



NEW BEACON WORD CARDS

Each card is 4 inches wide by 8 inches long and is printed on both sides, in the same type as that used on the Reading Chart. There are 105 cards in each package. The words are those appearing on the pages of the Reading Chart and in the New Beacon Primer. Directions to teachers for using the cards are printed on each package.

NEW BEACON WORD SHEETS

Each package contains 26 sheets, enough to supply a class of average size, one sheet to each pupil. This material is used for seat work in sentence building.

NEW BEACON PHONETIC FLASH CARDS

Each card is 4 inches wide by 6 ½ inches long – 110 to a package. They follow in arrangement the New Beacon Phonetic Chart and the additional material in the phonetic tables of the New Beacon Primer. These Cards, the New Phonetic Chart, and the phonetic lists in the New Primer afford a basis of invaluable drill in phonics.

THE NEW BEACON PRIMER

Both in content and in illustration this is one of the most attractive first books for children. While the underlying principles of teaching phonics are kept constantly in view, phonetic drill and reading lessons are properly kept distinct. Frequent footnotes to the teacher link the text with the phonetic work. Many of the lessons are cast in the attractive dialogue form, and center around the same group of children. Simple folk tales compromise the first half of the book. The many illustrations in color by Blanche Fisher Laite will win the interest of any child.

BEACON READING – A Manual for Teachers of the Beacon Readers

The Manual presents discussions of the art of reading, give information concerning the facts and principles of English pronunciation, and suggest plans for teaching reading and for the use of phonics as one of the most important helps in the work. Instead of presenting arbitrary procedure it offers valuable suggestions and helps, games, and drill devices, an orderly arrangement of material, and clear directions for teaching, but it leaves to each teacher latitude for individual initiative and personality.

s f r p c
m n h t a

IMPORTANT SUGGESTIONS

1. Teach only the sound of the letters; their names are not needed till spelling begins.
2. Be careful to make sure each child clearly hears and correctly enunciates the sound of each letter.
3. Teach only the short sound of the vowels at this time; the long sounds will appear on page 18.
4. Remove the flash cards from the letter sheets as needed; use them for drill purposes and in games.
5. Leave page 2 and proceed to page 3 of the Chart as soon as the class has learned these ten sounds.
6. Work also for the individual; the concert recitation favors the strong pupil
7. In a given time two classes of ten pupils will do better work than one class of twenty.
8. Provide at least one minute per pupil for each phonetic-drill period
9. Instead of one sound at a turn for each child, permit him to give several.
10. Use the blackboard freely; write (or print) rapidly in well-formed letters.

DIRECTIONS: The method of teaching the blend of a consonant with the following vowel is explained in the Manual. Call these the helpers. When this step is mastered, develop the words *sat*, *man*, *fat*, etc. It will take a little drill before the child can get the words, although he may blend the sounds correctly.

a

s	sa	sa t	ha t	hat
m	ma	ma n	pa n	pan
f	fa	fa t	ma p	map
n	na	na p	ra t	rat
r	ra	ra n	ca n	can
h	ha	ha m	sa p	sap
p	pa	pa t	fa n	fan
t	ta	ta p	ca p	cap
c	ca	ca t	ta n	tan

Teach the sounds of the new letters *b* and *i* by the use of the backboard for script or by the use of the letter cards for print, or both. Develop the helpers exactly as with a consonant and the vowel *a*. Call attention to the *ss*.

	b	i		ss
n	ni	ni p	si t	sit
r	ri	ri m	ri b	rib
f	fī	fī t	hi t	hit
m	mi	mi ss	bi b	bib
t	ti	ti n	fī n	fin
s	si	si p	ti p	tip
p	pi	pi n	pi t	pit
h	hi	hi m	hi ss	hiss
b	bi	bi t	bi n	bin

Mix letter cards containing *bi, hi*, etc., with letter cards containing *ta, ha*, etc., and work for quick recognition. This testing of the child's knowledge of the vowels *a* and *i* is shuffled order in very *important*.

pin	bit	fan	ham
pit	sip	fin	rip
rib	sin	fit	rap
rim	rip	fat	bib
hip	him	hat	fib
hiss	tip	hit	rat
tin	tap	hit	rat
tip	pin	sat	sin
fib	pan	cap	map
fin	pat	rim	rib
miss	pit	him	hip

