Handouts

UNIT 5, MODULE 1:
Identifying Syllable Structures

TEKS Connections

The word study skills in this module correlate to those taught in the elective reading course; the standards for this course are found in the Reading (Elective Credit) section of the TEKS. These skills also are taught in English language arts courses in the earlier grades, but middle school readers often struggle because they have not mastered these skills, among others.

Reading Elective Credit (Grades 6–8)

(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

SOURCE: Texas Education Agency (TEA), 2008.

English Language Proficiency Standards (ELPS) Connections

4(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words

SOURCE: TEA, 2007.

A Schoolwide Reading Intervention Approach for Middle School

	TIER I	TIER II	TIER III
	Strong Schoolwide Foundation & Content Area Strategies and Routines	Strategic Intervention	Intensive Intervention
Definition	Strong core instruction that includes cross-curricular academic literacy support for all students; implemented within a safe and positive school environment in which there is a schoolwide commitment to excellence	Reading classes or small-group instruction specifically designed to accelerate the reading growth of students with marked reading difficulties	Specifically designed and customized reading instruction delivered in small groups or individually to students with serious and persistent reading difficulties
Students	All students in content area classes	Students with marked reading difficulties	Students with severe and persistent reading difficulties; students who do not make sufficient progress in strategic intervention
Focus	Academic vocabulary and comprehension of academic text	Multisyllable word recognition, fluency, vocabulary, reading comprehension	Word study, word recognition, fluency, vocabulary, and comprehension; individualized to address specific needs of the students
Program	General education curriculum with research-based vocabulary and comprehension instructional routines	Specialized, scientific research-based reading program(s) emphasizing word recognition, fluency, vocabulary, and comprehension	Specialized, systematic, scientific research-based reading program(s) emphasizing the specific areas of need of individual students

	TIER I	TIER II	TIER III
	Strong Schoolwide Foundation & Content Area Strategies and Routines	Strategic Intervention	Intensive Intervention
Instruction	Sequenced and scaffolded instruction that makes the curriculum accessible to all students	Carefully designed and implemented explicit, systematic instruction	Carefully designed and implemented explicit, systematic instruction
Teachers	Science, social studies, math, reading, English language arts, and co-curricular teachers	Intervention provided by personnel determined by the school; usually a reading teacher or other interventionist	Intensive intervention provided by personnel determined by the school; usually a reading teacher or other interventionist
Setting	General education content area classrooms	Appropriate setting designated by the school; usually the reading class or supplemental tutoring	Appropriate setting designated by the school
Class size	Heterogeneous and flexible groups within typical class sizes	Homogeneous instruction provided to small groups	Homogeneous instruction provided to very small groups
Time	In all content area classes throughout the school day	At least 50 minutes per day	At least 50 minutes per day
Assessment	Schoolwide benchmark assessments at the beginning, middle, and end of the school year	Diagnostic assessment to determine the focus and pacing of instruction; progress monitoring twice a month on target skills to ensure adequate progress and learning	Diagnostic assessment to determine the focus and pacing of instruction; progress monitoring twice a month on target skills to better individualize instruction for students who do not demonstrate adequate growth

Syllable Types

CLOSED SYLLABLE

A closed syllable has one vowel that is closed in by a consonant. The vowel sound is short. (VC, CVC, CCVC, CVCC, or CCVCC)

Language Arts:

I n d e x

P o e t

E d i t

P r e d i c t

C o n c e p t

L i t e r a t u r e

R e l a t i o n s h i p

Social Studies:

W e s t

T a f t

E m p i r e

M o d e r n

P o p u l i s t

D e m o c r a t i c

I n d e p e n d e n t

Math:

S u m

A d d

S u b t r a c t

F i g u r e

F a c t o r

O b j e c t

I n v e s t i g a t e

Science:

R u s t

E n e r g y

P r o p e r t y

I n t e r a c t

E l e m e n t

T e m p e r a t u r e

E l e c t r o m a g n e t i c

OPEN SYLLABLE

An open syllable has one vowel that occurs at the end of the syllable. The vowel sound is long. (CV or CCV)

Language Arts:

<u>Po</u>et

<u>Stu</u>dent

<u>Pro</u>noun

<u>Pre</u>dict

Au<u>to</u><u>bi</u>ography

Com<u>pre</u>hensive

<u>Re</u><u>la</u>tionship

Social Studies:

