

# Reading Made Easy with Blend Phonics for First Grade

Lesson Plans and  
Teacher's Guide

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[www.blendphonics.org](http://www.blendphonics.org)

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Logan Institute for Educational Excellence

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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 phonemes (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 47 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 47 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 47 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 47 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 31, the only new sound is that of long **oo**. The other sounds, **t**, **th**, **b**, **r**, **u** and **sh** are review elements. When all 47 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<br>1 | UNIT<br>1 |     |
|           | UNIT<br>1 | UNIT<br>2  | UNIT<br>2  | UNIT<br>3 | UNIT<br>3 |     |
|           | UNIT<br>3 | UNIT<br>4  | UNIT<br>4  | UNIT<br>5 | UNIT<br>5 |     |
|           | UNIT<br>6 | UNIT<br>6  | UNIT<br>6  | UNIT<br>7 | UNIT<br>8 |     |
|           | UNIT<br>9 | UNIT<br>10 | UNIT<br>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 with the 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**. bad  
The word is? Class?

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. c  
It's name is **c** and it has more than one sound,  
but today we will learn only the hard sound: **k-uh**.

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.

#### FURTHER SUGGESTIONS FOR TEACHING BLEND PHONICS

By Donald Potter

**HANDWRITING:** I have taught *Blend Phonics* successfully with and without handwriting. Mrs. Loring did not mention handwriting in her pamphlet. My experience is that students benefit greatly from writing all the letters, blends, and words. I prefer to use regular wide lined writing tablets. The letter writing should be taught with direct instruction. I have published two excellent handwriting programs: *Shortcut to Manuscript* and *Shortcut to Cursive* that parents and teachers will find very helpful. The students’ spirals become spelling reference books for the students.

**ORAL SPELLING:** I consider oral spelling using letter names the best way to cement the spellings in the students’ long-term memory. This leads to what has recently become known as Orthographic Mapping, whereby words are amalgamated in the memory so that they are recognized instantly (sight words) and accurately, without the need for guessing or sounding out.

**VOICELESS CONSONANTS:** I recommend totally eliminating any vowel sound at the end of the voiceless consonants: **p, wh, th** (of think), **t, s, sh, ch, k, h,** and **x**. For example, instead of **p-uh** for the sound of **p**, I recommend slightly exaggerating the aspiration (puff of air) at the end of the sound (phoneme).

## UNIT 1

### SHORT SOUND OF a

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

## UNIT 2

### SHORT SOUND OF i

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

## UNIT 3

### SHORT SOUND OF o

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

## UNIT 4

### SHORT SOUND OF u

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

## UNIT 5

### SHORT SOUND OF e

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

## UNIT 6

### FINAL CONSONANT BLENDS

**ck, ft, lk lp, lt, mp, nd, nt, sk, st, ts, xt** (Short sounds only of vowels)

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

## UNIT 7

### CONSONANT DIGRAPH: **sh**

|      |       |       |      |
|------|-------|-------|------|
| cash | hush  | shed  | shop |
| dish | wish  | shelf | shot |
| fish | shall | ship  | shut |

## 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 | <b>ch: SOUNDS LIKE k:</b> |
| 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   | wash  | which | whisk |
| water | what  | whiff | wish  |

## 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 | think |

## UNIT 13

INITIAL CONSONANT BLENDS:

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

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

## UNIT 14

INITIAL & FINAL CONSONANT BLENDS: **br, cr, dr, fr, gr, pr, tr**

|        |        |        |       |
|--------|--------|--------|-------|
| 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   | frost  | grunt  | trust |

## Unit 15

SHORT VOWEL COMPOUND WORDS.

|          |           |          |          |
|----------|-----------|----------|----------|
| ashcan   | dishpan   | hilltop  | sandbag  |
| backstop | dogsled   | Hobbit   | shipment |
| bedrock  | dustpan   | hubcap   | sunspot  |
| napkin   | eggnog    | kidnap   | tiptop   |
| blacktop | endless   | hotdog   | traffic  |
| bobcat   | filmstrip | landmass | trashcan |
| cashbox  | flapjack  | laptop   | upland   |
| catfish  | gumdrop   | lesson   | sunset   |
| catnap   | handbag   | magnet   | sudden   |
| catnip   | handcuff  | Midland  | combat   |
| chestnut | handstand | nutmeg   | upon     |
| desktop  | helmet    | pocket   | wingspan |



## UNIT 16

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

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

## UNIT 17

### PHONOGRAMS USING LONG VOWELS:

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

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

## UNIT 18

### SHORT WORDS ENDING IN A LONG VOWEL:

|    |    |     |    |    |
|----|----|-----|----|----|
| be | he | she | go | so |
| he | we | the | no |    |

## UNIT 19

### PHONOGRAM: ar

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

## UNIT 20

### PHONOGRAM: or

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

## UNIT 21

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 | better  |
| bird  | hurt  | helper  | never   |
| birth | purr  | jumper  | after   |
| dirt  | urn   | marker  | under   |
| fir   | word  | farmer  | actor   |
| first | world | pitcher | doctor  |
| girl  | work  | planner | janitor |
| sir   | worm  | runner  | visitor |

## UNIT 22

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 23

VOWEL DIGRAPH: **ee**

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

## UNIT 24

### VOWEL DIGRAPH: ea

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

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

## UNIT 25

### 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 26

### FINAL VOWEL: y

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

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

## UNIT 27

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 28

DIGRAPH: **ow**

(like long o)

