

Blend Phonics Reader

Standard Edition

For Beginning and Remedial Readers

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

Designed to Accompany
Hazel Loring's 1980 Phonics Masterpiece:

Reading Made Easy
with
Blend Phonics for
First Grade

Mr. Potter's Secret of Reading:
"Look at all the Letters the Right Way,
and No Guessing."

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Step One: Short Vowel Sounds

UNIT 1: Short sound of **a b c d f g h j k l m n p q r s t v w x y ck**

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

UNIT 2: SHORT SOUND OF **i z**

bib did hill in vim bin hid hit pig win bit jig pill bill kiss
quick will kid rib yip nip rig dim kill rim zip dip big lip
rid fib lid sit fig fit miss sip rip wig fin fix mill sin Kim
tip hip if it tin him pit pin Tim six mix

Mixed Short Sounds of **a** and **i**

bat bit bib did dad hat hit hid fat lit gas hill in an Sam bag
big dip dig tip tap hip lip lap ham him pad pat pit pal cat
sat mad mat mitt miss mass it at if mix Max rig rag tag
jam rat van vim six cab zip zap fin fan fix Tim tam rip rap
nap nip rag sag wag wig sap sip map yak zig-zag

UNIT 3: SHORT SOUND OF **o**

Bob log top hop bog dog hog fog fox box hot not nod sod
sob pod got pot rob cob cot mob rod rot hod bob pop job
gob doll dot lot tot on off Don mop sop

Mixed Short Sounds of **a**, **i**, and **o**

Bob bib bob dot tot gob got big bog bag fog fig hog hag
hot hit hid hat hod had Nat pod pad pit pot pat cob cab
nod not nit sob cot cat rob rib rod rot rat mob pop top tap
tip tax job jab jib doll dill lot lit on an in log lag off Don
box fox fix fax mop map sop sap sip wag wig

UNIT 4: SHORT SOUND OF **u**

dug rub bun duck jug sun bug fun mug cup rug sum bud
but fuss mud tub hut bus gum gun muff tug hug lug nut
rut cub gull pup cuff hum run cut up us buzz

Mixed Short Sound of **a**, **i**, **o** and **u**.

but bat bit kit kid hut hat hot hit dug dig dog bug big bag
bog hug hag hog rub rob rod rib van ban bin bun bon
duck Dick jug jig jag sun sin fun fan fin fix fax tax ax box
fox mug wag wig rug rag rig sum Sam bud bad bid fuss
buzz mud mad mid mod tub tab bus kiss bass boss gum
gun muff miff mutt mitt tug tag cup cap cop nut nit not up
gull gill cull gal gut got gob pup pop pat pit putt puff cuff
him ham hum run ran Ron cub cob cab cut cat cot cod
wax wick mix zig-zag log lug lag

UNIT 5: SHORT SOUND OF **e**

bell tell fell beg peg Ted bet let led fed jet get pet bed pen
dell red den hen less set vet wet web wed met net sell well
mess men ten keg leg vex meg

Mixed Short Sound of **a, i, o, u,** and **e**

get got gut net Nat nit nut not rot rut rat rod rid
red set sit sat tell till beg bag bog bug big box
hen ham hum him hem peg pig pug Ted Todd
tad bet bit bat but bed bid bud bad lit lot let fed
fad fat fit jet jot jut pet pot pit pat putt wax pen
pin pun pan web wed wet wit dell dull doll dill
bill bell Bill hill hull fell fill full fox fax fix well
will den Dan din Don less lass loss vet vat men
man mom mum sell sill mess mass miss moss
muss mop map muff miff mutt mat met mitt
Mat ten tin tan tax tux keg kiss buzz kid kit cad
cod sod cup cop cap cog sap sop sup sip zig-zag

Step Two: Consonant Blends

UNIT 6: FINAL CONSONANT BLENDS

(Short sounds only of vowels)

mend pump pomp bent hint bend hand band bond jump
pant duck dock Dick belt felt just jest quest Jack bump
lamp lump dump damp hump camp kick lock lack lick
luck desk disk sent send sand wind neck fast fist pick lift
loft list last lust lost lest lend land lent rust rest quack
quick fond fend fund lint lent tent tint rock Rick rack melt
sick sack sock suck gift next must mast mist went test
tack tick tock tuck tilt milk silk sulk and end ask best its
past gust

UNIT 7: CONSONANT DIGRAPH: **sh**

cash hush dish fish shall shed shelf shut shot shop ship

UNIT 8: CONSONANT DIGRAPH: **th** (Voiced)

than then them this that thus

CONSONANT DIGRAPH: **th** (Unvoiced)

bath thick think thank thump thin thud with

UNIT 9: CONSONANT DIGRAPH: **ch, tch**

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

ch: SOUNDS LIKE **k**:

mechanic

UNIT 10: CONSONANT DIGRAPH: wh

BLEND wa SOUNDS LIKE wǒ

wha SOUNDS LIKE whǒ

want watch was water wasp wash what

which whisk whack whiff whip whet whiz when whim

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

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

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

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

UNIT 13: INITIAL CONSONANT BLENDS:

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

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

Mixed Beginning Consonant Blends and Non-blends

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

Simple Two-Syllable Words – Short Vowels Only

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

Step Three: Long Vowels (CVE)

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

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

here these

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

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

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

Mixed Long Vowel VCE Words

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

Paired Short and Long Vowels

pill pile, slop slope, plan plane, Sam same,
pick pike, mill mile, lob lobe, pin pine, prim prime,
shack shake, rid ride, Sid side, rat rate, hop hope,
pal pale, fill file, tack take, grad grade, pan pane,
back bake, not note, past paste, cap cape, rip ripe,
till tile, mop mope, lack lake, cub cube, Tim time,
fad fade, win wine, slid slide, dim dime, din dine,
tub tube, cop cope, cam came, Mack make,
mad made, cod code, rack rake, jock joke, lick like,
at ate, sack sake, slack slake, slim slime, slop slope,
pet Pete, top tope, pock poke, fat fate

UNIT 15: PHONOGRAMS USING LONG VOWELS:

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

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

UNIT 16: SHORT WORDS ENDING IN A LONG VOWEL:

be he no she go me so we I the

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

ENRICHMENT REVIEW

brag drug drag frog drop drip crunch frump grin brand
fresh prank brass French Fred Frank Fran brim drank
drink drunk bring drum dram frock brash brush brunch
branch brink brick grand grant grunt print prim prom
press dress grass crab crib trim tram tromp trump tramp
crash crush crest crack crust cramp crump crimp gruff trot
trod crisp truck track trick trunk trend trust twist grip grog
grasp crop drill droll plug pluck plank grad grid blend
bland blond blast blest bled glad glum clang clung cling
swung swing prong stung sting string strung sprung
sprang spring

Mixed Consonant Blends and Non-Blends

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

Step Four: R-Controlled Vowels

UNIT 18: PHONOGRAM: **ar**

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

UNIT 19: PHONOGRAM: **or**

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

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

bird stir worm planner clerk third camper runner fern curb
cutter sitter jerk curl catcher starter her burn chopper
swimmer herd fur dipper sender term hurt drummer
spinner birth purr helper dirt turn jumper actor first word
marker doctor girl world farmer janitor sir work pitcher
visitor after better never over under worst worker fir
matter batter bitter sister mister blister dinner summer
winter tender skipper ladder madder gladder glummer
hammer slumber litter miller slimmer winner factor

Step Five: Vowel Digraphs and Diphthongs

UNIT 21: VOWEL DIGRAPH: ai, ay

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

UNIT 22: VOWEL DIGRAPH: ee

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

UNIT 23: VOWEL DIGRAPH: ea

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

beat each reach read beach leaf beast leap real bean leave
cream lean cheat meal cheap least deal sea dream seat
feast treat team tea east teach eat feat peach steal fear near
threat thread tread bread wealth read breast weather
breath dead death health instead deaf sweat ready heavy
steak break great bear beefsteak daybreak breaker

UNIT 24: VOWEL DIAGRAPH: ie

(two phonemes: long i and long e)

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

priest relief believe brief chief yield grief field thief

UNIT 25: FINAL VOWEL: y

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

Long i in one-syllable words:

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

Short i (some dictionaries say long **e**)

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

Mixed Final vowel y:

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

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

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

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

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

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

UNIT 28

DIPHTHONG: ou

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

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

you country young soul

UNIT 29: DIPHTHONGS: oy, oi

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

UNIT 30: LONG SOUND OF oo

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

UNIT 31: SHORT SOUND of oo

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

UNIT 32: VOWEL DIGRAPHS: aw, au

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

UNIT 33: PHONOGRAMS: al, all

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

UNIT 34: DIGRAPHS: ew, ue

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

Step Six: Irregular Spellings

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

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

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

careful full fullback put pull push dull bull bush fulfill

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

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

ci = sh: special ocean precious musician

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

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

UNIT 39: SILENT gh AND gh SOUNDS LIKE f

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

taught caught daughter

gh = f: rough tough laugh laughter laughing enough

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

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

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

UNIT 41: se SOUNDS LIKE z

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

UNIT 42: ph SOUNDS LIKE f

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

UNIT 43: FINAL le, tion, sion

**battle handle attention partition bundle puzzle action
portion bottle scramble addition station buckle scribble
affection section circle sprinkle invitation little struggle
foundation expression middle tickle education
impression pickle wiggle mention mission sample nation**

UNIT 44: ed WITH SHORT e

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

ed SOUNDS LIKE 'd

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

ed SOUNDS LIKE 't

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

Reading Made Easy with Blend Phonics for First Grade

by Hazel Logan Loring

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Step Six: Irregular Spellings

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

Also the word a when not used for emphasis.