Teach sounds of *l* and short *o* from the blackboard and letter cards. Develop the helper *co*, *lo*, etc., as with the other vowels. Call attention to *ll*.

	l	o	ll	
c	co	co t	co b	cob
l	lo	lo p	lo ll	loll
b	bo	bo b	lo t	lot
f	fo	fo b	fo p	fop
p	po	po p	po t	pot
r	ro	ro t	ro b	rob
s	so	so b	so p	sop
m	mo	mo p	mo b	mob
h	ho	ho t	ho p	hop
t	to	to p	no t	not

Mix letter cards containing *co, lo, etc.*, with those containing *ba, ha, etc.*, and *bi, hi, etc.*, for rapid drill. It is important that the child learn to recognize the different vowel quickly.

	g	u	ff
f	fu	fu n	tu b bun
c	cu	fu ss	tu g buff
s	su	cu p	su p but
h	hu	hu b	su m sun
p	pu	pu p	cu b cuff
b	bu	pu g	hu g cut
r	ru	ru n	hu t cup
t	tu	ru g	mu ff bug
g	gu	gu n	ru b gun
m	mu	mu g	hu ll nut

Mix letter cards containing consonants with the different helps like *ba, ri, cu, po*, etc., for vigorous daily drill and as preparation for this page.

bun	bat	hog	rat
but	bit	hug	cob
cup	but	ham	lip
cuff	bag	hum	rob
pup	big	him	cut
rug	bag	hill	pig
rub	bug	hull	pop
gun	hat	sin	log
gum	hot	sun	fill
tub	hut	fin	rag
tag	hit	fun	fig

Teach the sounds of the new letters and develop *te*, *le*, etc. as in preceding tables. Work toward the recognition of word as wholes.

	w		k		e
t	te	te n		beg	pet
l	le	te ll		bell	let
p	pe	le g		mess	leg
m	me	me t		keg	get
n	ne	le ss		met	pen
b	be	pe t		well	keg
f	fe	pe g		web	bet
s	se	ne t		set	hen
k	ke	we t		sell	hem
w	we	fe ll		get	men

Mix the letter cards containing the helpers already taught, for a vigorous drill before studying the words on this page. Omit the blending step as soon as children are able to do so.

am	sit	tin	fun
on	set	ten	sit
it	sat	wit	mop
if	sin	wet	pat
up	sun	wig	pat
peg	sell	win	cut
bell	sill	well	leg
beg	sap	will	gum
tell	sop	pig	hot
less	sup	peg	fell
pen	sip	get	Fuss

Develop with particular care the form of the letter *d*. This table with the one following was designed expressly to overcome the difficulty which the child encountered in distinguishing *d* from *b*.

d	j	v	x	z	zz
jam	din	nod	hid		
jig	dell	pod	did		
jug	den	sod	dug		
jot	doll	kid	lid		
jet	mad	rod	fuzz		
dull	fad	hod	wed		
dim	had	mix	fed		
vex	zip	cud	led		
dip	pad	mud	red		
dig	sad	van	got		

bat	bit	den	dell
but	kid	doll	bell
bag	bun	cub	hid
jot	bill	got	dip
cuff	rod	red	jig
job	rod	red	jig
bog	cod	big	bad
bug	cud	dig	big
rob	dim	bin	did
jug	beg	din	bed
mud	pod	jam	bib
cab	jet	nod	bud

Drill especially upon capitals which are unlike the corresponding small letters. Teach only their sounds.

R	H	W	F
L	I	B	T
C	G	E	K
N	J	S	A
M	O	D	P
Dan	It	Tom	Can
Nell	Run	Tim	Buff
Bell	Hen	Will	Muff
Jim	Get	Rob	Ann
Let	Ned	Fan	Kid
Bess	Sam	Pat	Tell

Start with “helper” *li*, next add *f*, *lif*, and finally *t*, *lift*; the first slowly, the more rapidly, until the word is pronounced. Caution: do not teach consonant combinations *fi*, *st*, *nd*, etc., as phonograms.

lift	best	fist	hand
list	bend	felt	must
lint	belt	fond	silk
lamp	tent	fund	pump
land	test	rest	damp
melt	gift	nest	sand
mend	gilt	band	pond
jump	sent	bent	rust
just	send	hint	went
milk	lend	hunt	bump
mist	lent	lump	desk