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

DIPHTHONG: **ow**

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

## UNIT 29

DIPHTHONG: **ou**

|       |       |        |       |
|-------|-------|--------|-------|
| cloud | mound | round  | found |
| out   | sound | ground | our   |
| shout | house | mouse  | scout |
| loud  | pound |        |       |

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

|      |         |       |      |
|------|---------|-------|------|
| you  | country | young | soul |
| four |         |       |      |

## UNIT 30

### DIPHTHONGS: oy, oi

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

## UNIT 31

### LONG SOUND OF oo

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

## UNIT 32

### SHORT SOUND of oo

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

## UNIT 33

### VOWEL DIGRAPHS: aw, au

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

## UNIT 34

PHONOGRAMS: **al, all**

|         |       |      |      |
|---------|-------|------|------|
| already | bald  | salt | mall |
| almost  | false | ball | tall |
| always  | halt  | call | wall |
| also    | malt  | fall |      |

## UNIT 35

DIGRAPHS: **ew, ue**

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

## UNIT 36

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

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

## UNIT 37

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

|         |      |           |     |
|---------|------|-----------|-----|
| careful | full | fullback  | put |
| pull    | push | full moon |     |
| bull    | bush | fulfill   |     |

## UNIT 38

### SOFT SOUND OF **c**

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

|         |        |          |         |
|---------|--------|----------|---------|
| cent    | brace  | mice     | rice    |
| cell    | chance | 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 39

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 40

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 41

### SILENT k, w, t, b l, h

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

## UNIT 42

### se SOUNDS LIKE z

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

## UNIT 43

### ph SOUNDS LIKE f

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

## UNIT 44

### 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 45

### 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 |        |

## UNIT 46

### Long Vowels in Open Syllables

|       |        |        |        |
|-------|--------|--------|--------|
| baker | racer  | pony   | mural  |
| shady | fever  | holy   | rural  |
| lady  | cedar  | over   | tyro   |
| paper | hero   | clover | tyrant |
| caper | legal  | donor  |        |
| taper | regal  | solar  | dial   |
| favor | before | polar  | giant  |
| savor | tidy   | sober  | trial  |
| vapor | limy   | local  | friar  |
| wafer | slimy  | focal  | pliant |
| maker | viper  | vocal  | vial   |
| taker | biter  | total  |        |
| nasal | libel  | oval   | poem   |
| fatal | cider  | grocer | brier  |
| natal | spider | oral   |        |
| label | tiger  | open   | cruel  |
| halo  | vital  | tulip  | duel   |
| sago  | final  | Lucy   | fuel   |
| pacer | bony   | pupil  | gruel  |

## UNIT 47

37 Dolch List Service Words with “other” speech sound correspondences, plus three word with the /zh/ sound of *treasure*.

|          |      |       |       |       |          |
|----------|------|-------|-------|-------|----------|
| do       | come | again | only  | where | measure  |
| to       | done | said  | are   | were  | pleasure |
| today    | does |       | carry | every | treasure |
| together | some | could | eight | been  |          |
| two      | one  | would | have  | buy   |          |
| who      | once |       | give  | don't |          |
| into     | of   | any   | their | your  |          |
|          | from | many  | they  |       |          |
|          |      |       | very  |       |          |

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 consonant.)

---

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

**r**ap

Consonant blend with two consonants

**tr**ap

Consonant blends with three consonants

**str**ap

---

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” or “baby”)

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

---

A single vowel usually has the **short sound** ( ˇ )

Example: ädd, ěxit, ĩt, ōn, ŭp

A single vowel may have the **long sound** ( ¯ means long).

Example: dāte, mē, Ī, gō, ūses

A **closed syllable** ends in a consonant, and the vowel sound is **short**.

Example: **gōt**

An **open syllable** ends in a vowel, and the vowel sound is **long**.

Example: **gō**

---

Silent “e” as the end of the word usually makes the vowel before it **long**.

Example: **āte**, **Pēte**, **rīde**, **hōpe**, **tūbe**

---

Often when two vowels come together, the **first one is long** and the second one is silent.  
(The second vowel “works on” the first vowel to make it long.)

Example: **ēe** – trēe    **āi** – rāin    **īe** – pīe    **ōa** – rōad    **ūe** – blūe  
          **ēa** – ēat    **āy** – dāy                      **ōe** – Jōe    **ūi** – sūit

---

**Two vowels** together may give a different sound than those made by the single letter. They are digraphs if they have a single sound.

Example: **ōō** – moon    **ōō** – book    au – Paul    aw - saw

They are diphthongs when two sounds slide together to make a continuous unit of sound.

Example: oi – **oil**            oy – **boy**    ou – **out**            ow - **cow**

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Other vowel sounds can be made with a **vowel followed by an “r.”**

Example: ar – **car**    or – **for**    er – **her**  
  ir – **bird**  
  ur – **turn**

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Or vowel sounds can be made with a **vowel followed by a “w.”**

Example: aw – **saw**    ow – **cow**    ew – **new**  
  ow – **slow**

(“r” and “w” are “vowel helpers” in the above examples.)

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The symbol “ə” stands for the **schwa sound**, which is the sound of the **unaccented short “u.”**

Any one of the vowels (a, e, i, o, u) can take the schwa sound.

