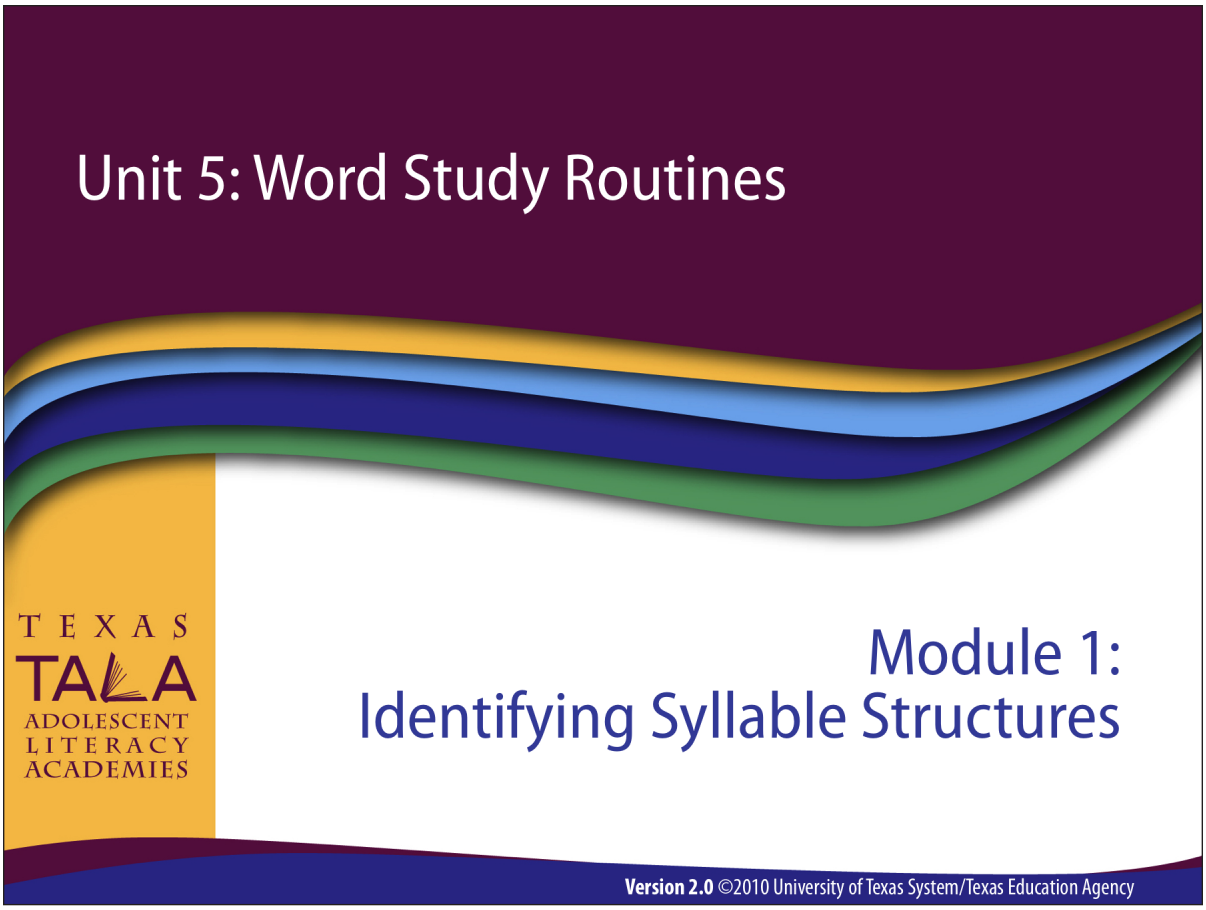


Participant Notes

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

VAUGHN GROSS CENTER FOR READING & LANGUAGE ARTS
THE UNIVERSITY OF TEXAS AT AUSTIN

TEA™
TEXAS EDUCATION AGENCY

Version 2.0 ©2010 University of Texas System/Texas Education Agency

©2010 University of Texas System/Texas Education Agency

These materials are copyrighted © by and are the property of the University of Texas System and the Texas Education Agency and may not be reproduced or distributed without their written permission, except by Texas public school educators under the following conditions:

1 any portion reproduced or distributed will be used exclusively for nonprofit educational purposes in Texas;
2 no monetary charge is made for the reproduced materials, any document containing them, or any activity at which they are distributed; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged;
3 no modifications or changes can be made to the materials by anyone without the express written permission of the University of Texas System and the Texas Education Agency.

