

Getting the Most Out of Your

QUICK-WORD®

Phonics Handbook

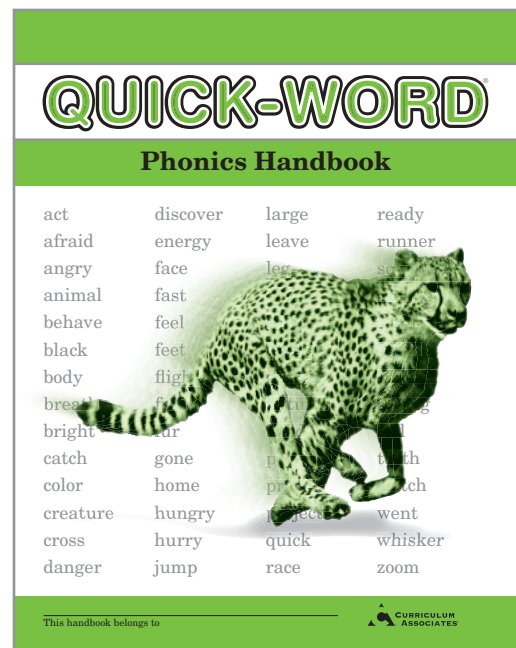
What is the QUICK-WORD® Phonics Handbook?

The QUICK-WORD® Phonics Handbook is a student-centered phonics aid designed to help emergent and at-risk readers become successful readers. The QUICK-WORD® Phonics Handbook is a phonics supplement, designed to be used as one integral part of a classroom teacher's planned phonics instruction. In the classroom, the reading teacher designs and directs the entire phonics spectrum from beginning to conclusion. Phonics instruction involves the teaching of letter-sound relationships, providing readers with ways to identify unknown printed words. It is essential that the reading teacher be acquainted with the phases of phonics instruction. Too, it is essential that the teacher be familiar with the concepts and contents included in the QUICK-WORD® Phonics Handbook to assure an effective and natural incorporation of the handbook offerings into the total phonics program.

What are the techniques that a reader uses when trying to read unknown words?

Readers use one approach or a combination of approaches to identify unknown words:

- 1. Unique letter or word configuration clues:** The reader looks for a unique feature about the unknown word to help identify the word. For example, the word **become** is made by joining the two words **be** and **come**. This approach, however, is considered the least effective of the approaches used to identify unknown words.
- 2. Picture clues:** In some instances a picture may readily provide a clue to the identification of an unknown word.
- 3. Phonic analysis:** Using letter-sound relationships often helps the reader identify an unknown word. The QUICK-WORD® Phonics Handbook is an important tool for supporting phonic analysis as one significant means for identifying unknown words.
- 4. Structural analysis:** The root of an unknown word or the affixes attached to a word may provide clues to the identification of the word.
- 5. Context clues:** The context that surrounds an unknown word may provide a clue to the identification of the word.



What are the key principles that influence phonic analysis?

A summary of the key principles that influence phonic analysis includes the following:

1. The emergent reader must be able to differentiate between speech sounds in words as well as printed letters in words.
2. Beginning readers should be familiar with all word identification techniques. There should be no overreliance on any one technique.
3. The necessary phonics skills needed by a child to become a successful reader should be taught.
4. All elementary teachers should have a working knowledge of what constitutes a comprehensive phonics program.
5. Diagnosis and assessment are essential for determining a child's reading needs and form the basis for differentiating instruction.
6. The spelling patterns in English limit the usefulness of some rules or generalizations.

What are ways that the QUICK-WORD® Phonics Handbook may be incorporated into your instructional phonics program?

The **Quick-Word® Phonics Handbook** is not intended to be used in a single prescribed way. How the phonics handbook is used in the classroom should be determined by your instructional objectives and the phonics proficiency of your students. Possible approaches are described in the information that follows:

1. **Beginning Readers—Whole Group**
In this approach, all students work together with you and receive the same instruction. Determine the sequence in which the phonics skills will be taught and continue the sequence, addressing one or two skills per session, until all the skills are introduced and explored. Read and discuss all the information about each skill.

Continue the reading about a skill through to the section entitled *More Words*. The *My Words* section should be reserved for a reader's personal words. Some personal words may be added from memory during the skill study, and some words may be added later when readers encounter unfamiliar words in their texts that conform to the phonics skill. Used in this way, the handbook is considered a work in progress.

2. **Beginning Readers—Small Group**
In this approach, a small group of new readers with common phonics needs receive the same instruction. The phonics needs may be determined through diagnosis, observation, or assessment, or a combination of these techniques. Consider the group's needs to help you determine the sequence in which the phonics skills will be taught. Continue the sequence, addressing one or two skills per session, until all skills are introduced, explored, and practiced. Continue as described in the concluding sentences of approach Number 1.
3. **At-risk and Challenged Readers—Whole Group**
In this approach, at-risk and challenged readers are grouped according to phonics needs. These needs may be determined through diagnosis, observation, or assessment, or a combination of these techniques. Group members receive the instruction that targets the group's common needs. Determine the sequence in which the phonics skills will be taught and continue the sequence to completion, addressing one or two skills per session. Continue as described in the concluding sentences of approach Number 1.
4. **At-risk and Challenged Readers—Small Group**
In this approach, a small group of at-risk or challenged readers, having common phonics needs as determined by diagnosis and/or assessment, receive the same instruction. Determine the sequence in which the phonics skills will be taught and continue the sequence through to completion. Continue as described in the concluding sentences of approach Number 1.