Example: **about**, **elephant**, **politics**, **ebony**, **crocus**

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Other common letter combinations using the vowels are:

|                   |                   |                   |                   |                    |
|-------------------|-------------------|-------------------|-------------------|--------------------|
| ǎng – <b>sǎng</b> | ǎnk – <b>bǎnk</b> | ǎll – <b>ball</b> | ōlt – <b>bōlt</b> | īnd – <b>fīnd</b>  |
| īng – <b>sīng</b> | īnk – <b>pīnk</b> | ālt – <b>salt</b> | ōll – <b>rōll</b> | īld – <b>chīld</b> |
| ōng – <b>sōng</b> | ōnk – <b>hōnk</b> | ǎlk – <b>walk</b> | ōld – <b>cōld</b> |                    |
| űng – <b>sűng</b> | űnk – <b>jűnk</b> |                   |                   |                    |

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ti, si, ci can say “sh”

Example: **nation**, **tension**, **special**

**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 was prepared by Donald L. Potter on May 28, 2003 for free distribution on the Internet. The inexpensive paperback edition was created by Mr. Potter to further encourage wide use of the program in English speaking schools. The paperback is available on Amazon.

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 1996 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 21 years Elementary Bilingual and Junior High Spanish Teacher  
for the Ector County ISD, Odessa, TX.

Retired 13 years Spanish, Cursive Handwriting, and Remedial Reading Teacher  
for the Odessa Christian School

I first learned of Loring’s pamphlet from the 1996 article mentioned above by Robert W. Sweet. I got a copy of Loring’s *Blend Phonics* from the Interlibrary Loan on May 5, 1999. 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. I also have them write all the words in cursive in a wide lined notebook. Manuscript will also work fine.

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. 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 Lessons and Stories*, *Blend Phonics Blend Phonics Timed Fluency Drills*, *Beyond Blend Phonics: English Morphology Made Easy*, *Blend Phonics Lessons and Stories: Cursive Edition*. These are all available for FREE at [www.blendphonics.org](http://www.blendphonics.org). I have a YouTube video explaining how to teach *Blend Phonics*. All these books are also available now in inexpensive paperback from Amazon or Barnes and Noble.

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

Last revisions 8/14/19 and 6/5/21.

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

*by Mrs. Hazel Logan Loring*

## **Table of Contents**

### **Step One: Short Vowels and Consonants**

- Unit 1. Short sound of a b c d f g h j k l m n p q r s t v w x y z ck
- Unit 2. Short sound of i
- Unit 3. Short sound of o
- Unit 4. Short sound of u
- Unit 5. Short sound of e

### **Step Two: Consonant Blends and Digraphs**

- Unit 6. Final Consonant Blends: (ck) ft, lk, lp, lt mp, nd, nt, sk, st, ts, xt.
- Unit 7. Consonant Digraph: sh
- Unit 8. Consonant Digraph (Voiced): th  
Consonant Digraph (Unvoiced): th
- Unit 9. Consonant Digraph: ch, tch (ch sounds like k)
- Unit 10. Consonant Digraph: wh
- Unit 11. ng (ang, ing, ong, ung)
- Unit 12. nk (ank, ink, onk,, unk)
- Unit 13. Initial & Final Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sl, sm,  
sn, sp, st, sw
- Unit 14. Initial & Final Consonant Blends: br, cr, dr, fr, gr, pr, tr
- Unit 15. Short Vowel Compound Words

### **Step Three: Long Vowels (VCE)**

- Unit 16. When the final e is silent, the vowel is usually long  
(The long sound of vowel is the same as its name.)
- Unit 17. Phonograms using long vowels: old, olt, oll, ost, oth, ild, ind
- Unit 18. Short words ending in a long vowel: be, go, he, me, no,  
so, she, we



### **Step Four: R-Controlled Vowels**

Unit 19. Phonogram: ar

Unit 20: Phonogram: or

Unit 21: Phonograms: er, ir, ur and sometimes or

### **Step Five: Vowel Digraphs and Diphthongs**

Unit 22. Vowel Digraph: ai, ay

Unit 23. Vowel Digraph: ee

Unit 24: Vowel Digraph: ea (three phonemes: long e, short e, long a)

Unit 25: Vowel Digraph: ie (two phonemes: long i and long e)

Unit 26. Final Vowel y: sound e. Long i in one syllable words.

Unit 27. Vowel Digraph: oa, oe (like long o)

Unit 28. Digraph ow. Diphthong: ow

Unit 29. Diphthong ou: Digraph ou (Often irregular; it can sound like short u, short oo, long oo, long o, etc.)

Unit 30. Diphthongs: oy, oi

Unit 31. Long sound of oo

Unit 32. Short sound of oo

Unit 33. Vowel Digraphs: aw, au

Unit 34. Phonograms: al, all

Unit 35. Digraphs: ew, ue

### **Step Six: Advanced Spelling Patterns**

Unit 36. Unaccented a at the beginning of a word.

Also, the word “a” when not used for emphasis.

Unit 37. Phonograms: ul, ull, ush (u sound like short oo)

Unit 38. Soft sound of c (before e, i, and y)

Usually sounds like s: sometimes like sh.

Unit 39. Soft sound of g in dge and sometimes before e, i, and y.

Unit 40. Silent gh and gh sounds like f.

Unit 41. Silent k, w, t, b, and l

Unit 42. se sounds like z

Unit 43. ph sounds like f

Unit 44. Final le, tion, sion

Unit 45. ed with short e; ed sounds like ‘d, ed sounds like ‘t

Unit 46. Long vowels in open syllables

Unit 47. 37 Dolch List Words with Other Sounds and 2 /zh/ Words.