To obtain a license to reprint large quantities, contact **licensing@texasreading.org**.

Unit 5: Word Study Routines

TEXAS TALA ADOLESCENT LITERACY ACADEMIES

Module 1: Identifying Syllable Structures

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Reading Intervention Components

Unit 5: Word Study Routines	
Module	**Title**
1	Identifying Syllable Structures
2	Morphemic Analysis

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 2

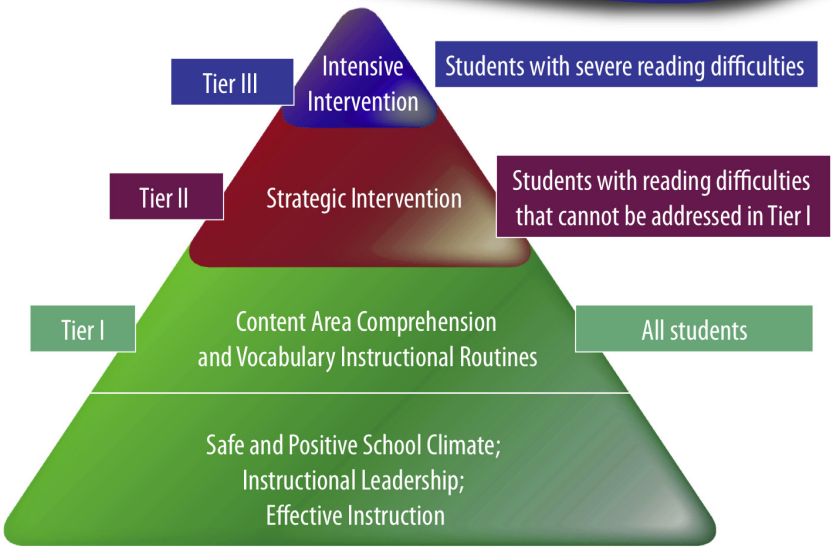
Objectives

- Understand how increasing knowledge of common syllable patterns improves students' ability to recognize, read, and comprehend the meanings of new words.
- Learn how to help students analyze words by identifying common syllable patterns.
- Apply the three-step process for explicit instruction to help students learn and identify common syllable patterns.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 3

Tiers II and III Instruction



TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 4

Important Concepts

- **Syllable**: The smallest unit of speech that contains one vowel sound
- **Consonant blend**: A combination of consonant letters found before or after a vowel sound in a syllable, in which each consonant represents a unique sound (e.g., *tr-*, *spr-*)
- **Consonant digraph**: A combination of consonant letters that represent one speech sound (e.g., *ph-*, *ch-*)
- **Irregular word**: A word in which the letter combinations do not make their expected or most common sounds (e.g., *could*, *right*, *beauty*)
- **Schwa**: An indistinct vowel sound found in unstressed English syllables (e.g., *common*)
- **Automaticity**: Immediately recognizing words without having to decode sounds or syllables

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 5

Helping Older Struggling Readers

- Students in adolescence still benefit from word study instruction.

  (Scamacca et al., 2007)

- Syllable training enhanced readers' ability to decode new words and retain spellings of words already in their memory.

  (Bhattacharya & Ehri, 2004)

- Children still learning English acquire literacy skills in a similar manner to native speakers, but must be directly taught the phonemic and syllabic structures of the new language.