5. Self-Instruction—Individualized

In this approach, each student works alone to complete the skill studies in the handbook. However, you must start the students on their journey. First introduce them to the layout of the 48 pages. Go over the eleven items in the Table of Contents, listed on the inside front cover, to familiarize the students with the skills explored in the handbook. Next, turn to each of the eleven sections of the handbook and point out the features. Then approach the self-instruction in one of two ways. You may opt to let each student proceed randomly through the handbook, practicing the skills; or you may assign the study of skills in a specific order. With both methods, you must frequently check each student's responses, progress, and accuracy in the handbook. Frequent checks, with written comments, are essential.

6. The QUICK-WORD® Phonics Handbook as a Resource

The phonics handbook becomes a reader's personal resource for identifying unknown words in print. The completed handbook should be readily available to each student daily as he or she reads new text and adds to the *My Words* section. For example, a reader might come across the word **final** in the text of a story and not be familiar with the pronunciation of the word. The reader may consider whether the sound of **i** at the end of the first syllable is long. The reader turns to page 37 of the completed handbook and is presented with information about long **i** words. The reader finds that the **i** in the word **final** is indeed long. If the reader is particularly challenged, he or she may also check the initial letter sound of consonant **f** and the ending sound of consonant **l**. Each checkpoint provides key information about the pronunciation of **final**. The word **final** can then be added to the *More Words* section of long **i** words.

What words are used in the QUICK-WORD® Phonics Handbook?

All words in the QUICK-WORD® Phonics Handbook are either high-use words that appear in the QUICK-WORD® Handbooks or words that are at the grade 3 or below level, according to the Harris/Jacobson Basic Reading Vocabularies.

What is the time period suggested for skill studies in the QUICK-WORD® Phonics Handbook?

How you opt to use the handbook determines the amount of time needed to complete the skill studies.

Option 1: New readers complete one page per session for a period of forty-five days. Too, you may devote 1–3 sessions walking the students through the layout of the handbook. The total is 46–48 sessions, about 10 weeks.

Option 2: Depending upon the knowledge and ability of the individual reader, proceeding at his or her own pace, students complete the skill studies of the handbook in 40–70 sessions, about 6–10 weeks.

Option 3: At-risk readers may require a period of 70–84 sessions to study, discuss, and practice all skill studies, about 10–12 weeks.

Length of Sessions: The length of time devoted to a session varies. The suggested time span is about 15 to 20 minutes per session.

Note: The handbook can serve as a valuable reader resource for the part of the school year when the readers have completed all skill studies through to the *My Words* section of each skill. *My Words* remains a work in progress for as long as the reader continues to deal with the elements required to determine the identification of unfamiliar words.

Quick Reference

CONSONANTS

Letter	Sound	Page
b	/b/	1
c	/k/	1
c	/s/	2
d	/d/	2
f	/f/	3
g	/g/	3
g	/j/	4
h	/h/	4
j	/j/	5
k	/k/	5
l	/l/	6
m	/m/	6
n	/n/	7
p	/p/	7
q	/q/	8
r	/r/	8
s	/s/	9
s	/z/	9
t	/t/	10
v	/v/	10
w	/w/	11
x	/ks/	11
y	/y/	12
z	/z/	12

CONSONANT BLENDS

Letter	Sound	Page
bl	/b/	13
br	/br/	13
cl	/kl/	14
cr	/kr/	14
dr	/dr/	15
fl	/fl/	15
fr	/fr/	16
gl	/gl/	16
gr	/gr/	17
mp	/mp	17
nd	/nd	18
nt	/nt/	18
pl	/pl/	19
pr	/pr/	19
qu	/kw/	20
sc	/sk/	20
sk	/sk/	21
sl	/sl/	21
sm	/sm/	22
sn	/sn	22
sp	/sp/	23
st	/st/	23
sw	/sw/	24
tr	/tr/	24
tw	/tw/	25

CONSONANT DIGRAPHS

Letter	Sound	Page
ch	/ch/	26
ck	/ck/	26
ng	/ng/	27
nk	/nk/	27
sh	/sh/	28
th	/th/	28
th	/th/	29
wh	/wh/	29

SILENT CONSONANTS (Pages 30–31)

CONSONANTS AND THE F SOUND (Page 31)

SHORT VOWELS

Letter	Sound	Page
a	/ă/	32
e	/ĕ/	32
i	/ĭ/	33
o	/ŏ/	33
u	/ŭ/	34
oo	/ōō/	34

LONG VOWELS

Letter	Sound	Page
a	/ā/	35
e	/ē/	36
i	/ī/	37
o	/ō/	38
u	/yōō/	39
u	/ōō/	40

VOWEL DIPHTHONGS

Letter	Sound	Page
oi	/oi/	41
oy	/oi/	41
ou	/ou/	41
ow	/ou/	41

R-CONTROLLED VOWELS

Letter	Sound	Page
ar	/ār/	42
er	/ūr/	42
ear	/ūr/	43
ir	/ūr/	43
or	/ōr/	44
ur	/ūr/	44



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