

Unit 5: Word Study Routines

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Module 1: Identifying Syllable Structures

Reading Intervention Components



Unit 5: Word Study Routines

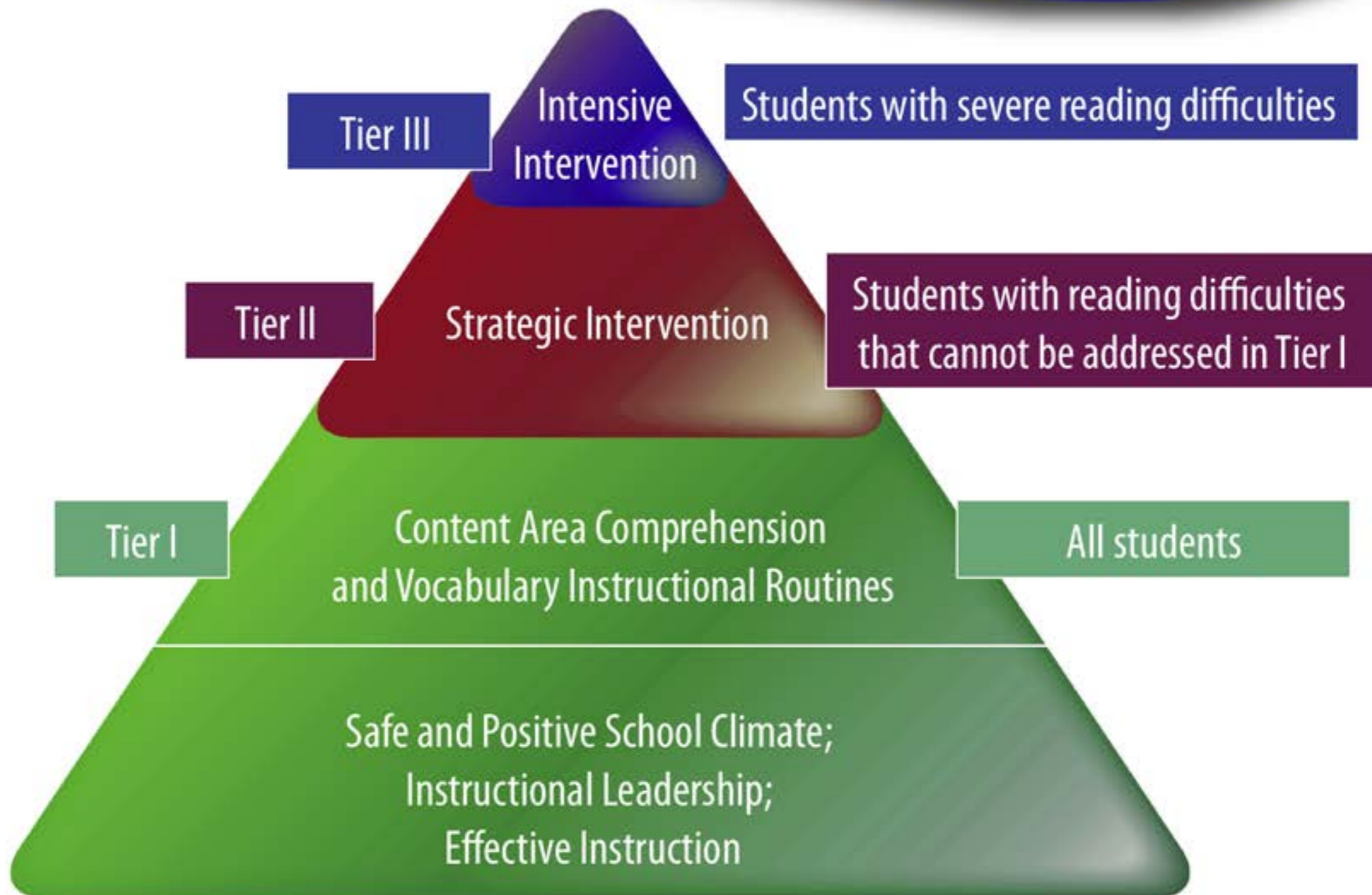
Module	Title
1	Identifying Syllable Structures
2	Morphemic Analysis

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.