*The Table of Contents* was prepared by Donald Potter on June 2003. Revised 5/23/2017

## 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, flashcards, 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 an **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 teachers 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.

Any 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.

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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 website, [www.donpotter.net](http://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

I received the encouraging letter below on May 15, 2015 from one of Hazel Loring's former students. It is a living monument to Mrs. Loring's stature as a teacher and an enduring testimony to her highly effective Blend Phonics method.

Hello,

My name is Cheryl McNarie Stackhouse and I was one of those "Wurtsmith AFB" children that overwhelmed the Oscoda, Michigan school system in the mid 1960's. The most wonderful thing for me was having Mrs. Hazel Loring as my first-grade teacher. Two nights ago, on a whim, I googled her name. Her booklet on phonics and your video on YouTube concerning her work intrigued me immensely. She was (as I'm sure you can imagine) my most beloved teacher. She was, to say the least, my reason for loving reading and learning in general. (She taught me in either 1967 or 1968).

I distinctly remember her teaching me phonics. I remember learning "ph" made an /f/ sound...and so on... She had the ability to project her faith in each of us and build our confidence by doing so. Her contribution to phonics although great, will never overshadow her overall contribution to each and every one of us who were lucky enough to enter her hallowed classroom.

She was amazing. I distinctly remember going to school every day conscientious, never wanting to disappoint her. She was without a doubt the teacher that instilled my love of learning. I loved her like my own grandmother. She taught with care, concern, and pure delight. I am forever blessed for having had her light shine upon me!

Sincerely - with great affection,

Cheryl McNarie-Stackhouse

# Reading Made Easy with Blend Phonics

## Unit Progress Chart

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

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

|                                 |                                 |         |         |                                 |                                |         |
|---------------------------------|---------------------------------|---------|---------|---------------------------------|--------------------------------|---------|
| Unit 1<br><b><u>Step 1</u></b>  | Unit 2                          | Unit 3  | Unit 4  | Unit 5                          | Unit 6<br><b><u>Step 2</u></b> | Unit 7  |
| Unit 8                          | Unit 9                          | Unit 10 | Unit 11 | Unit 12                         | Unit 13                        | Unit 14 |
| Unit 15                         | Unit 16<br><b><u>Step 3</u></b> | Unit 17 | Unit 18 | Unit 19<br><b><u>Step 4</u></b> | Unit 20                        | Unit 21 |
| Unit 22<br><b><u>Step 5</u></b> | Unit 23                         | Unit 24 | Unit 25 | Unit 26                         | Unit 27                        | Unit 28 |
| Unit 29                         | Unit 30                         | Unit 31 | Unit 32 | Unit 33                         | Unit 34                        | Unit 35 |
| Unit 36<br><b><u>Step 6</u></b> | Unit 37                         | Unit 38 | Unit 39 | Unit 40                         | Unit 41                        | Unit 42 |
| Unit 43                         | Unit 44                         | Unit 45 | Unit 46 | Unit 47                         |                                |         |

Created by Donald L. Potter, 9/30/2007, Revised 5/23/2017 ([www.donpotter.net](http://www.donpotter.net))



# Reading Made Easy with Blend Phonics

## Unit Progress Chart with Skills

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

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

|   |                                     |                            |  |   |  |                           |
|---|-------------------------------------|----------------------------|--|---|--|---------------------------|
| Unit 1<br><b>Step 1</b><br>ä b c d f g h j k l m p<br>q r r s t v w y z c k | Unit 2<br>ĩ                         | Unit 3<br>õ                | Unit 4<br>ũ                                | Unit 5<br>ě                                 | Unit 6<br><b>Step 2</b><br>End C. Blends | Unit 7<br>sh              |
| Unit 8<br>th <i>th</i>  | Unit 9<br>ch, tch                   | Unit 10<br>wh              | Unit 11<br>ng                              | Unit 12<br>nk                               | Unit 13<br>Beg. C. Blends                | Unit 14<br>Beg. C. Blends |
| Unit 15<br>SV Compd.<br>Words   | Unit 16 <br><b>Step 3</b><br>VCE    | Unit 17<br>LV: old, etc.   | Unit 18 <br>LV Short<br>Words              | Unit 19<br><b>Step 4</b><br>ar              | Unit 20<br>or                            | Unit 21<br>er/ir/ur/or    |
| Unit 22<br><b>Step 5</b><br>ai/ay   | Unit 23<br>ee                       | Unit 24<br>ea              | Unit 25<br>ie                              | Unit 26<br>y=ī, --y=ē                       | Unit 27<br>- oa/oe                       | Unit 28<br>ōw/ow          |
| Unit 29<br>ou   | Unit 30<br>oy/oi                    | Unit 31<br>Long oo         | Unit 32<br>Short oo                        | Unit 33<br>aw/au                            | Unit 34<br>al/all                        | Unit 35<br>ew/eu          |
| Unit 36<br><b>Step 6</b><br>a = ũ   | Unit 37<br>ul/ull/ush =<br>short oo | Unit 38<br>Soft c & s = ch | Unit 39<br>Soft g, dge                     | Unit 40<br>gh                               | Unit 41<br>Silent<br>k w t b             | Unit 42<br>se - /z/       |
| Unit 43<br>Silent gh<br>ph/gh=f   | Unit 44<br>le, tion, sion           | Unit 45<br>ed              | Unit 46<br>Long Vowel in<br>Open Syllables | Unit 47<br>37 Dolch Words<br>+ 3 /zh/ Words |  |                           |