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

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

Usually sounds like s: sometimes like sh.

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

Unit 39. Silent gh and gh sounds like f.

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

Unit 41. se sounds like z

Unit 42. ph sounds like f

Unit 43. Final le, tion, sion

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July 17, 2007

It gives me great pleasure to publish my *Blend Phonics Reader* to supplement Hazel Loring's invaluable instructional booklet: *Reading Made Easy with Blend Phonics for First Grade*, see the Appendix to this document. Since its publication in 1980 for free distribution, Loring's booklet has offered solid guidance to tens of thousands of teachers in the techniques of **Blend Phonics** and **Directional Guidance**. Teaching directional guidance with Blend Phonics will help prevent whole-word dyslexia. More information on preventing and curing acquired (artificially induced) whole-word dyslexia can be found on my web site: www.donpotter.net.

Loring's *Blend Phonics* method is a form of phonics called single-letter phonics. The whole focus is on blending the sounds of the letters going from left to right. There are many other phonics systems; but *Blend Phonics* has proven superior in the **prevention** and **cure** of whole-word dyslexia. Loring's method is a sterling example of pure "synthetic phonics" because it builds up the words from the letter-sounds. Inductive phonics, on the other hand, requires that students memorize a bank of sight-words from which they are expected to induce for themselves or with help from their teachers the phonics principles. Unfortunately the practice of having children memorize sight-words as wholes (configuration) establishes an automatic reflex on the right side of the brain that interferes with the later acquisition of the left brain reading skills necessary for the speedy and accurate decoding of words and good comprehension. In fact, when **sight-word instruction precedes phonics instruction**, a cognitive conflict is created that generates frustration in the student and impedes progress in reading. The conflict caused by early sight-word instruction creates a form of dyslexia called whole-word dyslexia. This frustration can also create psychological problems that have an adverse effect on student behavior.

The organization of the *Blend Phonics Reader: Standard Edition* follows the instructional Units in Loring's *Blend Phonics*. Many words not in Loring's method have been added to the reader in order for the student to have ample opportunity to thoroughly master all the phonics skills to automaticity. Stories and sentences have been purposefully avoided in order to encourage the students to focus their **entire attention** on developing highly accurate, automated decoding skills. Rudolf Flesch maintained that students with whole-word dyslexia (the guessing habit) should be **removed** from their context guessing environment and do nothing but phonics drills until they were able to overcome their whole-word guessing habit. The words have been carefully arranged so that words of similar shape (configuration) are group together. This organization requires the student to differentiate between look-alike words.

First grade students who have mastered all the words in the *Blend Phonics Reader* will find first-grade level books extremely easy, and most will have no problem with second- and third-grade readers. The method is exceptionally effective for curing whole-word dyslexia in students of all ages. I have even used it to teach adults to read.

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

We have recently published Blend Phonics Lessons and Decodable Storybooks available free on my website, www.donpotter.net, and www.blendphonics.org.

There are over 2,080 in the *Reader*. Words of similar configuration are in close proximity to help students overcome the whole-word configuration guessing habit.

Latest revisions to the *Blend Phonics Reader: Standard Edition* 10/4/10.

Reading Made Easy With Blend Phonics

Unit Progress Chart

Student: _____ Teacher _____

Start Date _____ Finish Date _____

Unit 1 <u>Step 1</u>	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 <u>Step 2</u>	Unit 7
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Unit 15	Unit 16	Unit 17	Unit 18 <u>Step 4</u>	Unit 19	Unit 20	Unit 21 <u>Step 5</u>
Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28
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Created by Donald L. Potter, 9/30/07 (www.donpotter.net)

Blend Phonics Reader Decoding Skills Ladder

Step	Unit	Association	Number of Words Including Duplicates
Step 6 Irregular Spellings	44	ed with short e; ed sounds like ‘d; ed sounds like ‘t	97
	43	Final le, tion, sion	33
	42	ph sounds like f	14
	41	se sounds like z	25
	40	Silent k, w, t, b, and l	43
	39	Silent gh, and gh like f	25
	38	Soft sound of g in dge & sometimes before e, i, y.	40
	37	Soft sound of c (before e, i, & y); s like sh (sugar)	53
	36	Phonograms: ul, ull, ush (u sound like short oo)	10
	35	Unaccented a at beginning of words & a	16
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	33	Phonograms: al, all	18
	32	Vowel Digraphs aw, au	21
	31	Short sound of oo	28
	30	Long sound of oo	53
	29	Diphthong: oy, oi	22
	28	Diphthong ou; Digraph ōu, often Irregular	21
	27	Digraph: ōw, Diphthong: ow	44
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	25	Final Vowel y (ē); Long ī in single syllable words	85
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	23	Vowel Digraph ea (long ē, short ě, long ā)	57
	22	Vowel Digraph: ee	41
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	12	nk (ank, ink, onk, unk)	24
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Handy Aid for Calculating Decoding Fluency Speed

Blend Phonics Reader: Standard Edition

Unit 1 Step 1 42 (2520)	Unit 2 55 (330) 71 (4260)	Unit 3 38 (2280) 70 (4200)	Unit 4 37 (2220) 116 (6960)	Unit 5 36 (1080) 136 (8160)	Unit 6 Step 2 93 (5580)	Unit 7 11 (660)
Unit 8 14 (924)	Unit 9 21 (11260)	Unit 10 16 (960)	Unit 11 23 (1380)	Unit 12 24 (1440)	Unit 13 143 (8580) 162 (9720) 71 (4473)	Unit 14 Step 3 161 (9660) 175 (10,500) 104 (6240)
Unit 15 32 (1920)	Unit 16 9 (540)	Unit 17 98 (6174) 98 (6174)	Unit 18 Step 4 39 (2340)	Unit 19 27 (1620)	Unit 20 77 (4620)	Unit 21 Step 5 50 (3120)
Unit 22 41 (800)	Unit 23 57 (3420)	Unit 24 23 (1380)	Unit 25 13 (1920) 34 (2040) 47 (2820)	Unit 26 34 (2040)	Unit 27 44 (2640)	Unit 28 221 (1260)
Unit 29 22 (1320)	Unit 30 53 (3180)	Unit 31 28 (1680)	Unit 32 21 (1260)	Unit 33 18 (1080)	Unit 34 23 (1380)	Unit 35 Step 6 16 (976)
Unit 36 10 (600)	Unit 37 53 (3180)	Unit 38 40 (2400)	Unit 39 25 (1500)	Unit 40 43 (2580)	Unit 41 25 (1500)	Unit 42 14 (840)
Unit 43 33 (1980)	Unit 44 22 (1320) 24 (1440) 33 (1980)	Step 1: Short Vowels & Consonants Step 4: R-Controlled Vowels Step 2: Consonant Blends & Digraphs Step 5: Vowel Digraphs & Diphthongs Step 3: Long Vowels (VCE) Step 6: Irregular Spellings				

The first figure is the number of words. The second figure is number of words times 60. To calculate the words per minute, divide 1560 by the second figure. You can also time the student for 60 seconds and count the words.