Teach these consonant digraphs using the stories if necessary. (See Manual.) Blend the helpers into the new sounds as in a three-letter word.

ck	tch	ng	nk
back	catch	sing	wink
neck	ditch	rang	tank
sick	notch	hung	sunk
rock	patch	wing	link
duck	witch	sang	bank
tack	botch	lung	hunk
peck	latch	bang	sink
lock	fetch	ring	lank
pick	match	sung	pink
luck	pitch	king	sank

See note page 15, of chart. Care must be taken to blend words like shut (first column) thus: *shu t*. Notice that the sound of *th* changes below *with* in column two. Drill on the helpers *shu, thi, tha, chi, cho; whe, whi*, etc. by covering the final consonants.

sh	th	ch	wh
dish	this	chin	whip
hush	that	chop	whit
wish	then	chat	when
fish	thus	chip	whet
cash	them	rich	shot
shut	with	such	shall
shed	thin	much	shelf
shop	thick	chap	which
shun	thing	chum	chick
ship	think	chill	thank

This page develops the *longer helpers*. Give the first consonants, next the short helper, then blend the two for the long helper. See caution, page 15. Note the arrangement of words in lines across the page.

s la sla

s li sli

sla	slap	slat	slam
sli	slip	slit	slim
ski	skin	skip	skim
cla	clam	clad	swim
fro	frog	from	black
spo	spot	drag	stand
tri	trip	spin	grunt
plu	plum	sled	track
ble	bled	drum	clock
fla	flag	glad	block

Teach the long vowel sounds, except e, by the use of the “company” story found in the Manual. Drill from the New Beacon Primer page 132ff.

cap	cape	rip	ripe
can	cane	hid	hide
mad	made	fin	fine
mat	mate	bit	bite
tap	tape	dim	dime
not	tape	dim	dime
rod	rode	tub	tube
hop	hope	cub	cube
name	like	home	tune
safe	ride	bone	mule
late	time	mole	cure

Pronounce these long-vowel words carefully, noting the final *e* in each one. Drill on page 132 of New Primer.

make	cake	rode	skate
game	five	tune	shake
side	nine	safe	choke
mine	rope	tone	slope
here	pole	cute	whine
wake	mule	woke	shine
ham	pine	rob	pin
hope	tube	met	fate
tub	cube	mane	robe
mete	dote	cub	dot
din	man	hop	dine
fat	ride	same	rid

Develop the changed location of the “company” letter. Sometimes it steps inside the word. See Manual. Teach final *ce* and *s* and final *ge* as *j*.

met	meet	got	goat	face
fed	feed	rod	road	mice
bet	beet	cot	coat	race
red	read	hod	hoed	age
set	seat	hoe	hoses	page
men	mean	toe	toes	cage
pan	pain	tie	tied	my
lad	laid	lie	lied	by
bat	bait	pie	dried	fly
may	mail	dew	due	try
pay	paid	new	cue	cry
ray	rain	few	sue	sky

Explains the changed sound of each vowel when with an *r*. Teach the sounds *ar*, *or*, *er*, *ir*, *ur*, as phonograms. See New Primer page 142, and Manual.

ar	or	er	ir	ur
car	for	her	sir	bur
cart	fork	herd	bird	burn
hard	corn	jerk	dirt	hurt
farm	cork	term	firm	turn
mark	born	pert	first	curl

Teach the sounds *oo*, *ue*, *ow*, *all*, *aw*, *au*, *oi*, and *oy* as phonograms. See New Primer, pages 145 ff, and Manual.

too	all	saw	cow	oil
toot	ball	paw	now	boil
soon	fall	pawn	down	coil
blue	sale	lawn	out	boy
true	halt	haul	our	toy
crew	bald	daub	pout	joy

Teach the child the names of the letters toward the end of the school year. At this point he should be thoroughly grounded in phonics. The alphabet is needed for oral spelling. The letters should be taught in order.

a A	f F	k K	p P	u U
b B	g G	l L	q Q	v V
c C	h H	m M	r R	w W
d D	i I	n N	s S	x X
e E	j J	o O	t T	x X
	z Z		Z	