Created by Donald L. Potter, 9/30/07. Skills added 2/18/12. Revised 5/23/2017 ([www.donpotter.net](http://www.donpotter.net))

## Blend Phonics Reader - Skills Ladder

| Step  | Unit                   | Association  | # of Words |
|---|------------------------|--|------------|
| <b>Step 6</b><br>Advanced Spellings<br>Open Syllables<br>37 Dolch Words | 47                     | 37 Dolch List words and 3 /zh/ words   | 40         |
|   | 46                     | Long Vowels in Open syllables  | 73         |
|   | 45                     | ed with short e; ed sounds like 'd; ed sounds like 't                        | 37         |
|   | 44                     | Final le, tion, sion   | 33         |
|   | 43                     | ph sounds like f   | 12         |
|   | 42                     | se sounds like z   | 22         |
|   | 41                     | Silent k, w, t, b, l, and h  | 41         |
|   | 40                     | Silent gh (igh, ough/augh), and gh like f                                    | 24         |
|   | 39                     | Soft sound of g in dge & sometimes before e, i, y.                           | 40         |
|   | 38                     | Soft sound of c (before e, i, & y); s like sh (sugar)                        | 50         |
|   | 37                     | Phonograms: ul, ull, ush (u sound like short oo)                             | 10         |
|   | 36                     | Unaccented a at beginning of words & a                                       | 16         |
| <b>Step 5</b><br>Vowel Digraphs & Diphthongs                            | 35                     | Diagrams ew, ue  | 23         |
|   | 34                     | Phonograms: al, all  | 15         |
|   | 33                     | Vowel Digraphs aw, au  | 21         |
|   | 32                     | Short sound of oo  | 24         |
|   | 31                     | Long sound of oo   | 42         |
|   | 30                     | Diphthong: oy, oi  | 18         |
|   | 29                     | Diphthong ou; Digraph ōu, often Irregular                                    | 19         |
|   | 28                     | Digraph: ōw, Diphthong: ow   | 44         |
|   | 27                     | Vowel Digraph: oa, oe (like long ō)  | 24         |
|   | 26                     | Final Vowel y (ē); Long ī in single syllable words                           | 38         |
|   | 25                     | Vowel Digraph ie (long ī and long ē)   | 24         |
|   | 24                     | Vowel Digraph ea (long ē, short ě, long ā)                                   | 44         |
| 23  | Vowel Digraph: ee      | 41   |            |
| 22  | Vowel Digraph: ai, ay  | 35   |            |
| <b>Step 4</b><br>R-Contr. Vowels  | 21                     | Phonogram er, ir, ur, and sometimes or                                       | 52         |
|   | 20                     | Phonogram: or  | 20         |
|   | 19                     | Phonogram: ar  | 23         |
| <b>Step 3</b><br>Long Vowels (VCE)                                      | 18                     | Short words ending in long vowels: be, go, he, me, etc.                      | 9          |
|   | 17                     | Phonograms - Long Vowels: old, olt, oll, ost,, oth, ild, ind                 | 32         |
|   | 16                     | VCE (long vowels) a-e, e-e, i-e, o-e, u-e                                    | 166        |
| <b>Step 2</b><br>Consonant Blends & Digraphs & Compound Words           | 15                     | Short Vowel Compound Words   | 48         |
|   | 14                     | Initial Consonant Blends: br, cr, dr, fr, gr, pr, tr                         | 56         |
|   | 13                     | Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sl, sm, sn, sp, st, sw | 92         |
|   | 12                     | nk (ank, ink, onk, unk)  | 16         |
|   | 11                     | ng (ang, ing, ong, ung)  | 20         |
|   | 10                     | Consonant Digraph: wh  | 12         |
|   | 9                      | Consonant Digraphs: ch, tch (ch = k)   | 21         |
|   | 8                      | Consonant Digraphs: th (voiced); th (unvoiced)                               | 12         |
|   | 7                      | Consonant Digraph: sh  | 12         |
| 6   | Final Consonant Blends | 63   |            |
| <b>Step 1</b><br>Short Vowels & Consonants                              | 5                      | Short vowel ě  | 33         |
|   | 4                      | Short vowel ŭ  | 36         |
|   | 3                      | Short vowel ō  | 40         |
|   | 2                      | Short vowel ĭ  | 55         |
|   | 1                      | Short vowel ă b c d f g h j k l m n p q r s t v w y z ck                     | 47         |

There are over 1,900 words in the program.