Tiers II and III Instruction



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

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)



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*)

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

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**

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

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**

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

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.

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**

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.

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

Identifying Syllable Structures: Modeling Phase: / 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.

Identifying Syllable Structures: Modeling Phase: /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.

Identifying Syllable Structures: Modeling Phase: / 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*



Identifying Syllable Structures: Modeling Phase: /Do (cont.)

Practice 1

h@me'

hop

ni ne'

h@p/e

si ze'

bl@me'

@ge'

win

qu@te'

whi ne'

@se'

- 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.





Identifying Syllable Structures: Modeling Phase: /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@me

hop

nine

hope

size

blame

age

win

quote

whine

use

Identifying Syllable Structures: Modeling Phase: / 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 e

Identifying Syllable Structures: Modeling Phase: / 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 e

n i c k | n (a) m e

c a s | c (a) d e

e m | b r (a) c e

o v e r | r (u) l e

m (a) k e | s h i f t

Corrective Feedback

- This syllable is a/an [closed, open, silent-*e*, vowel-*r*, vowel pair/team, consonant-*l*, 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.

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.

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.

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



Practice 3

cell

spine

stem

dendrite

reflex



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



Practice 3

cell

spine

stem

dendrite

reflex

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.

Practice Identifying Syllable Structures

Closed Syllable	Open Syllable	Silent-e Syllable

Word List:

ag <u>i</u> tate	de <u>p</u> rive	in <u>g</u> rate	<u>m</u> igrant	st <u>e</u> nch
<u>b</u> andit	f <u>r</u> et	int <u>e</u> rvene	<u>n</u> um <u>s</u> kull	<u>u</u> nite
<u>d</u> efy	g <u>r</u> im	<u>l</u> abor	sl <u>a</u> te	<u>v</u> ital

Practice Identifying Syllable Structures

Closed Syllable	Open Syllable	Silent-e Syllable
<u>bandit</u>		
fret		
grim		
<u>numskull</u>		
stench		

Word List:

ag <u>i</u> tate	de <u>p</u> rive	in <u>g</u> rate	<u>m</u> igrant	st <u>e</u> nch
<u>b</u> andit	f <u>r</u> et	int <u>e</u> rvene	<u>n</u> umskull	<u>u</u> nite
<u>d</u> efy	g <u>r</u> im	<u>l</u> abor	sl <u>a</u> te	<u>v</u> ital

Practice Identifying Syllable Structures

Closed Syllable	Open Syllable	Silent-e Syllable
<u>bandit</u>	<u>defy</u>	
fret	<u>labor</u>	
grim	<u>migrant</u>	
<u>numskull</u>	<u>unite</u>	
stench	<u>vital</u>	

Word List:

ag <u>itate</u>	de <u>prive</u>	in <u>grate</u>	<u>migrant</u>	stench
<u>bandit</u>	fret	int <u>ervene</u>	<u>numskull</u>	<u>unite</u>
<u>defy</u>	grim	<u>labor</u>	slate	<u>vital</u>

Practice Identifying Syllable Structures

Closed Syllable	Open Syllable	Silent-e Syllable
<u>bandit</u>	<u>defy</u>	ag <u>itate</u>
fret	<u>labor</u>	de <u>prive</u>
grim	<u>migrant</u>	in <u>grate</u>
<u>numskull</u>	<u>unite</u>	inter <u>vene</u>
st <u>ench</u>	<u>vital</u>	slate

Word List:

ag <u>itate</u>	de <u>prive</u>	in <u>grate</u>	<u>migrant</u>	st <u>ench</u>
<u>bandit</u>	fret	inter <u>vene</u>	<u>numskull</u>	<u>unite</u>
<u>defy</u>	grim	<u>labor</u>	slate	<u>vital</u>

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.

Scaffolding (cont.)

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

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.

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.

Six Syllable Types Answer Key

F a b l e

I n d e p e n d e n t

L u n a r

D e b a t e

E x p l a i n

M a r k e t

Six Syllable Types Answer Key

F a b l e

open C-le

I n d e p e n d e n t

closed open closed closed

L u n a r

open r-controlled

D e b a t e

open VCE

E x p l a i n

closed vowel team

M a r k e t

r-controlled closed

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**

Reflection Log



Identifying Syllable Structures

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 and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?