<u>Tri</u>umph

<u>Mi</u>grate

<u>Na</u>tion

<u>Re</u>view

<u>Re</u>form

<u>De</u>velop

In<u>de</u>pendent

Math:

<u>Me</u>ter

<u>Be</u>low

<u>Ta</u>ble

<u>Re</u>sult

<u>De</u>scribe

<u>E</u><u>qua</u>tion

<u>De</u>nomi<u>na</u>tor

Science:

<u>Sci</u>ence

<u>Lu</u>nar

<u>Re</u>source

<u>Cli</u>mate

Vol<u>ca</u>no

<u>Re</u>flection

<u>E</u>lec<u>tro</u>magnetic

VOWEL-CONSONANT-*E* SYLLABLE

A VC-*e* syllable (silent-*e* syllable) ends with an *e*, has one consonant before the *e*, and has one vowel before the consonant. The vowel sound is long, and the *e* is silent. (VC-*e* or CVC-*e*)

Language Arts:

T a l e

W r i t e

T h e m e

D e s c r i b e

I n t r o d u c e

F o r e s h a d o w

V i s u a l i z e

Social Studies:

M i n e

R i s e

E m p i r e

S a f e g u a r d

D e b a t e

P o p u l a t e

E n t e r p r i s e

Math:

C u b e

S c o r e

S h a p e

D i v i d e

A l i k e

E v a l u a t e

I n v e s t i g a t e

Science:

P l a t e

W a v e

E x p l o r e

N a t u r e

C o m b i n e

P o l l u t e

C r e a t e

VOWEL PAIRS or TEAMS

A vowel pair syllable has two vowels together that make one vowel sound.

Language Arts:

R e a d

G o a l

M e a n i n g

S p e a k i n g

D e t a i l

P r o o f r e a d

M a i n C h a r a c t e r

Social Studies:

G r e e k

S p e e c h

P e a c e

L a u n c h

F r e e d o m

S w e a t s h o p

B e r n s t e i n

Math:

P a i d

M e a n

S p e e d

P i e

F e a t u r e

E x p l a i n

R e a s o n

Science:

S t r e a m

T o a d

H e a t

S e a

B e a t

L e a d

R a i n

R-CONTROLLED VOWELS

An *r*-controlled syllable contains a vowel followed by an *r*. This combination makes a unique sound. (V-*r*)

Language Arts:

In<u>for</u>m

Auth<u>or</u>

Thea<u>ter</u>

Narra<u>tor</u>

Charac<u>ter</u>

<u>Per</u>spective

Fig<u>ur</u>ative

Social Studies:

<u>Far</u>m

<u>Mar</u>ket

Ac<u>cor</u>d

Mod<u>er</u>n

An<u>ar</u>chist

A<u>part</u>heid

Af<u>firm</u>ative

Math:

<u>Par</u>t

<u>Per</u>cent

Pat<u>ter</u>n

En<u>larg</u>e

Fac<u>tor</u>

Simi<u>lar</u>

Perime<u>ter</u>

Science:

Sul<u>fur</u>

<u>Car</u>bon

En<u>er</u>gy

<u>Par</u>ticle

Con<u>ser</u>vation

<u>Zir</u>conium

<u>Ber</u>kelium

CONSONANT-*LE* SYLLABLE

A consonant-*le* syllable has a consonant followed by *le*. The vowel sound in this syllable is the schwa sound followed by the *l* sound. The *e* is silent. (-C+*le*)

Language Arts:

T i <u>t l e</u>

F a <u>b l e</u>

P e o <u>p l e</u>

P r i n c i <u>p l e</u>

A r t i <u>c l e</u>

E x a m <u>p l e</u>

P a r t i c i <u>p l e</u>

Social Studies:

S e t <u>t l e</u>

C a t <u>t l e</u>

S t r u g <u>g l e</u>

B a t <u>t l e</u>

S e t <u>t l e</u> m e n t

S p i n <u>d l e</u> t o p

P r o f i t a <u>b l e</u>

Math:

S i n <u>g l e</u>

D o u <u>b l e</u>

C o u <u>p l e</u>

M i d <u>d l e</u>

P u z <u>z l e</u>

P o s s i <u>b l e</u>

T r i a n <u>g l e</u>

Science:

T u r <u>t l e</u>

T r e m <u>b l e</u>

B e e <u>t l e</u>

M a n <u>t l e</u>

N e e <u>d l e</u> l e a f

P r e d i c t a <u>b l e</u>

A d a p t a <u>b l e</u>

Silent-*e* Syllable Words

Practice 1	Practice 2	Practice 3
home	cupcake	cell
hop	nickname	spine
nine	cascade	stem
hope	embrace	dendrite
size	overrule	reflex
blame	makeshift	
age		
win		
quote		
whine		
use		