# Reading Made Easy with Blend Phonics

## Phonovisual Charts Correlation

|  |   |   |  |   |   |  |
|--|---|---|--|---|---|--|
| Unit 1<br><b>Step 1</b><br>All single letter<br>consonants &<br>ck short a (cat) | Unit 2<br>Short ī<br>(fish)                                       | Unit 3<br>Short ō<br>(top)                | Unit 4<br>Short ū<br>(duck)  | Unit 5<br>Short ě<br>(bed)              | Unit 6<br><b>Step 2</b><br>End C. Blends<br>No new sounds | Unit 7<br>sh<br>(ship)                     |
| Unit 8<br>th <i>th</i><br>(3 & this)   | Unit 9<br>ch, tch<br>(cherry)                                     | Unit 10<br>wh<br>(wheel)                  | Unit 11<br>ng<br>(swing)   | Unit 12<br>nk<br>(swing)                | Unit 13<br>Beg. C. Blends<br>No new sounds                | Unit 14<br>Beg. C. Blends<br>No new sounds |
| Unit 15<br>Compound<br>SV Words  | Unit 16<br><b>Step 3</b><br>VCE<br>(cake, tree, 5,<br>rose, mule) | Unit 17<br>old, etc.<br>(rose & 5)        | Unit 18<br>be, go, etc<br>(rose & tree)                                      | Unit 19<br><b>Step 4</b><br>ar<br>(car) | Unit 20<br>or<br>(fork)                                   | Unit 21<br>er/ir/ur/or<br>(fur)            |
| Unit 22<br><b>Step 5</b><br>ai/ay<br>(cake)                                      | Unit 23<br>ee<br>(tree)   | Unit 24<br>- ea<br>(tree, bed,<br>cake)   | Unit 25<br>ie<br>(five & tree)   | Unit 26<br>-y = ē (ī)<br>(tree)         | Unit 27<br>oa, oe<br>(rose)                               | Unit 28<br>ōw, ow<br>(rose, cow)           |
| Unit 29<br>ou<br>(cow, etc.)   | Unit 30<br>oy/oi<br>(boy)   | Unit 31<br>Long oo<br>(moon)              | Unit 32<br>Short oo<br>(book)  | Unit 33<br>aw/au<br>(saw)               | Unit 34<br>al/all<br>(saw)                                | Unit 35<br>ew/eu<br>(mule)                 |
| Unit 36<br><b>Step 6</b><br>a = ū<br>(duck)                                      | Unit 37<br>ul/ull/ush =<br>Short oo<br>(book)                     | Unit 38<br>Soft c & s = sh<br>(saw, ship) | Unit 39<br>Soft g<br>(jar)   | Unit 40<br>gh<br>(5)                    | Unit 41<br>Silent k, w, t, b, l<br>No new sounds          | Unit 42<br>se = z<br>(zebra)               |
| Unit 43<br>ph = f<br>(fan)   | Unit 44<br>le, tion, sion<br>(leaf, ship)                         | Unit 45<br>-ed<br>No new sounds           | Unit 46<br>Long Vowel in<br>Open Syllables<br>(cake, tree, 5,<br>rose, mule) | Unit 47<br>37 Dolch List,<br>3 /zh/     |   |  |

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

The *Phonovisual Sound Pictures* are in parenthesis. The two Phonovisual Charts (Consonants & Vowels) form a universal method for teaching the sound-to-symbol associations of written English. In constant use since 1942, they are a time-tested method for teaching phonemic awareness and phonics. Coupling the Phonovisual Charts and Blend Phonics forms a powerful combination that is easy to teach and leads to reading success for all students. [www.phonovisual.com](http://www.phonovisual.com).

## Dolch Sight-Words Taught Phonetically in Hazel Loring's *Reading Made Easy with Blend Phonics for First Grade*

(Countering the false claims that Dolch Sight-Words are so irregular  
that they have to be taught with whole-word memorization)

|             |            |       |     |       |     |        |     |              |            |             |            |        |     |
|-------------|------------|-------|-----|-------|-----|--------|-----|--------------|------------|-------------|------------|--------|-----|
| a           | U35        | call  | U33 | gave  | U14 | keep   | U22 | only         | --         | sleep       | U21        | very   | --  |
| about       | U35        | came  | U14 | get   | U5  | kind   | U15 | open         | U45        | small       | U33        |        |     |
| after       | U20        | can   | U1  | give  | --  | know   | U40 | or           | U19        | so          | U16        | walk   | U40 |
| again       | --         | carry | --  | go    | U16 |        |     | our          | U28        | some        | --         | want   | U10 |
| all         | U35        | clean | U23 | goes  | U26 | laugh  | U39 | out          | U28        | soon        | U30        | warm   | U18 |
| always      | U33        | cold  | U15 | going | U29 | let    | U5  | over         | U45        | start       | U13        | was    | U10 |
| am          | U1         | come  | --  | good  | U31 | light  | U39 | own          | U27        | stop        | U13        | wash   | U10 |
| an          | U1         | could | --  | got   | U3  | like   | U14 |              |            |             |            | we     | U16 |
| and         | U6         | cut   | U4  | green | U22 | little | U43 | pick         | U6         | take        | U14        | well   | U5  |
| any         | --         |       |     | grow  | U27 | live   | U14 | play         | U21        | tell        | U5         | went   | U6  |
| are         | --         | did   | U2  |       |     | long   | U11 | please       | U41        | ten         | U5         | were   | --  |
| around      | U35        | do    | --  | had   | U1  | look   | U31 | pretty       | U25        | thank       | U8         | what   | U10 |
| as          | U41        | does  | --  | has   | U41 |        |     | pull         | U36        | that        | U8         | when   | U10 |
| ask         | U6         | done  | --  | have  | --  | made   | U14 | put          | U36        | the         | U16        | where  | --  |
| at          | U1         | don't | --  | he    | U16 | make   | U14 |              |            | their       | --         | which  | U10 |
| ate         | U14        | dawn  | U32 | help  | U6  | many   | --  | ran          | U1         | them        | U8         | white  | U14 |
| <i>away</i> | <i>U21</i> | draw  | U32 | her   | U20 | may    | U21 | read         | U23        | then        | U8         | who    | --  |
|             |            | drink | U17 | here  | U14 | me     | U16 | red          | U5         | there       | --         | why    | U25 |
| be          | U16        |       |     | him   | U2  | much   | U9  | ride         | U14        | these       | U14        | will   | U2  |
| because     | U41        | eat   | U23 | his   | U41 | must   | U7  | right        | U39        | they        | --         | wish   | U7  |
| been        | --         | eight | --  | hold  | U15 | my     | U25 | round        | U35        | think       | U8         | with   | U8  |
| before      | U19        | every | --  | hot   | U3  | myself | U25 | run          | U4         | this        | U8         | work   | U20 |
| best        | U6         |       |     | how   | U27 |        |     |              |            | those       | U14        | would  | --  |
| better      | U20        | fall  | U33 | hurt  | U20 | never  | U20 | said         | --         | three       | U22        | write  | U40 |
| big         | U2         | far   | U18 |       |     | new    | U34 | saw          | U32        | to          | --         |        |     |
| black       | U13        | fast  | U6  | I     | U16 | no     | U16 | say          | U21        | today       | --         | yellow | U27 |
| blue        | U34        | find  | U15 | if    | U2  | not    | U3  | see          | U22        | together    | --         | yes    | U5  |
| both        | U15        | first | U22 | in    | U2  | now    | U27 | <i>seven</i> | <i>U17</i> | too         | U30        | you    | U28 |
| bring       | U17        | five  | U14 | into  | --  |        |     | shall        | U7         | try         | U25        | your   | --  |
| brown       | U27        | fly   | U25 | is    | U42 | of     | --  | she          | U16        | two         | --         |        |     |
| but         | U4         | for   | U19 | it    | U5  | off    | U3  | show         | U27        |             |            |        |     |
| buy         | --         | found | U28 | its   | U6  | old    | U15 | sing         | U11        | under       | U20        |        |     |
| by          | U25        | four  | U28 |       |     | on     | U3  | sit          | U2         | up          | U4         |        |     |
|             |            | from  | --  | jump  | U6  | once   | --  | six          | U2         | <i>upon</i> | <i>U13</i> |        |     |
|             |            | full  | U5  | just  | U6  | one    | --  |              |            | us          | U4         |        |     |
|             |            | funny | U25 |       |     |        |     |              |            | use         | U41        |        |     |