The following Charts were taken off the Internet (1913 edition)

Phonetic Chart

DIRECTIONS TO TEACHERS

Correct Sounding. Before the teacher can use any system of phonetics, she should have a clear conception of the sounds of the individual letters. This can best be obtained in a few simply words and slowly speaking them aloud. Carefully analyze the sounds of each letter as it issues from the mouth, noting accurately the position of tongue, lips, and teeth. Take, for instance, the word *fan*: by dwelling on the first letter, *f*, it will be noticed that the under lip is brought back until it comes in contact with the upper teeth, thus producing the correct sound of the letter *f*. Then the lower jaw is dropped slightly and the short sound of *a* follows. Finally, to produce the *n*, the tip of the tongue is brought to the roof of the mouth just behind the upper teeth. In a similar way, the teacher should analyze the sounds of the separate letters in the words *big*, *b-i-g*; *sum*, *s-u-m*; *wet*, *w-e-t*, etc., until she can indicate to her pupils the correct position of the lips, tongue, and teeth, in forming all letters.

Letter Cards. The letter cards found upon the letter sheets which accompany this chart are designed to be cut off by the teacher when she reaches them in her phonics work. The arrangement of the cards will be found to follow the work on this chart and the advanced work as found in the Primer. The letter on the opposite of the card is given to each case in the upper left-hand corner.

Aids to Memory. One of the first principles of good teaching is to arouse the true interest of the child in the thing to be taught. In this particular case, true interest can best be aroused through the image power of the child. For instance, the teacher wishes to develop the sound of the letters *t* and tells this little story to her class:

One day Johnny's papa brought home a present for him. The present was in a little box with paper and string around it. When Johnny's papa handed the box to him, he said "Now, Johnny this present is not like your ball and kite; it can say something. When you find it, hold it to your ear." Then Johnny carefully untied the string to the box and very carefully took off the paper. When he opened the box, what do you think? Yes, there lay pretty little watch. Johnny held the watch to his ear. What did the watch say to him? Here is a *picture* of what the watch *said*. (At this point the teacher holds up a letter card with a picture with a letter *t* on it. It said t-t-t-t. (Give the sound not the alphabet name).

Underlying Principles. Upon careful analysis it becomes perfectly evident that by weaving a little story about a present and watch held to the ear, the teacher caught the children's situation, and when, at the critical point in the story, with the children full of expectance, she established a symbol for the expected sound, both the symbol the sound were impressed upon the memory.

In the same way the sounds of the other letters and combinations of letters should be developed as they are presented in the chart. Suggestive outline stories will be found on the back of the letter cards in the letter sheets. These stories, of course, will need to be elaborated and changed to suit the teacher's own ideas. Other stories will serve us as well if she adheres to the same principal.

Use of Pictures. The teacher should not make the mistake of using a picture to represent the sounds. A sharp line of demarcation should be drawn between the pupil's true interest which is aroused through his internal activity and that apparent interest due to mere amusement. Here we wish to get an *auditory* image, an image of the tick itself, the letter, then, should be the picture of the sound it represents. It must be remembered that while the adult mind has difficulty, and, in fact finds it impossible, to thus mentally picture the letter *t* as the tick of a watch, the child experiences no difficulty whatsoever. A picture of the watch, therefore, for this particular purpose is not only useless but serves to confuse the child.

GENERAL DIRECTIONS

This chart should be used from the very first for the development of phonetic power, but hand to hand with the drill should go the teaching of reading by the word and sentence method. (See Reading Chart). At first these two lessons, namely the phonetic lesson and the reading lesson, should be kept entirely distinct. As we will readily understand, the phonetic work is by far the more important, and for the first twelve weeks *fully twice as much time* should be devoted to the phonetic work as to the reading.

s	t	m
f	p	r
h	n	a

GENERAL DIRECTIONS

1. Do not give the children the names, as found in the alphabet, of the above letters; teach *the sounds* only.
2. Be careful that the tongue and lips are properly placed to give the correct sounds of the letters.
3. Teach only the *short* sounds of the vowels, as *a* in bat, and *i* in bit, *o* in not, *u* in but, *e* in met.
4. Cut off the top row of letters on loose cardboard sheet. Use these for quick recognition. As the lessons develop, cut out more cards.
5. Do not leave page 1 of this chart until each child can recognize instantly and sound correct all the nine letters.
6. Work individually; concert work is absolutely useless.
7. Divide the pupils into small classes. A division should not contain more than twelve pupils to do good phonetic work.
8. Instead of having each child sound only one letter or combinations of letters, it will be found better, both in theory and practice, to have each pupil sound at least three or four or even an entire column, before calling upon the next child.
9. The use of the blackboard will be found of great assistance in teaching the sounds of the letters and also in developing the blend.
10. In all blackboard work the letters should be printed by the teacher, not written. With a little practice the art of blackboard printing is soon acquired.