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

Reading Made Easy for First Grade with Blend Phonics

Oral Reading Speeds

By Donald L. Potter

www.donpotter.net

October 2011

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

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

Processing skills (speed and accuracy) can be accurately measured by timing student's oral reading of *The Blend Phonics Units*. The speeds suggested below are from *The Victory Drill Book*. These speeds are an accurate measure of independent word processing skills, and they are an indication of developing automaticity, which in turn naturally promotes high-level comprehension. To calculate word per minute speeds, multiply the number of words by 60 and divide that number into 1560. You can also just time the students for one minute and count the words - whichever method is more convenient.

Minimum Speed for Page Mastery

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

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

Appendix A

80 of the 220 Dolch List Words Absent from *Reading Made Easy with Blend Phonics For First Grade*

after again always an and any are ask at ate away been before best better buy carry come could did do does done don't down draw eat eight very fall four give going have his I into its laugh live many myself never of once one only open over own pretty said seven six small some start the their here they think three to today together two under up upon us use very warm wash were where who would your

Note: Thirty-five of the absent *Dolch Sight-Word List* words are regular according to Loring's system and forty-five are irregular. The regular words could easily be worked into the book if it were thought appropriate to make some minor additions to the word lists. Some are regular phonics words that start with a vowel (VC) and were not included in the VCV lists. All of them will be easy for the student to master once they have mastered *Blend Phonics*. These high-frequency irregular words are easy to remember because they are encountered often in stories. "Of" is the only word that can be considered totally irregular; the others are only slightly irregular.

Here is a useful classification of the omissions:

35 Regular words: *after an and ask at ate away before best better did down draw eat fall going his I its myself never over own pretty six small start the think three under up upon us use*

45 Irregular words: *again always any are been buy carry come could do done does don't eight very four give have into live many of once one only open said seven some their here they to today together two very warm was were where who would your*

Note: The thirty-five Regular *Dolch List* words have been included in the *Blend Phonics Reader* with their correct spelling pattern. Students who have mastered *Blend Phonics* will have no problem learning the 45 irregular Dolch List words. The important thing is to be sure the students learn the Dolch words like all the other words, by looking at all the letters from left to right and not just the word shape.

Be sure and teach the students Mr. Potter's *Secret of Reading*, "**Look at all the letters the right way, and no guessing.**"

Postscript

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

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

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

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

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

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

INTRODUCTION

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

TESTING

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

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

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

SCORING

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

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

INTERPRETATION

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

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

The Miller Word-Identification Assessment I (MWIA I)

SUMMARY SHEET

Edward Miller, 1991

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

School _____ City/State _____

Level I

Holistic WPM ____ Phonetic WPM ____ Difference ____

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

Holistic Errors ____ Phonetic Errors ____ Difference ____

Ratio of Phonic Errors ____ / Holistic errors ____ = ____

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

Tested by _____

Scored by _____

K - 1 School _____ City/State/District _____

Method/Program _____

Publisher _____

Comments:

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

Holistic – I

Time _____ : _____ ” = (_____ Sec) \ 3000 = _____ WPM

Errors _____

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

Phonetic – I

Time _____ , _____ ” = (_____ Sec) \ 3000 = _____ WPM

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

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

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

Lesson Plans and
Teacher's Guide

Hazel Logan Loring

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WHY TEACH BLEND PHONICS?

It is my belief that most reading failures are caused by the perfectly normal and very common tendency of many children to look at words from right to left. That this tendency is neither abnormal nor pathological is evident by the fact that many languages are written from right to left: Hebrew, Arabic, etc. Before the time of Homer, Greek inscriptions were written in the boustrophedon (pathway of the ox) form: one line from left to right; the next line from right to left. Oriental languages are written in a vertical manner. There is no “physiologically correct” or incorrect direction in which a language may have been developed.

When a child sees a word as a whole he or she has no way of knowing in which direction it should be looked at until the correct direction is shown. Each child will look at it in whatever direction his/her tendencies dictate. If the word is in English and the child looks at it from right to left, he/she is in BIG TROUBLE: “ten” is not the same as “net”; “pat” is not the same as “tap” and if instead of “fun” some children see “nuf” they are headed toward confusion.

It has been common practice to teach the word as a whole in the first grade and, then, later, in second grade, to introduce phonics in the form of word analysis. That is, the child is expected to break down the whole word into its component parts and thus deduce the relationship between phonemics (sounds) and graphemes (symbols).

This method can be reasonably successful if the child has a natural left to right tendency, is capable of deductive reasoning, and has memorized the whole word accurately. But what of the children of equal or even superior intelligence who have a natural right to left tendency? They cannot deduce correct phoneme/grapheme relationships because they are working from a false premise when they see the whole word in a reversed order. Even though they may have 20/20 vision they do not see what the teacher sees in the expected order. They hear the phonemes in a left to right order, while seeing the graphemes from right to left – or perhaps in a confused – direction. This explains why some people think of word analysis as “phony phonics,” and why the confused child is thought to have a learning disability or “dyslexia.”

To be fair, although most techniques in word analysis are useless for the children with directional problems – or may even add to the confusion – there is one technique that may be helpful, i.e., that of teaching of the initial consonant as part of the whole word. As long as care is taken to be sure that each child looks at the *first* letter in the word as the sound is heard, the child will be able to learn the consonant sound. BUT THIS IS NOT ENOUGH. They must be able to learn the vowel sounds and it is imperative that they be given early directional training.

I have a daughter who taught for more than eleven years has taught remedial reading in an urban adult education institute. High school graduates, who have diplomas but who cannot read on a second grade level, come to her for tutoring. She tells me that most of them know the consonant sounds, but they cannot learn to read until after they have had training in blend phonics.

Directional guidance is inherent in the system of blend phonics. First we show the student the initial consonant in isolation and teach its sound. (True, we cannot pronounce the pure sound in isolation but must add a neutral vowel – or schwa - sound. However, this is of no importance because the schwa sound will be elided when we make the blend.) Next we show the student the vowel grapheme and teach its sound. *Then we blend the two sounds together* before adding the next consonant. There is no way for the child to go except from left to right, and with enough practice an automatic left to right habit is acquired. Then, to insure comprehension, it has been my practice to have the student use the completed word in a *verbal* sentence.

Directional guidance is also inherent in spelling and writing. They are the other side of the same coin and much practice should be given in all three skills: spelling, writing and reading, reading and more reading.

There is nothing new about the material that we use in teaching blend phonics. It can all be found in “A Guide to Pronunciation” in the front of any dictionary. Take a look at it and you’ll say, “Wow, teach that to First graders? Impossible!!” It is not surprising that some anti-phonics persons say that it cannot be done. The trick is to present these seemingly complicated facts in a simplified, streamlined, bare bones version that can be assimilated by a six-year old or younger. There are bound to be differences of opinion as to the order in which the facts should be presented, and also as to which grapheme/phoneme relationships occur with sufficient frequency to be considered “regular,” and which are so rare as to be called “irregular.” Even pronunciations may vary due to geographical and ethnic differences.

English is a wondrous and varied means of communication, but at heart it is simple and consistent. In first grade we must teach the *heart* of the subject and not get bogged down with linguistic niceties. In this way we can provide the *basic* tool that a person can develop and expand all through life to enjoy a means of communication to express the most complex thoughts and feelings, and to understand those of fellow human beings.

I found I could provide this tool adequately in its simplest form to my school children in daily half-hour sessions in the first semester of the first grade. By starting in September, children have gained a working knowledge of the 44 phonetic elements in the English language and an overall concept of its basic structure before winter vacation. While their knowledge may not be 100% perfect, it will be sufficient so that they can, with the teacher's continuing help as needed, utilize the phonic key to unlock 85% of the words in the English language. (The other 15%, while largely regular, contain phonetic irregularities which sometimes require a little extra help from the teacher.)

The format of these lessons consists in taking a regular word and building it up phonetically as a class exercise. Then a child is called on to use it in a sentence. At first it is sometimes practically necessary to put the words in the child’s mouth until it is understood what is meant by making up a sentence. As soon as the child catches on, the lessons become lively and spirited. The children are eager to participate. (When I inadvertently failed to give a child a turn, I heard about it!)

It was something like “Show and Tell” without the “Show.” Instead of using a “Show” object as an inspiration for conversation, we used the key word which we had built up phonetically. Actually it was a language lesson as well as a reading lesson because the children learned to speak in complete, correct sentences. The context was limited only by the children's speaking vocabularies and was not confined to sentences like. “Go. go, run. run, see, see” or like “A fat cat sat on a mat.”

I recall one instance when we had sounded out the word “mill.” To avoid missing anyone, ordinarily I called on the children in turn, but this time I simply had to break the rule to call on the little fellow who was waving his hand frantically and just bursting to tell us something. He blurted out, “My daddy has a sawmill.” Now that’s what I call reading with comprehension!

