short time.

The Drill configurations are not to be confused with syllables, neither are they identical with common phonograms. A word, which, according to this system is non-phonetic in whole or in part, represents the extreme case of a basic unit. It is excluded from the Drills and must be learned as a whole, although in advanced cases some attack from clues is permissible. Among the ten thousand most frequent words these non-phonetic words are in a minority as compared with the words covered by the Drills.

When response is made to a larger basic unit or to a non-phonetic word as a whole, parts-sounds which are inconsistent with habits established, or to be established, elsewhere in the Drills, do not come to attention as separate responses. The visual configurations associated with these responses likewise do not come to attention as separate units. This is the Gestalt principle. By utilizing this principle, associative and reproductive inhibitions and confusion in perception and response are eliminated.

A further characteristic of the present method is that the pupil proceeds slowly, step by step, from simple responses to the more complex ones. At no stage is response to any basic unit taken for granted unless it has already been definitely established. As the emphasis in repetition is on the unit, and as the pupil must feel that he is progressing, a great many words are needed to provide the desired practice.

These remedial materials could not be arranged from the point of view of word meanings and thought content. In fact, they should not be so arranged and, from this general point of view, pictures are not only not necessary but may even be objectionable. No clues should aid discrimination and response and thus detract from the value of the drill. Attention should not be diverted from the problem at hand. Besides, the seriously retarded special reading disability case is only too likely to use such clues wrongly and thus to practice his errors and his detrimental habits. Or, the extreme case might become conditioned to eliminate errors in response to pictures while failing to transfer his knowledge to ordinary reading.

The basic units constituting a word are at first sounded separately and blended. However, through practice they gradually become integrated. Part-responses drop out and the pupil begins to read words as wholes. This development is encouraged by eliminating the spacing within the word in the last section of each drill. Later, integration is furthered by combining basic units and requiring response to the combined unit as a whole. Toward the end of the Drills integration is finally promoted by entirely eliminating spacing within the word. The teacher will also gradually stimulate this development. However, accuracy is a primary, speed a secondary consideration. Speed will come with practice if the pupil avoids errors which will serve as inhibitory agents and interfere with the learning process.

When a substantial part of the Drills has been mastered, oral reading of context is combined with further drill training. Thus even the most retarded case will be able to start in a second or third reader. The pupil is now aided in recognizing basic units and practicing phonetic attack in ordinary reading. Ability to read words as wholes is further developed. Words which have not yet been covered in the Drills may be considered non-phonetic. Later silent reading is introduced and our tests show that comprehension is not inferior to oral reading.

At this advanced stage reading is a hierarchy of responses in which the basic responses have become thoroughly integrated with the higher ones and have ceased to exist as separate units. Sub-vocal responses are suppressed. But the skill and knowledge represented by these basic responses must be present. Normally much of this skill and knowledge is acquired by trial and error or piecemeal practice and by a process of abstraction. Word meanings and context furnish the checks. We have felt that the severely retarded special reading disability case is likely to be in need of a systematic retraining, starting at the base, building up integrations. This method may indeed deserve to be called an "intrinsic" method, not only because it so frequently meets the emotional needs of the pupil, but also because it steers its course directly toward the integrated habits which constitute reading. Besides, certain supplementary devices and exercises are to be used when necessary.⁷

It is not claimed that this method is equally applicable to all severely retarded special reading disability cases. Much will depend upon the personal equation. But it is a simple matter to apply the method, once it has been thoroughly mastered by the teacher. This is an important point in its favor. More specific comments on the relative efficiency of remedial methods should be based on rather extensive and rigidly controlled experiments and on intensive case studies.

In conclusion a few drills are discussed for the sake of exemplification. After a pre-drill period *Drill 1* is introduced to the pupil. This drill illustrates a number of principles used throughout the series. The vowel "a," as in *sat*, is constant throughout. The words are three-letter-three-sound words. In the first section the last consonant remains the same within each line, while the first consonant differs from word to word. Thus the learner has only one problem of discrimination at a time. And he is led to read the words from left to right. He is also forced to discriminate the consonants without the help of clues. The second section is similar, only now the last consonant is changing while the first is the same throughout each line. Here the reader must pay attention to endings. He is now prepared for the third section which is more difficult. In this section both consonants change from word to word and the reader must pay attention to both beginning and ending. There are no assisting clues. In the final section this principle is repeated. In this Drill the units to be discriminated are the consonants. The unit to be learned is the "a," as in *sat*.

From time to time in the series there are review drills. These present a group of basic units already learned. The first review of such a group repeats and matches basic units not previously brought together. However, there are also surveys of drills already reviewed. *Drill 33* offers such a survey of the thirty-three basic units (not counting simple consonants) which have been taught up to this point.

Next, a few of the old basic units are combined with each other and presented as wholes. *Drill 45*, another review, is shown here. In this Drill appear combinations such as “an” as in ran, “ank” as in tank, “ang” as in hang, “and” as in band, and combinations of two and three initial and final consonants. Being an advanced review, this Drill entirely omits spacing within the word.