Instruction in Syllable Types

Sequence of types

Closed syllables

Open syllables

Vowel-consonant-*e* syllables

R-controlled syllables

Vowel pair syllables

Consonant-*le* syllables

Irregular words of each syllable structure

Routine for instruction

1. Provide multiple opportunities to practice identifying a syllable type in one-syllable words.

2. Gradually increase practice in a syllable type to include two-syllable words and then multi-syllable words.

3. Ask: Do I need to divide this word into different syllables?

   a. If no: Why not?

   b. If yes: Where? Why?

4. Ask: What is the syllable type?

   a. What are the characteristics of that syllable type?

   b. What does it tell me about the vowel sound?

5. Say each syllable out loud slowly.

6. Put the syllables together and say the whole word.

7. Provide cumulative reviews of the syllable types.

   a. Word sorts

   b. Manipulating words to divide between syllables

   c. Manipulating words to add or remove letters that change the syllable type (e.g., *pin* to *pine*; *so* to *soft*; *bell* to *be*)

   d. Practicing with regular and irregular words

Sample Guide for Word Sort by Syllable Type

Closed Syllable	Open Syllable	Silent-*e* Syllable

Word List:

a g i <u>t a t e</u>	d e <u>p r i v e</u>	i n <u>g r a t e</u>	<u>m i</u> g r a n t	s t e n c h
<u>b a n</u> <u>d i t</u>	f r e t	i n t e r <u>v e n e</u>	<u>n u m</u> s k u l l	<u>u</u> n i t e
<u>d e</u> <u>f y</u>	g r i m	<u>l a</u> b o r	s l a t e	<u>v i</u> t a l

ACTIVITY based on Bear, Invernizzi, Templeton, & Johnston, 2003.
VOCABULARY taken from D'Adamo, 2003.

Scaffolding the Identification of Syllable Types

- Whenever appropriate, have students identify the syllable types when students 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 students encounter.

- Teach students how to divide the syllables in a word.

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

Additional tools and resources available at:

- www.searchlight.utexas.org

- www.fcrr.org

- http://txesla.net

Rules of Syllable Division

Every syllable must have a vowel in it.

Two Consonants (VCCV)

Divide between two consonants.
hap pen   cat nip

Keep digraphs together.
rock et

A blend may stay together in the second syllable, especially if there is a prefix in the first syllable.
pro gram   re spond

Divide just before the consonant in a word ending in the syllable consonant-*le*.
bu gle   sta ple

Three Consonants (VCCCV)

Keep digraphs together.
eth nic   bath tub

Blend stays together in the second syllable.
mat tress   hun dred

If the word is a compound word, split between the two words.
(The blend may be in the first syllable.)
hand bag   chest nut

Divide just before the consonant in a word ending in the syllable consonant-*le*.
jug gle   rum ble
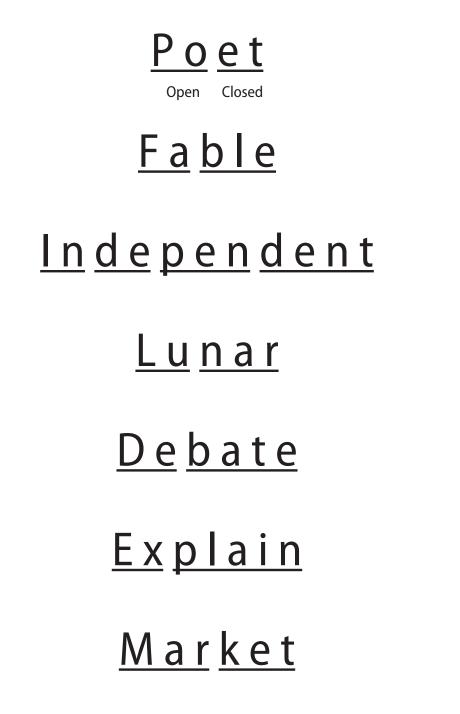
Four Consonants (VCCCCV)