True, we read only one word at a time but it was always phonetically regular and there was no guesswork. By the time we had completed the 44 Units, the children had the feeling of security that comes from knowing that the language was basically an ordered, dependable system. As we came to words in our books that contained irregularities, they were welcomed as something surprising, unique, different and thus easy to remember.

It is possible to teach this work from the chalkboard, but it means that the teacher is half turned away from the class. An overhead projector is ideal because the lighted area holds the children’s attention and, since the teacher faces the class directly, there is better control and more eye contact.

As to textbooks with which to implement this study, it would no doubt be easier for the teacher who is using blend phonics for the first time if phonics-based texts were available, correlated more or less with the structured phonics lessons. However, I can vouch from both tutoring and actual classroom experience that any books—old or new—can be used if they are of interest to the children and suitable for their age level. A few problems may be encountered in the first four months if the books have words that contain phonetic elements that have not as yet been introduced in the structured phonics lessons, but it is not too difficult to muddle through this phase. After the children have been exposed to the 44 phonetic elements, they can tackle anything with a little help from their teacher. Frequently, delighted parents reported to me that their children were reading from newspapers and magazines and were devouring library books at a great rate.

In the second semester we used much enrichment material. All of the children belonged to our Book Club. They took home books that they selected during regularly scheduled visits to the school library. My Room Mother arranged to have a volunteer mother sit in the hallway outside the classroom two afternoons a week. The children were excused from the classroom one by one to give brief book reports to the mother who added a star to the child’s bookmark for each book read.

Blend phonics is just about the easiest lesson to teach that can be imagined. No preparation is needed (except to have at hand a copy of the groups of words as given in the LESSON PLANS); no papers to correct for this phase of the reading lesson; no compulsory tests to be given. The children themselves do most of the work by making up sentences, and thus they learn by doing. It’s easy; it’s inexpensive and it works!

LESSON PLANS FOR THE TEACHING OF BLEND PHONICS IN FIRST GRADE

Do not delay teaching the names of the letters of the alphabet. They are not only necessary in spelling and in the use of the dictionary, the telephone directory and alphabetical filing systems, but they will help in teaching the sounds. The sounds of many consonants are heard in the letters' names and the long sounds of the vowels **a, e, i, o** and **u*** are identical to their names.

(NOTE: Because the soft sounds of the letters **c** and **g** are heard in these letters' names and thus are easier to teach, we introduce the hard sounds first and provide plenty of opportunity to practice them. Also we make sure the student is familiar with the short sounds of vowels before we present the easy-to-teach long sounds.)

The vowels are **a, e, i, o, u** and sometimes **y**. If a letter is not a vowel, then it is a consonant.

In our first lessons in blend phonics (or word building) we teach the sound of a consonant, then the short sound of a vowel. The child is taught to look at these letters **from left to right** (IMPORTANT) as they are presented to him one by one and as the sound is blended. Then we add another consonant to form a word which the child uses in a verbal sentence to insure comprehension.

It is true that, when we pronounce the sound of a consonant in isolation, it is necessary to add an extraneous neutral (or schwa) sound. This is of no importance because, when the consonant is blended with the vowel, the schwa sound is elided. For example:

b says **b-uh**

a says **ă**

Blend **b-uh** and **ă** to make **bă**

The **uh** sound has disappeared.

The great advantage of this technique is the fact that the child has received directional guidance and has been taught, step by step, to look at the word from **left to right**. This is extremely important because many children have a normal, natural tendency to look at words from right to left. When shown the word as a whole they may not see what the teacher sees. If shown the word ten the child may see **n-e-t**. Such reversals cause serious confusion when the child is shown whole words as is the case in the look-say method which incorporates no detailed directional guidance.

After you make the blend, **ba**, add the letter **t** to form the word **bat**. Have the child make up a verbal sentence using the word **bat**. If necessary, use leading questions to help the child think of a sentence.

For example: TEACHER: If you have a ball, what do you do with the bat?

CHILD: I hit the ball with the bat.

Use this format to teach each of the words in Unit I for the short sound of **a**. Then introduce the short sound of **i** and teach the children to sound out as many of the words given in Unit 2 as are necessary for good practice. Choose the words that will be most interesting to the class and, of course, let **the children take turns using each word in a verbal sentence**. Continue in the same manner with short **o**, short **u** and short **e**. Short **e** may give some difficulty because the sound of this letter is easily confused with the short sound of **i**. (We have all heard some people say "git" or "get" and "ingine" for "engine.")

**u has two long sounds. One is the same as its name; the other is like long oo*

When teaching this work to an individual, use a chalkboard, slate or paper and pencil. For teaching a class, a chalkboard is adequate but an overhead projector is ideal because the teacher is able to face the class directly.

You will notice that the units, if taught in the order given, are cumulative. That is, only one new phonetic element (or related group of elements) is introduced in grapheme/phoneme relationship(s) plus those that were used in the previous units. The work proceeds step by easy step. It is not obligatory to teach phonics in this particular order but this presentation is one that has proved successful over the years.

When your students have completed all 44 units they will have been introduced to all of the regular phonetic elements in the English language. They will then have the tools with which they can sound out 85% of all words. Most children will need help in implementing this basic knowledge in actual reading and may need help in identifying the graphemes in a word. For example, when the student comes to the word, **teaching**, it may be necessary to help break it down into its phonetic components: **t-ea-ch-ing**. Often it takes only a quiet hint: (**ea** sounds like long **e**) to give the child the clue needed.

To help students with the 15% of words that contain phonetic irregularities, consult your dictionary. Write the word as it is given in parentheses following the correct spelling in the dictionary. For example, said (sed). Although students must learn the correct spelling, they can sound out the word as it is given in parentheses.

Phonetic irregularities occur most frequently in short, commonly used words. As the child reads more advanced material the phonic training will become increasingly useful and the child can achieve independence in reading unfamiliar words.

The basic work should be presented to a class in one semester (Sept.-Dec.) in half-hour periods daily in the first grade. Where large groups of words are given (as in Units 2, 6, 13, 14, etc.) choose **only** the words that will be most interesting. **You do not need to teach all of them.** Large word lists have been included to demonstrate how the phonics system provides the key to unlock unlimited numbers of words...unlike the narrow capabilities of the “controlled vocabularies” associated with the look-say method.

It is helpful to lay out a schedule at the beginning of the semester, allotting certain time-periods in which to present words from a given number of units. The objective would be to introduce all of the units before winter vacation. Remember that this formal introduction is merely the foundation. It starts the child off right by giving strong directional guidance and an overall understanding of the phonetic structure of the language. **It must be accompanied by—and followed by—much practice in writing and reading of books.**

If one is adapting this material to individual work—rather than a class—it is well to plan on at least 50 hours in which the basic units are supplemented by exercises in writing and practice in reading.

Phonics-based textbooks are useful—especially for those who are teaching phonics for the first time. However, the lack of such textbooks is no excuse for the failure to teach the material in these Lesson Plans. Any sort of book may be used. The writer has done it successfully using the only books at hand: look-say basal readers! When words are encountered which contain sounds that have not as yet been taught in formal phonics lessons, they may be offered as whole words or better still, if the teacher feels up, to it, may be presented as a “preview” of what is to come in the formal sessions.

The writer knows from actual classroom experience that, even though the textbook material is not coordinated with the structured phonics lessons, the problem will solve itself when, in a few weeks' time, the class has completed the 44 units in these Lesson Plans. Don't make a big issue of it. Be patient, pleasant and adaptable during textbook reading lessons but, on the other hand, do not let anything interfere with the daily half-hour formal phonics sessions. At the end of the first semester, with the guidance and assistance of the teacher and with supplementary work in writing and spelling, the children will be able to sound out words in any reading material suitable to their age level.

If millage failures and tight budgets—or the prejudice of school administrators or supervisors—preclude the possibility of new phonics-based textbooks, don't despair. Remember how many persons in history learned to read with only the Bible or Pilgrim's Progress for textbooks and, though Abraham Lincoln never saw a basal reader, he achieved mastery of the English Language.