IMPORTANT: Teach the blend of a consonant with the following vowel by pointing to *sa*, *ha*, etc., and by using the letter cards. When this step is mastered, develop the words *fa-n*, *fa-t*, *fa-n*, etc. It will take a little drill before the child can get the word, although they may get the sounds correctly. Do not dwell too long upon words containing vowel *a*.

s f h t p n m r a

sa fa-n ha-m fan

ha fa-t ha-t fat

fa pa-n na-p pan

ma ra-n ma-p pat

pa ra-m ma-n ran

na ra-p ma-t man

ra ra-t ta-n rap

ta sa-p fa-n map

sa-t pa-n sap

ta-p rat

Some teachers prefer first to locate the sound of the phonograms in known words, then analyze these words by slowly pronunciation, as outlined in Chapter VI, prepares for this plan of teaching the phonograms. Some delay in the use of phonics for word pronunciation ensues if teachers adopt this method. (page 67 in the 1922 Teacher's Manual)

Prepared by Donald Potter on July 11, 2019 from material found on the Internet.

Note from Internet Publisher: Donald L. Potter

July 20, 2019

I became interested in the Beacon phonics program in 1999 when I read Hazel Loring's passing mention in her 1980 *Reading Made Easy with Blend Phonics for First Grade* that she taught it in the 1920s. Years later, when Google started publishing old books Online, I was able to compare the New Beacon reading method that Loring's *Blend Phonics*. The similarities were immediately obvious. Both methods teach body-coda (ba-t) rather than onset-rime (b-at). I. L. Beck in her excellent book, *Making Sense of Phonics: the hows and whys* (2nd ed., 2013), calls this "sequential" or "cumulative blending," and considers it far superior to onset-rime.

On July 10, 2019, I found a set of *The New Beacon Phonetic and Reading Charts* available on eBay and ordered the right away. This document is my typed reproduction of the charts.

Researchers will find them interesting from a **theoretical viewpoint**. Historians will find them interesting from a **historical viewpoint**. Teachers will find them valuable from a **practical viewpoint**.

For more information on the *Beacon* reading method and Hazel Loring's *Blend Phonics* visit my two websites:

1. www.donpotter.net
2. www.blendphonics.org

The Beacon Primer (1912)

https://books.google.com/books?id=-W0XAAAIAAJ&printsec=frontcover&dq=beacon%2Bprimer&as_brr=1#v=onepage&q=beacon%2Bprimer&f=false

The Beacon First Reader (1913). Notice the excellent phonics charts in the back, which were thoughtfully added for review and/or students new to Beacon phonics.

<https://archive.org/details/BeaconFirstReader>

The Beacon Introductory Second Reader (1916). Note the excellent phonics charts in the back.

<https://archive.org/details/abeaconintroduc00fassgoog>

The New Beacon Primer (1923)

https://books.google.com/books?id=dW0XAAAIAAJ&pg=PP9&dq=beacon%2Bphonics&as_brr=1#v=onepage&q=beacon%2Bphonics&f=false

BEACON READING A Manual of Instruction for Teacher Using the BEACON READERS, 1923

https://books.google.com/books?id=03MZAAAAYAAJ&pg=PA85&dq=beacon%20charats&as_brr=1#v=onepage&q=beacon%20charats&f=false

Notes from

The Beacon Reading:

A Manual of Instruction for Teachers Using the Beacon Readers.

