

QUICK WORD ATTACK

for Older Students

This text is designed as a review of basic phonic word attack and spelling skills which often continue to be perplexing for older readers and spellers. The goal of the program is to provide a rapid review of skills and also provide an easily remembered formula for word decoding in daily reading.

In this program the student will:

- decode multisyllabic words by dividing them into workable units.
- review consonant sounds, vowel sounds, vowel combinations and variances.
- utilize four general rules for dividing words into smaller units.

Word Attack is not a complete phonics program. Only those English language sounds that are most problematic are covered. The main goal of this program is to provide a brief, rapid review of skills and also to provide an easily remembered formula for word decoding in daily reading.

Word Attack equips the reader with an easy method of dividing multisyllabic words into pronounceable word parts or units, so the reader can sound out written words that are in his or her spoken or listening vocabulary.

This program can be adapted to a wide range of reading levels. It can be used as a teaching program for students reading below their educational or age levels and as a good review for better readers wishing to polish skills. The program can be presented by an instructor, or for better readers, can be used independently by the student without the assistance of an instructor.

Suggestions for Use

1. Junior high school students, high school students, or adult students with mild to severe reading or learning disabilities can be guided through the program. Supplementary materials suited to individual needs may be used in a one-to-one tutorial situation when more practice is needed.
2. The program was used with an eleventh grade boy who was a good student (college material), but a slow, laborious reader. Testing revealed a deficit in phonic and blending skills. He completed the series in eight private tutoring sessions and raised his *Word Attack* level from the fourth to the twelfth grade level on the Woodcock Test. Using the *Quick Word Attack* method, he was able to rapidly decode much larger words and greatly increase his general reading speed.
3. Both college students and working adults have found that the exercises greatly enhanced their word decoding, pronunciation, and spelling skills. The *Quick Word Division* formula was found to be very helpful.
4. Several adults have completed the exercises and even corrected their own work, consulting an instructor when needed.
5. Although the exercises have been used in a clinical situation, there is no reason why they couldn't be used in a classroom, for instance, as a unit in high school English classes.

The acceptance of these materials has proved that a student is never too old to benefit from improved word attack skills.

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Name _____

Reviewing Initial, Medial, and Final Consonant Sounds

Before each number you will find a consonant letter followed by an example word containing that consonant sound. In each row, circle the words that contain the example sound found anywhere within the word (beginning, middle, or ending).

REMEMBER:

- The sound may have a different spelling.
- Some consonants may be silent.

Say each word. Listen for the correct sound. The first one has been done for you.

b	ball	boy	grab	boundary	combed
c	cat	cringe	science	metric	rocket
c	cent	effect	service	celery	receipt
d	doll	found	blamed	reduced	rubber
f	fish	phone	fudge	laughing	enough
g	gold	glaze	budge	gingerbread	guest
g	gym	cage	bought	giraffe	grocery
h	hat	who	truth	however	sight
j	jug	age	jet	judgment	gymnastics
k	kit	knife	talked	ticket	carpet
l	lip	dolly	would	flower	purple
m	map	hymn	comb	hamburger	admire

Choose words with the consonant sounds or sound spellings that you find most confusing. Write those words, or other words containing those sounds or sound spellings, on the lines below.

Name _____

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Before each number you will find a consonant letter followed by an example word containing that consonant sound. In each row, circle the words that contain the example sound found anywhere within the word (beginning, middle, or ending).

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m	map	mine	camp	comb	grin
n	nut	gnaw	hymns	morning	knife
p	pig	imp	respect	interpret	lamp
q	quack	quote	guide	require	quest
r	rock	spray	super	interrupt	write
s	sum	buzzes	central	research	shellfish
t	tip	worked	guarded	artistic	retired
v	vest	voice	assure	verify	reserve
w	wig	who	wrestle	swarming	awesome
x	box	oxen	clocks	exhausted	struck
y	yes	yeast	Monday	yesterday	verify
z	zoo	boxes	zipper	thirsty	disease

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Reviewing Initial, Medial, and Final Consonant Sounds

Write words from the list in the correct columns according to the positions of the consonant letter sounds given at the beginning of each row. Some words may be used more than once. There is more than one correct answer for some spaces, but choose just one for each space. Some words may not be used at all.

REMEMBER:

- Final e's are silent.
- Some letter sounds may be spelled differently.

lazy	tube	beside	whiff	fish
table	fog	goat	yellow	jiggle
differ	berry	jazz	pickle	giant
kick	phone	door	rejoin	catch
budge	dinner	medal	goose	center

	Beginning Consonant	Middle Consonant	Ending Consonant
1. b	_____	_____	_____
2. d	_____	_____	_____
3. f	_____	_____	_____
4. g	_____	_____	_____
5. j	_____	_____	_____
6. k	_____	_____	_____
7. l	_____	_____	_____