Do plan a tentative schedule before you begin to teach this material. The 44 units in these Lesson Plans should be completed in about four months. Do not linger over any one unit. Do not expect the student to know perfectly the sound in one unit before you go on to the next. After all, this material is arranged to provide a continuing "built-in" review. For example, if you are teaching the word "toothbrush" in Unit 30, the only new sound is that of long **oo**. The other sounds, **t**, **th**, **b**, **r**, **u** and **sh** are review elements. When all 44 units have been completed, don't worry if the student has not learned thoroughly every phonetic element that has been presented in this preliminary work. From now on, every time the student reads any written matter whatsoever it will constitute a review of the material in these Lesson Plans. It is to be expected that the student will need help and reminders for some time after the four months of initial instruction is completed. The more practice the student has in reading, the sooner complete mastery of phonic skills will be achieved.

SEPTEMBER						
SUN	MON	TUE	WED	THR	FRI	SAT
				UNIT 1	UNIT 1	
	UNIT 1	UNIT 2	UNIT 2	UNIT 3	UNIT 3	
	UNIT 3	UNIT 4	UNIT 4	UNIT 5	UNIT 5	
	UNIT 6	UNIT 6	UNIT 6	UNIT 7	UNIT 8	
	UNIT 9	UNIT 10	UNIT 11			

Here is a blank calendar for four months on which to write in the units on the days you plan to teach.

SAMPLE

SCHEDULE AND CALENDAR

FIRST MONTH

S	M	T	W	Th	F	S

SECOND MONTH

S	M	T	W	Th	F	S

THIRD MONTH

S	M	T	W	Th	F	S

FOURTH MONTH

S	M	T	W	Th	F	S

Now you are ready for the first lesson. You have before you groups of words to guide you but, remember, these are mere skeletons of your lessons. It is your task to inspire the children to put flesh on the bones and to breathe life into them. Here is a sampling of a proven teaching method:

THE TEACHER SAYS:

The name of this letter is **b**.
It says **b-uh**.

The name of this letter is **a**.
Its short sound is **ă**

Blend **b-uh** and **ă**

Now we'll add the letter **t** that says **t-uh**.

What is the word?
(Pronounce it in class.)

CLASS: **bat**

I'll draw a picture of a bat.

Johnny, if you have a ball, what do you do with
the bat?

JOHNNY: I hit the ball with the **bat**.

Good, let's sound out another word.
This word also starts with **b** that says **b-uh**.

The next letter is **a** that says **ă**.

Blend **b-uh** and **ă** together to make **bă**

Now we'll add the letter **g** that says
(hard sound of **g**)

What is the word? (Pronounce the word
bag with the class.) I'll draw a picture of a **bag**.

Mary, in what does your mother carry
groceries home from the store?

MARY: She carries them home in a **bag**.

THE TEACHER WRITES

b

a

ba

bat

b

a

ba

bag

That's fine. You have read two words this morning. Let's sound another word

b says **buh**

b

a says **ă**

a

Blend **b-uh** and **ă** to make **bă**.

ba

Now we'll add **d** that says **d-uh**.
The word is? Class?

bad

CLASS: **bad**

Billy, a dog walked on mother's clean floor with muddy paws. Was that good?

BILLY: No it was **bad**.

(NOTE: If Billy has a dog he will probably want to tell about something bad that he did. Point to – and pronounce – the new word whenever it is used.)

Now we'll start the next with another letter. Its name is **c** and it has more than one sound, but today we will learn only the hard sound: **k-uh**.

c

You remember **a**; it says **ă**.

a

Blend **k-uh** and **ă** together to make **ca**.

ca

Now we'll add the letter **p** that says **p-uh**.

cap

The word, class, is?

CLASS: **cap**

Donald, what do you wear on your head?

DONALD: I wear a **cap**.

Continue in this fashion. After you have Finished Unit 1, you need not try to teach all of the words in the longer units. Choose the words you think will be most interesting to the children. Stay on your schedule so that the work will be completed in about four months.

It is important that each child has a turn making up a sentence. This is the “bait” that is used to hold the children's attention. They will not realize that they are sounding out “lists of words” because they will be so intent in expressing their own thoughts as they incorporate the “key” words in sentences.

If anyone is bashful or slow in responding, gently ask leading questions to draw the child out. Don't be afraid to improvise. Talk about the “key” words as much as is needed. Then ask the child to tell **you** something about it even if, at first, the response consists only of a parrot version of your ideas. The children will soon have their own delightful, original sentences. Of course, our purpose is to encourage them to think of the **meaning** of the “key” words. A six-year old child's verbal vocabulary is said to consist of 5,000 - 10,000 words or more. These lessons provide a means of exercising that vocabulary and developing a reading vocabulary at the same time.

UNIT 1

SHORT SOUND OF a

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

UNIT 2

SHORT SOUND OF i

bib	hill	in	vim
bin	hid	pig	win
bit	jig	pill	wig
bill	kiss	quick	will
big	kid	rib	yip
dim	kill	rim	zip
dip	lip	rid	zig-zag
fib	lid	sit	fig
fit	miss	sip	rip
fin	mill	sin	it
hit	mix	tip	if
hip	nip	tin	rig
him	pit	Tim	fix

UNIT 3

SHORT SOUND OF o

bob	got	nod	sob
bog	hot	not	sod
cot	hop	pod	tot
cob	hod	pop	top
dog	job	pot	hog
doll	lot	rob	on
dot	log	rot	off
Don	mob	rod	box
fog	mop	sop	fox

UNIT 4

SHORT SOUND OF **u**

but	dug	hug	rub
bun	duck	jug	sun
bug	fun	mug	sum
bud	fuss	mud	tub
bus	gum	muff	tug
cup	gun	nut	up
cub	gull	pup	lug
cuff	hum	run	
cut	hut	rug	

UNIT 5

SHORT SOUND OF **e**

bell	get	net	tell
beg	hen	peg	Ted
bet	jet	pet	wet
bed	let	pen	web
dell	leg	red	well
den	less	set	vet
fed	men	sell	mess
fell	met	ten	keg

UNIT 6

FINAL CONSONANT BLENDS

(Short sounds only of vowels)

band	hand	mend	ck:
bent	hint	pump	
bend	jump	pant	duck
belt	just	quest	Jack
bump	lend	rest	kick
camp	lent	rust	lock
damp	land	sent	luck
desk	lamp	send	neck
fast	hump	silk	pick
fist	lift	next	quick
felt	list	sand	quack
fond	lint	tent	rock
fund	melt	test	sick
gift	must	went	tack
tilt	milk	wind	
gust	mist		

UNIT 7

CONSONANT DIGRAPH: **sh**

cash	hush	shelf	shot
dish	shall	ship	shut
fish	shed	shop	

UNIT 8

CONSONANT DIGRAPH: **th**
(Voiced)

than	them	this
that	then	thus

CONSONANT DIGRAPH: **th**
(Unvoiced)

thick	thud	bath
thin	thump	with

UNIT 9

CONSONANT DIGRAPH: **ch, tch**

chat	chum	fetch	witch
chin	much	latch	thatch
chill	rich	match	
chick	such	notch	ch: SOUNDS LIKE k:
chop	catch	patch	
chip	ditch	pitch	mechanic

UNIT 10

CONSONANT DIGRAPH: **wh**

BLEND **wa** SOUNDS LIKE wŏ
wha SOUNDS LIKE whŏ

want	watch	when	whip
was	what	which	whisk
water		whiff	

UNIT 11

ng (ang, ing, ong, ung)

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

UNIT 12

nk (ank, ink, onk, unk)

bank	link	sink	chunk
bunk	mink	wink	thank
dunk	pink	tank	honk
kink	rink	sank	

UNIT 13

INITIAL CONSONANT BLENDS:

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

blush	fling	slot	spunk
black	flung	slum	spin
block	flit	slap	span
blend	flat	slam	spat
bland	flag	slash	spit
bliss	flock	slip	stuck
blink	fled	sled	stop
clip	flop	smack	still
clap	glad	smelt	stem
click	glass	smug	stand
cliff	gland	smell	stack
clock	scat	smash	step
clink	scan	snip	stub
clank	skin	snob	stab
clinch	skip	snap	stuff
clench	skid	snug	stiff
cling	skill	snuff	swim
clang	scuff	snub	swell
club	scum	spun	swam
flash	Scotch	spot	swift
flesh	sketch	spill	switch
flip	scalp	spell	swing
flap	slush	spank	swept

UNIT 14

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

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

UNIT 15

PHONOGRAMS USING LONG VOWELS:

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

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

UNIT 16

SHORT WORDS ENDING IN A LONG VOWEL:

be	he	no	she	the
go	me	so	we	

UNIT 17

INITIAL CONSONANT BLENDS AND FINAL CONSONANT BLENDS (and/or digraphs, phonograms)