  (Chiappe, Siegel, & Wade-Woolley, 2002; Wade-Woolley & Geva, 2000)

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 6

Six Common Syllable Patterns

- Closed (VC, CVC, CCVC, CVCC, or CCVCC)
- Open (CV or CCV)
- Vowel-consonant-*e* or silent-*e* (VC-*e* or CVC-*e*)
- Vowel pairs or teams (CVVC, CCVVC, CVVCC)
- *R*-controlled vowels (CV-*r*, CV-*r*C, CCV-*r*C)
- Consonant-*le* (-C+*le*)

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 7

Relationship of Syllable Patterns Knowledge and Reading Ability

- The letter patterns for the six types of syllables indicate the vowel pronunciation in a syllable.
- Knowledge of syllable patterns can:
  - Help students accurately predict the sound of the vowel in a syllable
  - Help students know how to read a syllable
  - Facilitate the automaticity of reading syllables in words
  - Help students identify syllables more quickly and read longer and more complex words

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 8

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Closed Syllables

- Closed syllables end in at least one consonant.
- The vowel in a closed syllable is short.
- Examples:

splen - did **gos - sip** **mag - net**

in - sect **rab - bit** **hom** - o - **nym**

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 9

Open Syllables

- Open syllables end in a single vowel.
- The vowel in an open syllable is usually long.
- Examples:

no - tion **spry** **pre** - dict

se - quel **la** - **zy** **i** - tem

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 10

Vowel-Consonant-*e* Syllables

- Vowel-consonant-*e* syllables end in one vowel, one consonant, and a final *e*.
- The vowel is long and the final *e* is silent.
- Examples:

dic - **tate**	**lone** - ly	pro - **file**
stam - **pede**	in - **vite**	wish - **bone**

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 11

R-controlled Syllables

- Vowel-*r* syllables have an *r* after the vowel.
- The vowel preceding the *r* makes a unique sound, not its common short or long sound.
- Examples:

bom - **bard**	**tur** - nip	**cor** - **ner**
vir - tue	**per** - fect	**car** - pool

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 12

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Vowel Pair Syllables

- Vowel pair syllables have two adjacent vowels (*seat*, *mail*) **or** a vowel followed by *w* or *y* (*saw*, *tray)*.
- Some vowel pairs make more than one sound (*oo*: *tool, wood, door*) (*ea: neat, thread*).
- Examples:

  sail - **boat** man - **hood** six - **teen**

  treat - ment **moon** - struck **oat** - **meal**

- Vowel pair syllables are also called vowel combinations or vowel teams.

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 13

Consonant-*le* Syllables

- These syllables have a consonant followed by the letters *le* at the end of the word.
- Only the consonant and the *l* are sounded; the *e* is silent.
- Examples:

  puz - **zle** bub - **ble** can - **dle**

  la - **dle** ma - **ple** dap - **ple**

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 14

How Will Students Recognize Syllable Patterns?

- Directly and explicitly teach each type, one at a time.
- Discuss the salient, or distinguishing, features of each syllable type and the effect of the syllabic pattern on the vowel sound.
- Provide multiple opportunities to practice along with cumulative review.
- Generalize syllable pattern recognition to new words.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 15

Sequence of Instruction

- Instruction begins with simple syllable patterns:
  - Closed
  - Open
  - Vowel-consonant-*e* (silent-*e*)
- Instruction continues with complex syllable patterns:
  - Vowel-*r* syllables
  - Vowel pair syllables
  - Consonant-*le* syllables
  - Irregular words of each syllable structure

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 16

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Identifying Syllable Structures: Modeling Phase: *I Do*

- State the purpose for studying syllable structures:
  - Help recognize and pronounce automatically the parts of a word
  - Read multisyllable words
  - Increase focus on understanding the passage
- Review what a syllable is: A word part that contains one vowel sound.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 17

Identifying Syllable Structures: Modeling Phase: *I Do* (cont.)