By James Fassett & Charles H. Norton, 1922 (1st ed., 1913)

The chief features of this system which distinguish it from others are (1) careful attention to the blending of consonant and following vowel; (2) ample practice in the short vowel sounds in ideal syllables (that is, syllables consisting of a vowel flanked by consonants), such practice preceding the teaching of the long vowel sounds; (3) clear differentiation between words that are phonetic and words that are unphonetic; (4) adequate preparation for natural syllabication and spelling and use of dictionary; (5) the inculcation of the best standard of pronunciation. (x)

In words or syllables consonants (Latin *con*, “with” + *sonare*, “to sound”) are always sounded *with* vowels. An initial consonant is always sounded *with* a following vowel, and the natural way to learn the sound (not the name) of a consonant is always *with* a following vowel. The Beacon Method teaches the blending of consonant and vowel in the natural order and thus leads to natural and accurate pronunciation and clear enunciation. The pronunciation of consonants offers little difficulty. The crux of the matter lies in the pronunciation of the vowels. The teaching of the short vowel sounds (*a* in *man*), *e* in *men*, *o* in *not*, etc.) should precede the teaching of the long vowel sounds (*a* in *wave*, *e* in *eve*, *o* in *note*, etc.) for the following reasons: The short vowel sounds outnumber the long vowel sounds in present English speech by more than three to one. They are peculiarly characteristic of English. Their mispronunciation makes the speech as un-English more quickly than any other single element, and, conversely, their right pronunciation forms the most distinguishing feature of correct normal America-English speech. In the Beacon System this principle is recognized, and provision is made for thorough training in these sounds in ideal syllables, before long vowels are taken up. By choosing short common words in which these short vowels occur flanked by consonants, ample practice is given in this essential. (xi – xii).

The natural or initial blend. Articulation, or blending sounds, has been discussed. Since blending is a part of correct pronunciation, sounds must be blended in order which they appear in words, namely left to right. Alex Melville Bell and his son Alexander Graham Bell, Henry Sweet, the noted English phonetician, and others of first rank in this field of investigation have clearly demonstrated that a consonant blends most naturally with the vowel following it. Anyone may prove this fact to his own satisfaction unite two sounds *i* and *b* in the two possible orders: $i + b = ib$; $b + i = bi$. Pronounce *ib* several times rapidly. The order of sounds will be reverse to *bi*. Pronounce *bi* in the same manner; no change in order occurs. It is clear, then, that the natural order is consonant – vowel, and that this should be the first step in teaching the blend. (60 - 61)

The slow pronunciation of several words will make evident the naturalness of the initial blend: *ri p*, *rip*; *bi g*, *big*; *do t*, *dot*, *ga p*, *gap*. Notice the initial blend combining the first consonant and following vowel has the same sound as in the spoken word. This initial blend enables the child to recognize the word more quickly because he has knowledge of the spoken word to assist him. Teaching first the elementary sounds, then the phonograms, and lastly the blend constitutes phonetic teaching (61)

A “helper” is that portion of a word preceding and including the vowel element (*ra*, *sti*, *bea*, *dar*, *coi*). (64)

Important Theoretical and Practical Information

On Successive Blending

From I. L. Beck

The following information is from *Making Sense of Phonics: the hows and whys* (2nd ed., 2013) by Isabel L. Beck and Mark. Beck. It explains the superiority of the Beacon Phonics method and the directional guidance in Hazel Logan Loring's 1980 *Reading Made Easy with Blend Phonics for First Grade*.

Blending is a crucial component of being able to decode written words into speech. (70)

First, when children attempt to figure out a word by blending sounds, it is not necessary for them to produce a perfectly precise pronunciation. Rather, they need to be able to come up with an approximate pronunciation, which they can refine by matching their pronunciation that that of a word they already know from spoken language.

The second issue with blending is that it can be quite difficult for young readers to get the hang of it. I have long been interested in the lack of instruction that children receive about how to blend words. [Beck concluded they are not getting enough.] (71)

Short-Term Memory Issues. [Beck that a substantial amount of "other processing" must go on simultaneously with the retention of phoneme elements which is likely to interfere with remembering sounds. She mentions the "recency effect."] (72)

Successive Blending: In order to address short-term memory issues at the initial stages of the decoding process, we strongly recommend successive blending (which has sometimes been called *cumulative blending*). In successive blending, students say the first two sounds in a word and immediately blend those two sounds together. Then they say the third sound and immediately blend that sound with the first two blended sounds. If it is a four-phoneme word, then they say the fourth phoneme and immediately blend that sound with the first three blended sounds. The strong advantage of successive blending is that it is less taxing for short-term memory because blending occurs immediately after each new phoneme is pronounced. As such, at no time must more than two sounds be held in memory (the sound immediately produced and the one that directly precedes it.), and at no time must more than two sounds units be blended. (72)