ENRICHMENT REVIEW

brag	crunch	frump	grin
brand	crust	fresh	prank
brass	drag	French	press
brim	drank	Fred	prim
brick	drop	frog	print
bring	drum	frock	track
branch	drink	grand	trap
brush	dress	grass	trick
crab	drunk	grasp	trim
crash	drip	grant	trip
cramp	drug	gruff	trot
crack	Fran	grog	truck
crib	Frank	grip	trend
crop	from	grunt	trust

UNIT 18

PHONOGRAM: **ar**

bar	dark	mark	scar
barn	far	mart	star
car	farm	park	start
chart	hard	part	tar
charm	jar	spark	
darn	lark	smart	

UNIT 19

PHONOGRAM: **or**

born	fork	porch	torn
cord	fort	scorn	torch
cork	horn	scorch	morn
corn	horse	storm	morning
for	pork	stork	worn

UNIT 20

PHONOGRAMS: **er, ir, ur** and sometimes **or**

clerk	stir	camper	sitter
fern	third	cutter	starter
jerk	curb	catcher	swimmer
her	curl	chopper	sender
herd	burn	dipper	spinner
term	fur	drummer	
bird	hurt	helper	actor
birth	purr	jumper	doctor
dirt	urn	marker	janitor
fir	word	farmer	visitor
first	world	pitcher	
girl	work	planner	
sir	worm	runner	

UNIT 21

VOWEL DIGRAPHS: **ai, ay**

ail	paid	wail	lay
bail	laid		may
brain	pain	bay	pay
fail	rail	clay	pray
gain	rain	day	play
grain	sail	gay	ray
jail	tail	gray	say
maid	train	hay	sway
mail	wait	jay	way

UNIT 22

VOWEL DIGRAPH: **ee**

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

UNIT 23

VOWEL DIGRAPH: **ea**

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

beat	each	reach	read
beach	leaf	read	threat
beast	leap	real	thread
bean	leave		tread
cream	lean	bread	wealth
cheat	meal	breast	weather
cheap	least	breath	
deal	sea	dead	steak
dream	seat	death	break
feast	tea	health	great
east	teach	instead	bear

UNIT 24

VOWEL DIGRAPH: **ie**

(two phonemes: long i and long e)

cried	lies	tied	priest
cries	lied	tried	relief
dried	pie		believe
dries	pies	brief	thief
fried	spies	chief	yield
lie	tie	grief	belief
		field	

UNIT 25

FINAL VOWEL: **y**

(Some dictionaries give it the sound of short **i**; others say long **e**. Take your choice.) Long **i** in one syllable words.)

army	handy	sleepy	my
candy	hilly	thirty	ply
cooky	healthy	twenty	sly
daddy	fairly	silly	try
dolly	fifty	wealthy	sky
dusty	messy		shy
funny	penny	by	why
gummy	puppy	cry	
party	rainy	dry	
happy	sunny	fly	

UNIT 26

VOWEL DIGRAPH:

oa, oe, (like long **o**)

boat	load	roast	Joe
boast	loaf	soapy	toe
coat	road		toes
coach	soap	foe	woe
coast	soak	goes	
goat	toad	hoe	
float	throat	hoed	

UNIT 27

DIGRAPH: **ow**

(like long **o**)

DIPHTHONG: **ow**

bow	slow	window	frown
bowl	tow	willow	flower
blow	throw	yellow	gown
crow	show		growl
glow	shown	bow	how
grow	snow	cow	howl
grown	fellow	crowd	power
growth	follow	clown	powder
flow	hollow	crown	row
low	pillow	brown	now
row	shadow	drown	town

UNIT 28

DIPHTHONG: **ou**

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

cloud	mound	round	you
found	out	sound	country
ground	our	shout	young
house	mouse	scout	soul
loud	pound		

UNIT 29

DIPHTHONGS: **oy, oi**

boy	toys	coin	spoil
boys	oyster	join	point
joy	oysters	joint	toil
joys		oil	
toy	boil	soil	

UNIT 30

LONG SOUND OF **oo**

boot	moon	stoop	foolish
booth	roof	spoon	smooth
bloom	loose	spool	teaspoon
coo	room	shoot	noonday
cool	proof	too	toothbrush
boost	mood	tool	scooter
droop	gloom	tooth	papoose
food	noon	troop	tooting
groom	soon	coolness	school
goose	roost	zoo	
doom	stool	cooler	

UNIT 31

SHORT SOUND of **oo**

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

UNIT 32:

VOWEL DIGRAPHS: **aw, au**

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

UNIT 33

PHONOGRAMS: **al, all**

already	bald	malt	call
almost	false	salt	mall
also	halt	ball	wall

UNIT 34

DIGRAPHS: **ew, ue**

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

UNIT 35

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

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

UNIT 36

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

careful	full	fullback	put
pull	push	full moon	
bull	bush	fulfill	

UNIT 37

SOFT SOUND OF **c**

(before **e, i** and **y**) Usually sounds like **s**: sometimes **sh**.

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

UNIT 38

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

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

UNIT 39

SILENT **gh** AND **gh** SOUNDS LIKE **f**

bright	might	thigh	caught	rough
blight	night	right	daughter	tough
fight	moonlight		taught	laugh
fighter	plight			laughter
flight	sigh			laughing
high	tight			
light	slight			

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

UNIT 40

SILENT **k, w, t, b** and **l**

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

UNIT 41

se SOUNDS LIKE z

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

UNIT 42

ph SOUNDS LIKE f

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

UNIT 43

FINAL **le, tion, sion**

battle	handle	attention	partition
bundle	puzzle	action	portion
bottle	scramble	addition	station
buckle	scribble	affection	section
circle	sprinkle	invitation	
little	struggle	foundation	expression
middle	tickle	education	impression
pickle	wiggle	mention	mission
sample		nation	

UNIT 44

ed WITH SHORT e

added	ended	painted	waited
acted	folded	planted	
counted	landed	printed	
crowded	lighted	rested	

ed SOUNDS LIKE 'd

aimed	changed	saved	stayed
burned	filled	rained	turned
called	named	rolled	

ed SOUNDS LIKE t

baked	picked	looked	wished
boxed	hoped	packed	
camped	jumped	pitched	
hitched	liked	stopped	

CONSONANTS and VOWELS
A SUMMARY of PHONETIC SOUNDS

Our alphabet has 26 letters.
Each **letter** has one **name** and one or more sounds.

The **consonants** are all the letters, except a, e, i, o, u.
Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z. **Vowels:** a, e, i, o, u
and sometimes y (which is sometimes a vowel and sometimes a consonants.)

Most **single consonants** have only one sound.
Example: the “b” sound you hear in “baby”
Exceptions: “c” has a **hard sound** “k” (as in “cat”) and
a **soft sound** “s” when followed by **e, i, or y** (as in “cent, city fancy”)
“g” has a **hard sound** “g” (as in “go”) and sometimes
a **soft sound** “j” when followed by **e, i or y** (as in “age, ginger, gym”)

In a **consonant blend** you hear the sounds of two or three consonants blended together.
Example: Single consonant **rap**
Consonant blend with two consonants **trap**
Consonant blends with three consonants **strap**

In a **consonant digraph** you do not hear the separate sounds of the consonants, but you do hear a new sound. (Most of the consonant digraphs are a consonant followed by an “h”)
Example: **ch** – church **th** – that **ph** – phone
sh – shop **wh** – when **gh** – laugh

Some letters are **silent** that is do not have any sound in the word.
Example: Silent consonant “b” – comb. Silent vowel “e” – date.

Every word has one or more **syllables**. A syllable is a “**beat**” in the word.
This symbol ´ means the syllable is **accented**, or has the **heavy beat**.
Example: un´der be gin´ in for ma´tion

Every syllable has a **vowel sound**. The vowels are a, e, i, o, u, and sometimes y.
 (“y” is usually a consonant when it is the first letter in the word, as in “yes,” but a vowel when it is in the middle or at the end of, as in “gym” or “my”)

Each vowel has several different sounds, depending on how it is used in the word.

A single vowel usually has the **short sound** (˘)
Example: ädd, ěxit, ĩt, õn, ŭp

A single vowel may have the **long sound** (ˉ means long).
Example: dāte, mē, Ī, gō, ūses

HAZEL LOGAN LORING
(1902-1983)

Born in Massachusetts in 1902, Hazel Loring viewed the recent history of reading instruction from the unique perspective of one who taught under both the phonics and the “whole word” method.