Divide between digraphs and blends.
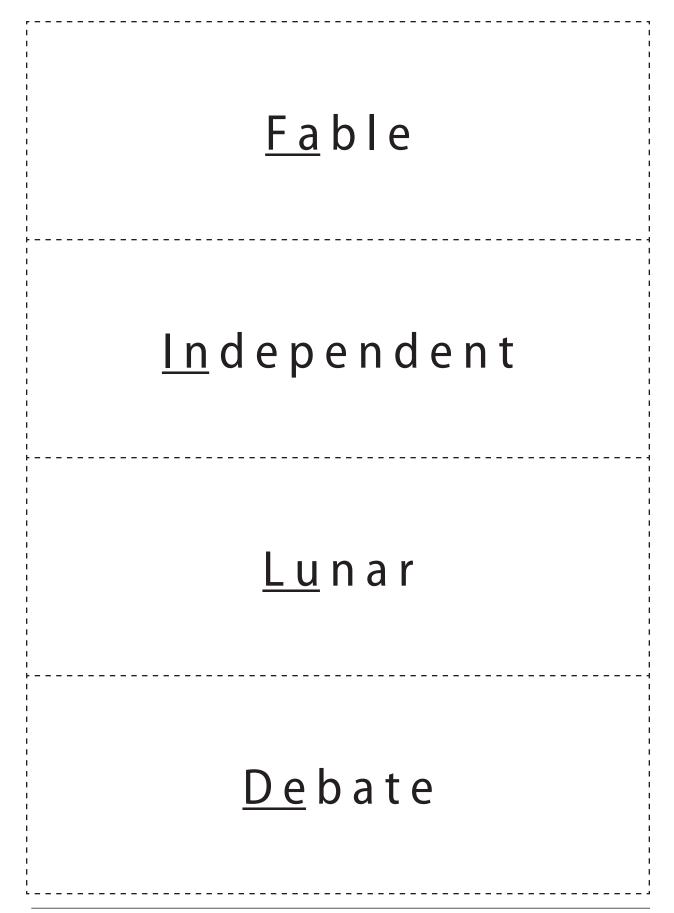**wing span   sling shot**

Watch for three-letter blends in the second syllable.
con struct   in struct

Six Syllable Types: Practice

Directions:

Identify the syllable types underlined in the following words. The first word is done for you.

<u>P o</u> <u>e t</u>

Open   Closed

<u>F a b</u> <u>l e</u>

<u>I n</u> <u>d e</u> <u>p e n</u> <u>d e n t</u>

<u>L u</u> <u>n a r</u>

<u>D e</u> <u>b a t e</u>

<u>E x</u> <u>p l a i n</u>

<u>M a r</u> <u>k e t</u>

<u>Fa</u>ble

<u>In</u>dependent

<u>Lu</u>nar

<u>De</u>bate

E x p l a i n

M a r k e t

F a b l e

I n d e p e n d e n t

L u n <u>a r</u>

D e <u>b a t</u> e

E x <u>p l a i</u> n

M a r <u>k e</u> t

Inde<u>pen</u>dent

Indepen<u>dent</u>

Guidelines for Reviewing a Reading Program

Introduction

This document was developed to assist the Curriculum and Instruction Team at the Florida Center for Reading Research (FCRR) as they review reading programs for grades 4–12 to determine alignment with current reading research.

Process of Using Guidelines

When reviewing a reading program thoroughly, it is not sufficient to examine only a sample of lessons. In order to determine whether a program is aligned with current reading research, it is essential to review all the teacher and student materials. This document was developed to help navigate a reviewer through the lengthy but important process of reviewing a reading program. It was designed to be utilized in conjunction with the resources listed below. When using this document, place a check mark in either the yes or no column after each question. If the answer is not clear or not evident, write "not evident" in the comments column and leave the yes/no columns blank. It is very important to use the comments column to detail specific examples, note questions, etc. When a question is marked "no" or "not evident," it is a concern that the program may not be aligned with current reading research. That is, if a reading program is aligned with current reading research, then "yes" will be marked on all of the questions with evidence to support this assertion written in the comments column.

Note that this document includes the sequence of instruction from 4th through 12th grade.

It is expected that a comprehensive reading program will incorporate the five components of reading identified by the National Reading Panel (phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension) and reflect the elements of instructional design.

The following resources on the FCRR Web site (www.fcrr.org) will assist educators who use this tool to guide their review of a reading program:

- Glossary of Reading Terms (boldface words in the Guidelines are in the Glossary).
- Continuum of Phonological Awareness Skills.
- Continuum of Word Types.
- FCRR Reports (reviews of reading programs already posted).
- References and Resources for Review of Reading Programs.

The guidelines begin on the next page.