- Introduce the new syllable structure: Vowel-consonant-*e* syllables or silent-*e*.
- Directly teach students how to recognize the syllable structure:
  - Words typically end in one vowel, one consonant, and then the final *e*.
  - The final *e* does not make a sound.
  - The vowel is long.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 18

Identifying Syllable Structures: Modeling Phase: *I Do* (cont.)

b i k e

- Here we have the vowel *i*, which I will circle to remind me to pronounce it with the long sound.
- I will draw a line through the silent *e* after the single consonant to remind me that the *e* won't have a sound. It is silent.
- What is the word, everyone? *bike*

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 19

Identifying Syllable Structures: Modeling Phase: *I Do* (cont.)

- Continue identifying the silent-*e* syllable pattern in sample words.
  - Find the vowel that is followed by one consonant and then the letter *e*.
  - Circle the vowel and draw a line through the *e*.
  - Leave words without a silent-*e* syllable unmarked.
- Read the list of words.

Practice 1
h o m e
h o p
n i n e
h o p e
s i z e
b l a m e
a g e
w i n
q u o t e
w h i n e
u s e

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 20

Identifying Syllable Structures: Modeling Phase: *I Do* (cont.)

- Continue identifying the silent-*e* structure in words with two or more syllables.
  - Divide the syllables and identify each separately.
  - Circle the vowel.
  - Draw a line through the *e*.

c u p | c (a) k e̸

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 21

Identifying Syllable Structures: Modeling Phase: *I Do* (cont.)

- Continue to identify the syllables in the Practice 2 words.
  - Divide the syllables.
  - Circle the vowel that comes before the consonant.
  - Draw a line through the *e* after the consonant.
- Read the list of words.

Practice 2
c u p | c (a) k e̸
n i c k | n (a) m e̸
c a s | c (a) d e̸
e m | b r (a) c e̸
o | v e r | r (u) l e̸
m (a) k e̸ | s h i f t

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 22

Corrective Feedback

- This syllable is a/an [closed, open, silent-*e*, vowel-*r*, vowel pair/team, consonant-*le*, irregular] syllable.
  It is pronounced _____.
- Everyone, read the syllable.
- Now let's read each syllable in order.
- Now read the whole word.
- Read the word again, please.

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 23

Identifying Syllable Structures: Guided Practice Phase: *WE Do*

- Have students state the purpose for identifying the syllable structures.
  - Help recognize and pronounce automatically the parts of a word
  - Read multisyllable words
  - Increase focus on understanding the passage
- Have students practice identifying and pronouncing the syllable types they have learned using single- and multisyllable words taken from content area text.

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 24

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Identifying Syllable Structures: Guided Practice Phase: *WE Do* (cont.)

- Do I need to divide this word into different syllables?
  - If no: Why not?
  - If yes: Where? Why?
- What is this syllable type?
  - What are the characteristics of that syllable type?
  - What does it tell me about the vowel sound?
  - For silent-*e* syllables: Circle the vowel before the consonant and draw a line through the *e* after the consonant.
- Say each syllable out loud slowly.
- Put the syllables together and say the whole word.

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 25

Identifying Syllable Structures: Guided Practice Phase: *WE Do* (cont.)

Practice 3

cell

spine

stem

dendrite

reflex

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 26

Identifying Syllable Structures: Independent Phase: *YOU Do*

- Restate the purpose for identifying syllable types, emphasizing that the goal is to read multisyllabic words and understand text.
- Review the salient features of the types learned to this point and what each indicates about the vowel sound.
- Distribute a guide for sorting syllables and a list of words from an upcoming lesson. Multisyllabic words should have one syllable underlined. Designate only syllable types students have been taught to identify.
- Working in pairs or individually, have students sort the words or underlined syllables into the appropriate group on the guide.

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 27

Practice Identifying Syllable Structures

Closed Syllable	Open Syllable	Silent-*e* Syllable

Word List:

agitate	deprive	ingrate	migrant	stench
bandit	fret	intervene	numskull	unite
defy	grim	labor	slate	vital

TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency 28

Scaffolding

- Whenever appropriate, have students identify the syllable types when they encounter unfamiliar words in their reading.
- If students do not recognize the syllable types or know the vowel sounds, return to explicitly teaching them.
- Gradually increase the length and complexity of application words on which students practice.
- Challenge students to find additional examples of the syllable types in words they encounter.
- Teach students how to divide the syllables in a word.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 29

Scaffolding (cont.)