After attending what is now the University of Massachusetts for two years, she had her first experience teaching phonics in 1923-24. While raising a family of three children, she maintained a keen interest in reading problems and later returned to the teaching profession. Mrs. Loring earned her B.S. in Education from Wayne State University, received her Michigan State Permanent Elementary Certificate, and taught a first grade classroom in Oscoda, Michigan for ten years from 1960 to 1970.

As a retired teacher she joined the Reading Reform Foundation and served as its Michigan Chairman. She was a member of the NRTA and a Retired Member of the NEA.

The original edition contained this acknowledgement: For their encouragement and assistance, grateful acknowledgement is made to Mrs. Raymond Rubicam and Ralph W. Lewis, Professor Emeritus, Department of Natural Science, Michigan State University.

First Printing – January, 1982
Second Printing – February, 1983
Third Printing – July, 1983

The original edition carried the following permission for reproduction:

Unlimited reproduction for solely educational purposes is encouraged. However, reproduction for profit may not be made of any part of this publication.

For historical interest, we will include the following note to teachers from the original edition:

To the Teacher

You are one of the first to receive this booklet outlining a practical and inexpensive way to add blend phonics to your present reading instruction. We hope to continue – and expand – non-profit distribution of this method to other teachers in the near future. Your comments on your experiences with the method will be invaluable to us in our efforts. Replies will be treated confidentially if you request. Send your comments to the address below, and than you for your cooperation.

Logan Institute for Educational Excellence
6197 Livernois Avenue
Troy, Michigan 48098

Of course, the above information is dated, and the address is no longer valid.

This edition has been prepared by Donald L. Potter
for FREE, noncommercial distribution on the www.donpotter.net web site.
May 28, 2003

Robert W. Sweet, Jr. Co-Founder and Former President of *The National Right to Read Foundation* wrote this stirring recommendation for *Reading Made Easy with Blend Phonics*, in his 1997 article, “The Century of Miseducation of American Teachers:”

“An effective answer to illiteracy ... Let me offer a less costly, and more effective answer. I have here a twenty-five page booklet called *Blend Phonics* written by Hazel Loring, a master teacher born in 1902, who taught under both the “whole word” and phonics systems. The legacy she has left us is powerful. Within the pages of this little booklet is the cure of illiteracy as we begin the twenty-first century. ... If every pre-service reading teacher, every reading supervisor, every kindergarten, first- and second-grade teacher in America had the information contained in Hazel Loring’s 25-page booklet and taught it this fall, there would be such a dramatic decrease in illiteracy in this country that the national media would be forced to take note.”

Note from Internet Publisher – Donald L. Potter

Retired Elementary Bilingual and Junior High Spanish Teacher
for the Ector County ISD, Odessa, TX.

Now Spanish and Remedial Reading Teacher for the Odessa Christian School

November 6, 2005, January 2, 2007

(Revised 8/30/08; 2/17/10, 12/29/11)

I first learned of Loring’s pamphlet from the 1997 article mentioned above by Robert W. Sweet. I immediately got a copy of Loring’s *Blend Phonics* from the *Interlibrary Loan*. I was so impressed that I retyped it for Internet publication on May 28, 2003. Later Mr. Charlie Richardson sent me a copy along with his excellent instructional article, “The Alphabet Code & How It Works” which I republished and provided with an mp3 audio instruction file. There is also a “Table of Contents” at the end of this document. I am delighted to report that the document has received many thousands of hits since I first published it on the Internet. It is my earnest prayer that every pre-service reading teacher, every reading supervisor, and every kindergarten, first- and second-grade teacher in America will receive the information contained in Hazel Loring’s 25-page booklet and apply its message so that there will be such a dramatic decrease in illiteracy in this country that the national media will be forced to take note. I use *Blend Phonics* extensively in my private tutoring practice. I have the students **spell the words orally** in each Unit after I have taught them to sound out the words with Loring’s blend phonics technique.

Students of all ages can learn to read with Loring’s *Reading Made Easy with Blend Phonics for First Grade*. Her daughter Pat Lent used it to teach adult education students to read. I have used it to teach a 41 year old man who could not read and numerous other students in elementary and secondary grades. It is very important to realize that beginning readers at any age learn best with a good, intensive phonics program like *Blend Phonics*. The title merely indicates the ideal time to teach phonics-first. I have also published several supplemental aids for *Blend Phonics*: Don Potter’s *Blend Phonics Reader*, *Blend Phonics Unit Progress Chart*, and *Blend Phonics Certificate of Successful Completion*. These are all available for FREE at www.donpotter.net. I have a YouTube video explaining how to teach Blend Phonics. Elizabeth Brown’s Blend Phonics Decodable Storybooks are now available. www.blenddphonicss.org.

I have republished two articles by Mrs. Loring on the following pages that will be of considerable interest to those interested in the history of good phonics instruction America.

The words in Unit 13 were reordered on 2/17/10. *Fir* was added to Unit 20 on 12/29/11.

Reading Made Easy with Blend Phonics for All Ages
by Hazel Logan Loring

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

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The *Table of Contents* was prepared by Donald Potter – June 2003 (slight revision 1/17/05), Odessa, TX. Further revisions 7/16/05.

Says a retired campaigner:

Intensive phonics is the only way to go

By Mrs. Hazel Loring

I am a retired teacher, 76 years old, who taught the genuine old-fashioned phonics using New Beacon charts, flash cards, and readers in the early 1920s. I left the profession to raise a family but maintained a lively interest in methods of teaching beginners' reading, particularly when I learned of problems encountered by my neighbor's children who were being exposed to the recognition system in school.

It was in the early 1950s that I began to think seriously of the possible causes of reading failure. Following discussion about eye phenomena with a friend, Dr. J.A.J Hall, an ophthalmologist, I put my ideas in a little manuscript entitled "Monocular Intervals in Binocular Vision and Their Relationship to Reading Disability."

Dr. Hall had the paper read at a regular meeting of the Detroit Ophthalmology Society, and he sent it to a committee on vision whose membership he described as international.

My project lost its sponsor when Dr. Hall died of a heart attack. I had had only two years of college training and no prestige or academic standing. You can imagine the opposition my ideas encountered from the powerful anti-phonics people in education.

I had enrolled in Wayne State University but as a cliff-hanging encounter with cancer prevented me from completing my work for a degree. Amazingly, I recovered and had an opportunity to teach first grade at Oscoda, Mich., on a Special Certificate.

I taught first grade for 10 years and, with summer, night and correspondence courses – and at age 61 – I received my Bachelor's degree and later my Michigan Permanent Teaching Certificate.

All of my teaching experience has confirmed my belief that directional guidance, inherent in the blend phonics system, is the key to success in teaching reading.

In my first years at Oscoda a sudden influx of personnel at nearby Wurthsmith Air Force Base resulted in over-crowding of the schools and we had more than 40 first-graders in a room. This, together with the fact that I used phonics cautiously in a limited way, resulted in only fair success. As class sizes were reduced to the low 30s and I felt free to give the children intensive phonics training, the results were very gratifying. Only "recognition" textbooks were available (Houghton, Mifflin series), but I spent at least a half hour daily in formal phonics training, which I implemented in all reading classes.

At first I used the chalkboard for phonics instruction, but when I came across an overhead projector that was not being used, I found it to be an ideal phonics-teaching tool.

Three days before my retirement, I went into the school storeroom and took a set of first reader books which my children had never seen before. Each child stood in front of the class and read a full page. Only one little girl needed help, and that with just a couple words. The others read fluently, without error. Of course most of them had been reading supplementary library materials far beyond first grade.

About 10 years ago my daughter, Pat Lent, asked me to teach her how to teach phonics, and she then volunteered as a teacher at an Urban Adult Education Institute in Detroit. For the first eight years she taught as a volunteer, but her work has been so successful that she is now a paid teacher.

It was Pat who told enthusiastically of the **Reading Reform Foundation** and urged me to write to you: “Mom, they are saying the very same things that you have been talking about all these years!”

Well, now I am retired and putter around with my garden and photography, but perhaps you may be interested in the experiences of a phonics believer of more than 50 years.

You quote Janette Moss as saying she cannot understand how it became possible to make money more easily and quickly with an ineffective technique than with an effective technique (see **RRF Conference Report**, October, 1978). It is like an unbelievable nightmare, but I saw it happen. The fanaticism of the Gestaltist cult, bolstered by self-righteousness, left no room for reason or objective evaluation. A science education professor from a large Eastern University, after reading my manuscript, told me, “They won’t get you on this (pointing to my paper); they’ll get you on something else.”