These 220 words make up from 50% to 75% of all ordinary reading-matter. U = Blend Phonics Unit. The three words in *italics* (away, seven, upon) are not in *Reading Made Easy with Blend Phonics for First Grade*, but they are in Mr. Potter's *Blend Phonics Fluency Drills and Blend Phonics Lessons and Stories*. The 37 irregular Dolch Lists words are now taught in Unit 47.

## Only 40 of the 220 Dolch List Words are absent from Hazel Loring's original *Reading Made Easy with Blend Phonics for First Grade*

*again any are **away** been buy carry come could do does done don't eight every from give have into many of once one only said **seven** some their they to today together two **upon** very were where who would your*

**Note:** "Of" is the only word that can be considered completely irregular; the others are only slightly irregular. Live is regular, but with live the *e* is there because of the *v*, which cannot end a word.

**Here is a useful classification of the omissions:**

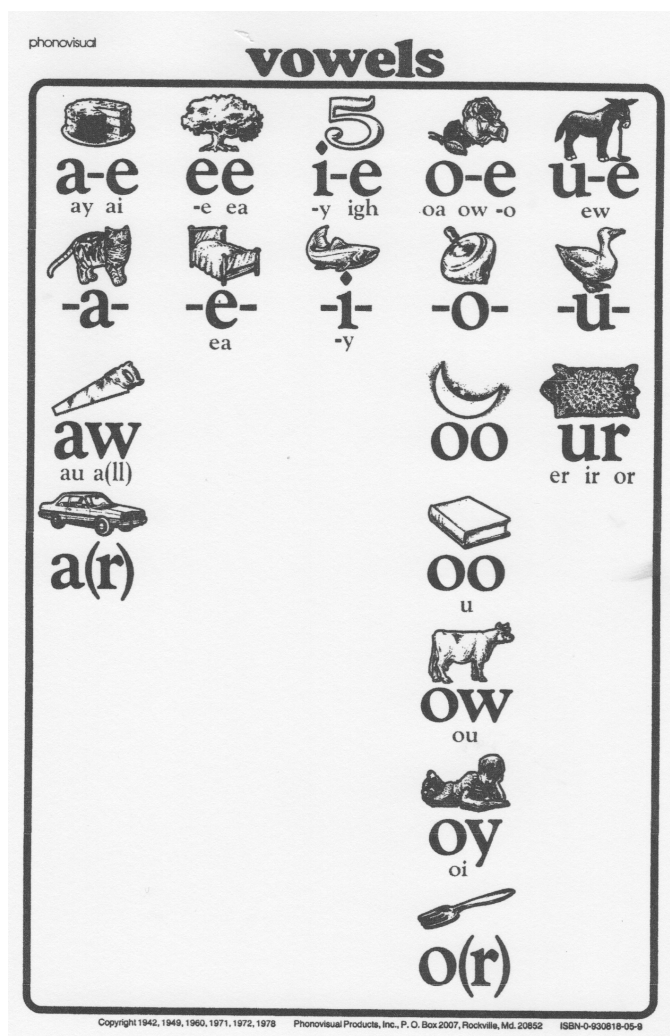
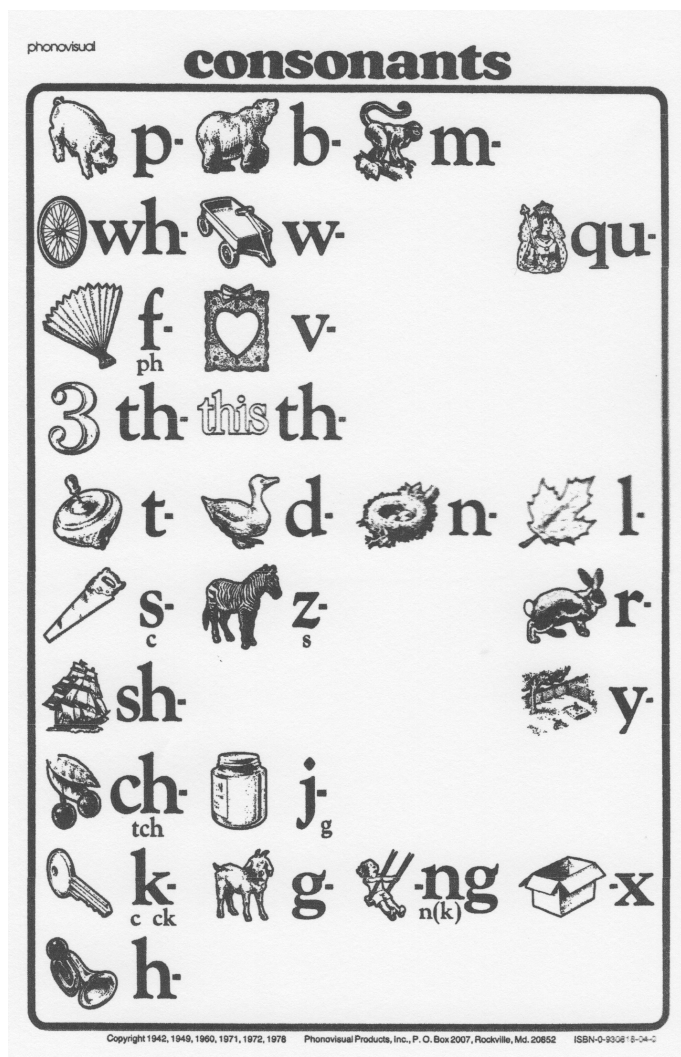
**3 Regular words:** *away, seven, upon* (Included in *Blend Phonics Lessons & Stories*.)

**37 Semi-Irregular words:** *again any are been buy carry come could do does done don't eight from very give have into many of once one only said some their they to today together two very were where who would your* (Unit 47 in *Blend Phonics* is dedicated to teaching these words.)

| o=Long oo | o=Short ŭ | ai=Short ě | ou=Short oo | a=Short ĭ |
|-----------|-----------|------------|-------------|-----------|
| do        | come      | again      | would       | any       |
| to        | done      | said       | could       | many      |
| today     | does      |            |             |           |
| together  | some      |            |             |           |
| two       | one       |            |             |           |
| who       | once      |            |             |           |
| into      | of        |            |             |           |
|           | from      |            |             |           |