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Overall Instructional Design and Pedagogy of the Reading Program			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is there a clear "road map" or "blueprint" for teachers to get an overall picture of the program (e.g., scope and sequence)?			
Are goals and objectives clearly stated?			
Are there resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, references, and reliable Web sites)?			
Is instruction consistently explicit?			
Is instruction consistently systematic?			
Is there a coherent instructional design (e.g., are the components of reading clearly linked within as well as across each component)?			
Are there consistent "teacher-friendly" instructional routines that include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization?			
Are there aligned student materials?			
Does the difficulty of the text increase as students' skills strengthen?			
Are there ample guided student practice opportunities, including multiple opportunities for explicit teaching and teacher directed feedback, (15 or more) needed for struggling readers?			
Are all of the activities (e.g., centers) reading related (i.e., word-building, fluency practice)?			
Are teachers encouraged to give immediate corrective feedback?			
Is scaffolding a prominent part of the lessons?			
Are there specific instructions for scaffolding?			
Is differentiated instruction prominent?			
Is instruction individualized based on assessment?			
Are there guidelines and materials for flexible grouping?			
Is small-group instruction with (small teacher-pupil ratio) part of daily instruction?			
Is movement from group to group based on student progress?			
Are enrichment activities included for advancing/proceeding students?			
In addition to the components of reading, are the dimensions of spelling, writing, oral language, motivation/engagement and listening comprehension addressed?			

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Word Analysis (WA) Instruction/Word Study Phonological analysis, decoding, structural analysis, syllabication, context clues, spelling, & dictionary skills			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Overall, does instruction progress from easier word analysis activities to more difficult?			
Is word analysis only a small portion of each lesson (10 to 20 minutes)?			
Does the program emphasize the use of grade-appropriate dictionaries and student-friendly explanations?			
Is there explicit instruction in the use and weaknesses of context clues to determine word meaning?			
Is explicit instruction in the meaning of roots and affixes provided and are there activities for students to manipulate common roots and affixes to analyze the relationship of spelling to meaning of complex words?			
Are word parts that occur with high frequency (such as un, re, and in) introduced over those that occur in only a few words?			
Are the limitations of structural analysis made clear?			
Are there activities for distinguishing and interpreting words with multiple meanings?			
Does the program include word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases?			
Are words used in word analysis activities also found in the student text?			
Once word analysis strategies have been mastered, are these strategies immediately applied to reading and interpreting familiar decodable connected text?			
Is there ample unfamiliar decodable text to provide practice with word analysis strategies?			
Are there ample opportunities to read multisyllabic words daily?			
Is there a section of the program devoted to word study?			
Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)?			

Fluency Instruction			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is fluency building a part of each day's lesson?			
Does fluency-based instruction focus on developing accuracy, rate, and prosody?			
Do fluency-building routines include goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings?			
Is fluency assessed regularly?			
Is there a fluency goal for each set of grade levels (e.g., 4-5 [113-127 wpm], 6-8 [140-142 wpm])? (Based on Hasbrouk and Tindal's end-of-the-year oral reading fluency scores at the 40th percentile.)			
Are ample practice materials and opportunities at appropriate reading levels (independent and/or instructional) provided?			
Are there opportunities to read narrative and expository text aloud?			
Are research-based fluency strategies included (e.g., repeated reading, peer reading, tape-assisted reading, choral reading, student-adult reading)?			

Vocabulary Instruction			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is there a component that incorporates reading and writing vocabulary?			
Is systematic and explicit instruction in morphemic analysis provided to support building word meaning through knowledge of root words, prefixes, and suffixes?			
Is high-level terminology used to bring richness of language to the classroom?			
Are there ample activities provided to practice writing vocabulary in context?			
Are there opportunities for wide, independent reading?			
Is there repeated exposure to vocabulary in many contexts?			