- Teach preskills (e.g., short vowels, long vowels, consonant blends, consonant digraphs, diphthongs, more complex phonics such as *-igh*).

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 30

The Goal of Word Study

The most important thing is that students have a chance to read for meaning and to discuss their understanding of authentic texts.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 31

Summary

- Understand how increasing knowledge of common syllable patterns improves students' ability to recognize, read, and comprehend the meanings of new words.
- Learn how to help students analyze words by identifying common syllable patterns.
- Apply the three-step process for explicit instruction to help students learn and identify common syllable patterns.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 32

Six Syllable Types Answer Key

Fable

Independent

Lunar

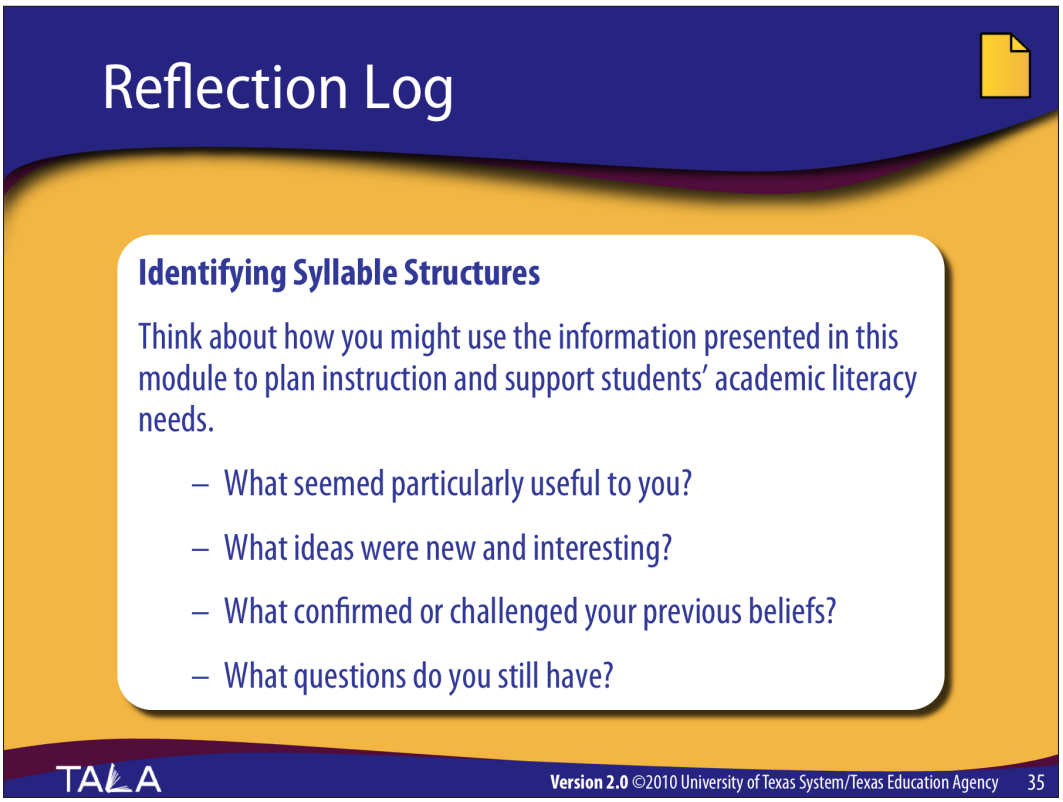
Debate

Explain

Market

Additional Tools and Resources

- Materials
  - Go to **www.fcrr.org**. Click:
    - **Instructional Materials for Teachers**
    - **Student Center Activities**
- Training
  - Go to **searchlight.utexas.org**. Click:
    - **Go Learn**
    - **Professional Development Courses**
- Additional resources
  - Go to **txesla.net**



Version 2.0 ©2010 University of Texas System/Texas Education Agency