Anyone who opposes the look-say method could expect to be blacklisted. I felt I was a member of an endangered species at Wayne State, but they didn’t “get” me. My first bout with cancer took me 200 miles away where teachers were scarce and results counted more than methodology.

There is no question that Gestaltists played rough, and the conflict of interest of policy-makers in Education was a disgrace. The very people who raked in royalties as authors or editors of textbooks were the very same people who dictated reading methods and selected textbooks. Theirs, of course.

“Publish or perish” may be acceptable if the publication is restricted to non-profit professional journals, but it is an ugly situation when educational concepts are dictated, not by a search for truth in a spirit of academic freedom but by the edicts of publishers and the amount of royalties that will accrue to faculty members who use their university prestige for commercial purposes.

I realize that decent, well-intentioned educators who felt the need to augment their limited salaries were caught in the web – “everybody” was doing it. But it was wrong.

Congratulations to the **Reading Reform Foundation** on your campaign to restore common sense teaching in the schools. Your forthright stance is courageous and admirable. The opposition you encounter is entrenched and formidable, but you are right, and **you will win out**.

I’m a humble person, far from affluent, and I sometimes wonder for what purpose I have survived my on-going fight against cancer, but it feels mighty good to be able to cheer you on in your good work against the legacy of illiteracy that has been bequeathed to our children by the self-anointed, highly organized, cultist Gestaltists whose bullying tactics have dominated the reading scene for more than 50 years.

Another Letter from Hazel Logan Loring in the Same Publication
[Hod's Podge]

We were delighted to get a letter from Mrs. Hazel Loring of Birmingham, Mich., and to be able to share with you in these pages. Just before we went to press, we received a second letter; one, which we believe, raises an excellent point for further discussion. Speaking of a **RRF** publication, **The Reading Crisis**, Mrs. Loring says, in part:

“It mentions that Dr. Jean S. Chall in her very fine book, **Learning to Read: The Great Debate**, divides reading methods into two groups: the ‘code-emphasis’ group and the ‘meaning-emphasis’ group. This could lead to the false assumption that intensive phonics fails to emphasize meaning.

“I know that in the past, anti-phonics people like to create the impression that they alone taught comprehension and that the intensive phonics method failed to do so. I question if one can ‘teach comprehension,’ but surely it is possible to create a situation where the exercise of comprehension is encouraged. I suppose that conceivably, a child could be taught to read lists of words without comprehension of their meaning...but that is not the way I taught my first-graders, and I doubt if it is a common practice...”

Mrs. Loring concluded her letter: “Because in years past I have heard so many claims by look-say people in regard to their ability to teach comprehension, when, in fact, in many cases they fail to even teach reading, I simply had to unburden myself.

“With the kindest regards and cheers for the work you are doing...”

“I must dispute Mrs. Loring on that last sentence. With her first letter to the **RRF**, she sent a very nice financial contribution, it’s “we” not “you,” Mrs. Loring.

Note: G. K. Hodenfield was the editor of this issue of *The Reading Informer*.

[Hodenfield was “*Associated Press* National Education Writer before getting angry because he couldn’t write what he wanted to about what he was learning about the reading problem and its cause. He quit and went to work at Indiana University.” He co-authored, with Kathryn Diehl, *Johnny STILL Can’t Read But You Can Teach Him at Home*, AP, 1976. (Per. letter from Kathryn Diehl, 2/15/06.)]

Note from Internet Publisher – Donald L. Potter
Concerning Loring’s articles
January 25, 2006

The above articles by Mrs. Hazel Loring were published in *The Reading Informer*, Volume 6, Number 3 – February, 1979. *The Reading Informer* a publication of the **Reading Reform Foundation**. Their motto was: OUR SOLE AIM: TO RESTORE INTENSIVE PHONICS TO THE TEACHING OF READING THROUGHOUT THE NATION. A special word of thanks goes to Mrs. Kathy Diehl, former Research Director for the **Reading Reform Foundation**, for sending me a box of *The Reading Informer* magazines and her book, *Johnny Still Can’t Read But You Can Teach Him at Home*. These articles by Loring were added to this Online edition of Hazel Loring’s *Reading Made Easy With Blend Phonics for First Grade* on February 3, 2007.

Article by Kathryn Diehl on Loring's *Blend Phonics*
The Barbara M. Morris Report
May 1983

The *Detroit Free Press* (2/13/83) printed a long featured article, "A Sound Road To Reading." As far as anyone knows, this is the first time the facts about good teaching reading ability have been printed in the Detroit news media. The article was about Hazel Loring, an elderly retired teacher, and her little booklet for teachers, "Reading Made Easy with Blend Phonics for the First-Grade." This was sent free to 5000 Michigan first-grade teachers last year. The article quotes admiring teachers who determinedly use this phonics method, saying their basal reading series "doesn't teach enough phonics" or they are "disgusted" with the failure it produces.

The Loring title alone is revealing to most teachers. Mrs. Loring began teaching before the sight word books were printed, and then watched the old standard phonics method forced out of the schools. "It was like a swarm of locust descending on the schools from coast to coast, and soon phonics was taboo." She went right on teaching it secretly, of course.

"Blend phonics" is a very helpful term, to try to combat the false theory that the big basal series today teach through phonics. For what they do *not* do is teach the children to *use* the letters sounds by blending them from left to right to figure out the printed words. Some big publishers have even stolen the term "intensive phonics" (coined years ago by Sr. Monica Foltzer to describe her real phonics method), and apply it to their skimpy "phonics." If we begin to call for "**blend phonics**" **methods**, they'll have a harder time to invent an Orwellian "redefinition" of that specific term, since blending and sounding out words is the **essential thing** they carefully avoid teaching. It is also necessary to show many teaches that "**first grade**" **is the time to teach children independent reading through phonics**, not spread out over three years and more, as they've been trained.

ANYONE CAN ARRANGE TO PRINT MRS. LORING'S BOOKLET AND DISTRIBUTE IT, AS LONG AS IT ISN'T SOLD. She refuses to sell them, considering that the big money that changes hands in the sales of the sight word basal programs is the corrupting reason they remain a virtual monopoly in the schools. She would "die happy," if every first grade teacher had a free copy of her booklet, to help them make up for the flaws in the programs most must use.

An organization or group of businessmen frightened about the effect of illiteracy on the U.S. economy could contact Mrs. Loring to ask approval to print it - - as long as they do not sell, but *give* them to teachers. They would have to bypass the curriculum and reading supervisors, and school superintendents, in many districts, sending the booklets directly to the teachers to ensure they receive them. A couple of million copies of this tiny treasure, in the hands of every K-12 teacher in the schools, would bring about a revival of grassroots literacy within a year. Many teachers at last would understand why their school's adopted commercial programs produce poor reading, and what to do about it.

I appreciate Mrs. Diehl for sending me the above article. Her idea of printing a "couple million copies of this tiny treasure" may seem a bit ambitious. Nevertheless, with its publication as a free e-book on my web site, www.donpotter.net, there is nothing to prevent it from reaching **every classroom in America**, or even the entire English speaking world.

This page last edited: 2/18/06.

The following is the cover letter that was included with each copy of Hazel Loring's booklet sent free of charge to more than 5,000 Michigan teachers. (*Reading Informer*, March 1982)

Dear First Grade Teacher:

This booklet is sent to you free of charge by the non-profit Logan Institute for Educational Excellence, thanks to the generous contribution of Mrs. Raymond Rubicam, who has unselfishly devoted many years to the purpose of improving the teaching of reading and of combating illiteracy. It was Mrs. Rubicam who inspired me to write about my work in teaching reading to a first grade classroom. When Dr. Ralph W. Lewis read my description of the method that I had used, he commented that we should find some way to get it into the hands of every first grade teacher in Michigan. And here it is.

Please read the little booklet and try it out. It will take very little time and cost nothing. Simply allot half an hour each day for about four months in which to teach blend phonics to your children and thus provide them the important ingredient that too often is missing from reading programs, namely, directional training.

Except for this half hour, use materials of your choice, as you ordinarily would do. There is no need to disrupt the program to which you are accustomed though, of course, I am sure you will find it useful to utilize blend phonics techniques while attacking new words in oral reading, spelling, and writing. Your own judgment will dictate to what extent you make use of this tool during the school day.

Please try it. It can make all the difference for those children who might otherwise fail. I found this to be true in my classes. With best wishes for a successful school year.

Sincerely,
(signed)
Hazel Logan Loring