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Vocabulary Instruction			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is there frequent use of teacher read-alouds using engaging books with embedded explanation and instruction?			
Is diverse vocabulary through listening and reading stories and informational text provided?			
Are a limited number of words selected for robust, explicit vocabulary instruction?			
Do sources of vocabulary instruction include words from read-aloud stories, words from core reading programs, words from reading intervention programs, and words from content area instruction?			
Are only important (words students must know to understand a concept or text), useful (words that may be encountered many times), and difficult (multiple meanings, idioms) words taught?			
Are vocabulary words reviewed cumulatively? For example, are words selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future?			
Are ample opportunities to engage in oral vocabulary activities provided?			
Are student-friendly explanations as well as dictionary definitions used?			
Are word-learning strategies taught?			
Does the instructional routine for vocabulary include: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding?			
Are ample opportunities to use word-learning strategies provided?			
Is word awareness introduced through the use of word walls; vocabulary logs; and practice activities that are engaging, provide multiple exposures, encourage deep processing, and connect word meaning to prior knowledge?			
Is vocabulary taught both directly and indirectly?			
Are rich contexts for vocabulary learning provided?			
Are repetition and multiple exposures to vocabulary items prevalent?			
Are vocabulary tasks restructured when necessary?			
Is computer technology used to help teach vocabulary?			

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Comprehension Instruction			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is comprehension monitoring taught?			
Is the use of multiple strategies prevalent?			
Are cooperative learning groups part of instruction?			
Are frequent opportunities to answer and generate questions provided?			
Are graphic and semantic organizers, including story maps, used?			
Are there ample opportunities to engage in discussions relating to the meaning of text?			
Are there ample opportunities to read narrative and expository text on independent and instructional levels?			
Is explicit instruction in different text structures included?			
Are before-, during- and after-reading comprehension strategies emphasized?			
Is prior knowledge activated before reading?			
Are ample opportunities provided to generate questions during reading to improve engagement with and processing of text?			
Are there ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text?			
Is learning to determine which strategy to use and why (metacognition) part of instruction?			
Are connections made between previously learned strategies and new text?			
Are strategies applied for authentic purposes using appropriate text?			
Is there an emphasis on creating independent strategic learners?			
Is strategy instruction cumulative over the course of the year?			
Are there frequent opportunities to discuss story elements and compare stories?			
Are elements of story grammar (setting, characters, important events, etc.) used for retelling a story?			
Are summarization strategies taught?			
Are opportunities provided to interpret information from charts, graphs, tables, and diagrams and connect it to text?			
Does text contain familiar concepts and vocabulary?			
Are main idea strategies previously taught (e.g., using pictures, then individual sentence, then paragraphs, etc.)?			

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Comprehension Instruction			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Are ample opportunities to employ main idea strategies using more complex texts, where the main idea is not explicit, provided?			

Listening Comprehension			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is there an element of the program that requires students to follow specific oral directions in order to perform or complete written activities?			
Are ample opportunities to utilize listening comprehension strategies provided?			
Are there ample opportunities to listen to a variety of text structures?			
Are there ample opportunities to use reflective (describing feelings/emotions that accompany what is said instead of information given) and responsive (e.g., repeating, paraphrasing, summarizing, questioning for elaboration and/or clarification) listening skills to make connections and build on ideas of the author?			

Motivation and Engagement			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is there a component of the program that fosters intrinsic motivation in students (e.g., student selection of books, various genres of book titles, multicultural/international book titles)?			
Are there clear content goals for supporting intrinsic reading motivation?			
Is there a component of the program that fosters extrinsic motivation in students (e.g., external recognition, rewards, or incentives)?			
Are there ample opportunities for students to engage in group activities (social motivation)?			
Are there personal learning goals provided for reading tasks?			
Are students given immediate feedback on reading progress?			

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Assessment			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is rigorous assessment included in the program?			
Is formative evaluation included?			
Are the assessment instruments reliable and valid?			
Do the assessments measure progress in word analysis, fluency, vocabulary, and comprehension?			
Do the assessments identify students who are at risk or already experiencing difficultly learning to read?			
Does assessment aid teachers in making individualized instruction decisions?			
Does the program provide teacher guidance in response to assessment results?			

Professional Development for the Reading Program			
Characteristic	Yes	No	Comments (e.g., specific examples, strengths, concerns, questions)
Is there adequate time offered for teachers to learn new concepts and practice what they have learned (before implementation)?			
Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow up assistance as they put new concepts into practice?			
Are teachers taught how to administer and interpret assessments that accompany the program?			
Is PD for the program customized to meet the varying needs of the participants (e.g., first-year teachers, coaches, principals)?			
Does the PD provide support (e.g., principal checklists, follow-up in class modeling, a video/CD for teachers to view modeled lessons, printed teaching charts, graphs, transparencies) to facilitate application of content?			

Reflection Log

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs. What seemed particularly useful to you? What ideas were new or interesting? What confirmed or challenged your previous beliefs? What questions do you still have?

Use the lines below to record your thoughts.

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Unit 5: Word Study
Module 1: Identifying Syllable Structures

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