*Have* has a short *ă* before a single consonant, *e* is there because a word cannot end in *v* (In this case the final *e* is not a long vowel marker). *Give* is similar to *have* in that the *i* is short before a single consonant, and the *e* is there because the word cannot end with *v*. *Are* is regular except for the silent *e*. In *carry* the *a* before the double *r* is long, this is a rather common pattern, *marry* is good example. In *eight* the *igh* in a long *ā* is a common pattern as in *weight, freight, etc.* *Were* is regular except for the silent *e*. In *very* the *r* goes with the *y* and not the *e*, the *e* being short. In *every*, the first *e* is short and the second is not sounded. *Buy* has an unsounded *u* to distinguish it from the preposition *by*. *Been* is pronounced with a single short *ĭ* in the United States. The long *ā* pronunciation of *ei* and *ey* in *their* and *they* are simply alternative spellings. I believe the *o* in *don't* is long because of the double consonant *n't*. The *o* of *of* is the schwa sound, and the *f* is pronounced as *v*, which is a simple voicing of the usually voiceless consonant letter. The *o* in *only* is a long *ō*, I am not sure why. In my dialect *where* is pronounced /hwēr/, but across America it is subject to considerable variation in pronunciation. *Your* is pronounced a couple different ways, I use the short *oo*; but children find it easy to identify just from the sounds of the *y-r*.

## Sample Phonovisual Charts



### *Explanation of Scientific Organization of Charts*

**Consonant Chart:** The top of the chart starts at the front of the mouth and goes to the back going down the column. The first column (p, wh, f, th, t, s, sh, ch, k, h) are voiceless consonants (Quiet Cousins). The second column (b, w, v, th, d, z, j, g) represents voiced consonants (Noisy Cousins). The third column (m, n, ng/nk) are nasals (Singing Cousins). The column on the right (qu, l, r, y, x) relates to the consonants to the left according to points of articulation (Neighbors).

**Vowel Chart:** Top row are long vowels spellings. Second row are short vowel spellings. The vowels below the short vowel row are called “other vowels.” The small print represents secondary spellings.

Color Coded Large Wall Charts, Small Student Charts, and Flashcards can be ordered from [www.phonovisual.org](http://www.phonovisual.org). They are a useful aid to teaching the sound-to-symbol correspondences.