Finally new basic units and advanced sounds are introduced. For instance, in *Drill 53* we have the configuration “-ation” as ending. This “a” sound has formerly been associated only with “ay” and “ai” and with words with a final silent “e” after a single consonant following the a. The short “a” and several other configurations with “a” do not take the sound of “a” as in “-ation.” Thus “-ation” as an ending is considered a new basic unit while “an” as in ran is not, since it merely combines the short “a” previously taught, with “n.”

At this point refer to the *Remedial Reading Drills: Drill 1; Drill 33, General Review of Part I; Drill 45, General Review of Part II; and Drill 53.*

END NOTES

¹“Of the several factors which contribute to the pupil’s interest in the program as a whole, an important one is interest in the reading content. The remedial teacher should, therefore, by talking to the pupil and his teacher and by trying out samples of material through oral reading, attempt to discover the types of materials which make the greatest appeal. If the pupil can be keenly interested in country life or city life or Indians or animals or airplanes, the indicated theme should be chosen.

In this respect, the writer’s opinion differs from the opinions embodied in certain programs of formal training in which the desired skills are sought by what are considered the most direct means, irrespective of content, on the assumption that if the pupil can be drilled into ability to read, interest will take care of itself.” (loc. cit. pp. 26, 27.)

² Loc. cit. p. 238.

³ Gates also describes certain mechanical devices designed to improve word attack by other means.

⁴“Unlike the phonetic drill which is hatched up for the specific purpose and which requires extra time, the experiences in these cases are embodied in activities that would be pursued in any event for entirely different educational purposes.” (Loc. cit. p. 295-6.)

⁵ Loc. cit. p. 269.

⁶ As writing should be combined with a vocal response, *Samuel A. Kirk* has called this method *The Grapho-Vocal Method*

⁷ Some of these should be reserved for correlated classroom teaching.

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DISCUSSION

Marion Monroe. Many recent studies on reading have dealt with the causes of reading disabilities. Fewer studies have been made of remedial methods. It has been assumed that if a specialist presented a teacher with a diagnosis of the child's difficulties in reading, the teacher would, thereupon, be able to adapt her instruction to these difficulties. Too often, however, teachers have not been trained in any methods other than those suitable for the normally learning child. Their attempts at remedial work consist frequently of merely repeating individually the same methods which have failed to produce results with the retarded reader after several years in school.

Dr. Hegge's paper presents an analysis of phonetic techniques which have been successful with certain types of reading disability cases. The fact that many of Dr. Hegge's cases have been retarded mentally does not, in my opinion, discount the value of the methods for non-readers of normal intelligence. The learning process of a dull child may serve to show some of the simplest steps and increments in difficulty in the presentation of learning material, which might be overlooked in a more-rapidly-learning child. Dr. Hegge's analysis of phonetic steps appears to me to be of value not only to the dull child but to the bright child who has difficulty in acquiring the mechanics of reading. The bright child may be able to make more intelligent use of context, may be able to reason better by analogy from one word to another and may be more versatile in supplying cues to word recognition than is a dull child but is often just as slow in acquiring and retaining the fundamental associations between the visual symbols and their meaning. For example, one intelligent eight year old child who could not read and acquired a few words such as "bed" which looked to him like a little bed, and "eye" spelled e-y-e which reminded him of a face, the e's forming the two eyes and the y, the nose.

Versatile though this child was in respect to hunting for such cues, he still had not succeeded in scoring on any reading test. As soon as he had received phonetic training similar to that described by Dr. Hegge, he rapidly learned to read. His good intelligence enabled him to apply the phonetic principles readily and in addition, his ability to utilize contextual and configurational cues contributed to the speed of his learning.

I should like to point out what appear to me to be the applications and limitations of Dr. Hegge's phonetic methods, many of which he has himself pointed out. It is my judgment and experience that the phonetic exercises prove helpful in cases of severe reading disability, i.e., the non-readers and very poor readers, of all degrees of intelligence, and particularly those who have visual, auditory and motor difficulties. The types of cases in which the phonetic method would not be necessarily indicated are in my opinion, the following:

First, cases of primarily emotional difficulty where the most important factors are the friendly relation of teacher and child, encouragement, motivation, interest and cooperation. The particular method chosen may not be so essential, although a phonetic method may work very well, as may also other methods.

Second, cases of marginal difficulties where the child is not seriously retarded, but can read with some facility even if not at the level of his grade. Here, methods may be economically adapted to specific difficulties, as they occur, without a more definite system of phonetic review, i.e. not all the steps but just those that apply.

Third, cases of accurate but slow readers who have mastered the mechanics of reading but read monotonously and slowly. Here methods may profitably be aimed at larger perceptual units, phrasing, and fluency.

Fourth, cases of silent reading difficulties where the child can read better orally than silently, and fails to get meaning because of attention to mechanics rather than content. Here, techniques for thought-getting, studying, etc., are indicated.

All remedial methods in my opinion should be kept flexible and adapted to the peculiar needs of each individual. No one method can be suitable to all cases, considering the large number of factors which may contribute to the difficulty and the many different degrees and causes of reading disability. I believe, however, that Dr. Hegge has made a significant analysis of phonetic methods which can be used successfully with the more severe of our reading problems.

Mr. Potter added these selections from Hegge's 1936 article on March 8, 2011. Revised 1/30/15.