A strong advantage of successive the successive blending chain is the precise information available to the teacher in terms of locating an error. If a child makes an error while performing the chain, the teacher knows where the error is – that is, which link in the chain is incorrect. With this kind of precise information, the teacher can give the child a direct prompt. ... The availability of precise error information enables the teacher to go right into where the problem is and deal with it. This is in contrast to simply knowing that child didn't read *black* or *set* correctly.

Word Building: Word Building lessons are sequences of words in which there is a progressive minimal contrast from word to word. That is, given a first word, each subsequent word is different from the previous word usually by one letter. (e.g., *man, can, cat, hat, hit, hid, had*). To be successful, children need to pay attention to all the letters in a word. (78) [Mr. Potter's Secret of Reading, "Look at all the letter the right way, and no guessing.]

Being able to attend to all the letters in a word represents full alphabetic decoding, which contrasts with partial alphabet decoding. In the latter, children might apply their letter-sound knowledge to some of the letters in a new word but not to teach letter in it. How many of us have heard children read *hat* for *hit*, *ran* for *rain*, *back* for *black*, and the like? (79)

Decodable Text: Decodable text are stories in which a target grapheme is repeated in a number of words throughout the story. The passages have characters, plot, and other elements of a story. Providing opportunities for students to read decodable text, preferably aloud with an adult, reinforces decoding of words with letter-sound patterns from Word Building and support the development of automaticity. (85) [Mr. Potter's 62 decodable stories in *Blend Phonics Lessons and Stories* are among best decodable stories available today,]

Indeed, reading and spelling should go hand in glove. Children need to be asked to spell and write the words that they are learning to read. Spelling is an excellent way to focus attention on orthography because spelling requires learning the details of sequences of letters. (125) [There are 636 spelling words in *Blend Phonics Lessons and Stories*, all based on the spelling patterns being taught in each lesson.]

Decodable Words: We focus on decodable words for early grades because with minimal phonics instruction young children can decode such words. ... A word can be categorized as decodable if students have been taught all the grapheme-phoneme correspondences need to decode it.

Sight Words: Sight words is the label given to some high-frequency words that are taught as whole words to be memorized, purportedly because they cannot be sounded out. Additionally, high-frequency words include function words (e.g., *a*, *my*, *the*, *to*, *like*, *he*, *come*, *get*, *let*, *this*)*, are included because they are necessary to develop stories. Sight words and the way to teach the became institutionalized by Edward Dolch (1948) who first published a list of the 220 most frequently used words in children's books. For those of our readers who are not primary-grade teachers, we think it would be hard for you to imagine the extent to which the Dolch words and they way to teach them have become institutionalized. (144) *Some sight words can be sounded out and thus could be taught through phonics instruction, but they may have been included as sight words because they were needed to construct connected before the graphemes were taught. [Samuel Blumenfeld, Raymond Laurita, and Dr. Patrick Groff all wrote about the dangers of sight words. Mr. Blumenfeld, my mentor, called them the thalidomide of education. I should note, it was the method rather than the words themselves that were harmful.]

Presently, the "sight word" label has begun to appear in the cognitive psychology literature. But the use of it in such literature has nothing to do with methods of teaching beginning word recognition or how certain high-frequency irregular words are taught. Rather, the present use of the term sight word in the research literature describes a major property of competent reading. It refers to how competent readers read words. They do so by sight; they recognize them instant, automatically. (144) [This is the classic error of thinking we should teach young learners to read like competent adult readers, skipping all the steps in between. It is a shame that the researchers did not choose a different term from the universally accepted term used by teachers.]

Learning Letter Names: All children need to know the names of the letters, and the schools are responsible for making sure that they do. Research shows that not knowing the letter names is strongly related to having serious difficulty learning the sound that are associated with the letters. ... When it comes to the order of teaching the letters, most professionals who study alphabet issues have no objection to using alphabetical order to teach the letter names. ... We believe that letter names should be taught and established before letter sounds are introduced. (53f)