

Presenter's Preparation Outline

Unit 5, Module 1: Identifying Syllable Structures

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 12
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer
 - Laser pointer

Handouts

- Handout 1: TEKS/ELPS Connections
- Handout 2: A Schoolwide Reading Intervention Approach for Middle School
- Handout 3: Syllable Types
- Handout 4: Silent-*e* Syllable Words
- Handout 5: Instruction in Syllable Types
- Handout 6: Sample Guide for Word Sort by Syllable Type
- Handout 7: Scaffolding the Identification of Syllable Types
- Handout 8: Rules of Syllable Division
- Handout 9: Six Syllable Types: Practice

Outline continues on the next page.

- Handout 10: Guidelines for Reviewing a Reading Program
- Handout 11: Reflection Log
- Handout 12: References

Videos Embedded

- Slide 20: Identifying Syllable Structures: Closed Syllables Review (6:10)
- Slide 26: Identifying Syllable Structures: Closed Syllables Practice (5:04)

Time

This module will take approximately 90 minutes.

Unit 5: Word Study Routines

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TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 1:
Identifying Syllable Structures


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Slide 1—Title Slide

This is the first module in the **Word Study Routines** unit, **Identifying Syllable Structures**.

Reading Intervention Components


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


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2

Slide 2—Reading Intervention Components

This module is intended to address the instruction of students who were identified in diagnostic assessments as having very weak decoding skills. Students still struggling with recognizing basic syllable patterns will need intensive intervention; therefore, very small group sizes would be best. These can be formed within existing classes if necessary, though ideally would constitute a reading intervention class.

Combining knowledge of syllable structures with known morphemes can simplify the reading of words with more than one syllable. Therefore, the second module in this unit will address morphological analysis.

 Find **Handout 1: TEKS/ELPS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS).

Take a moment to review this handout.

Allow 1 minute. Monitor and address any questions or concerns.

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.

Slide 3—Objectives

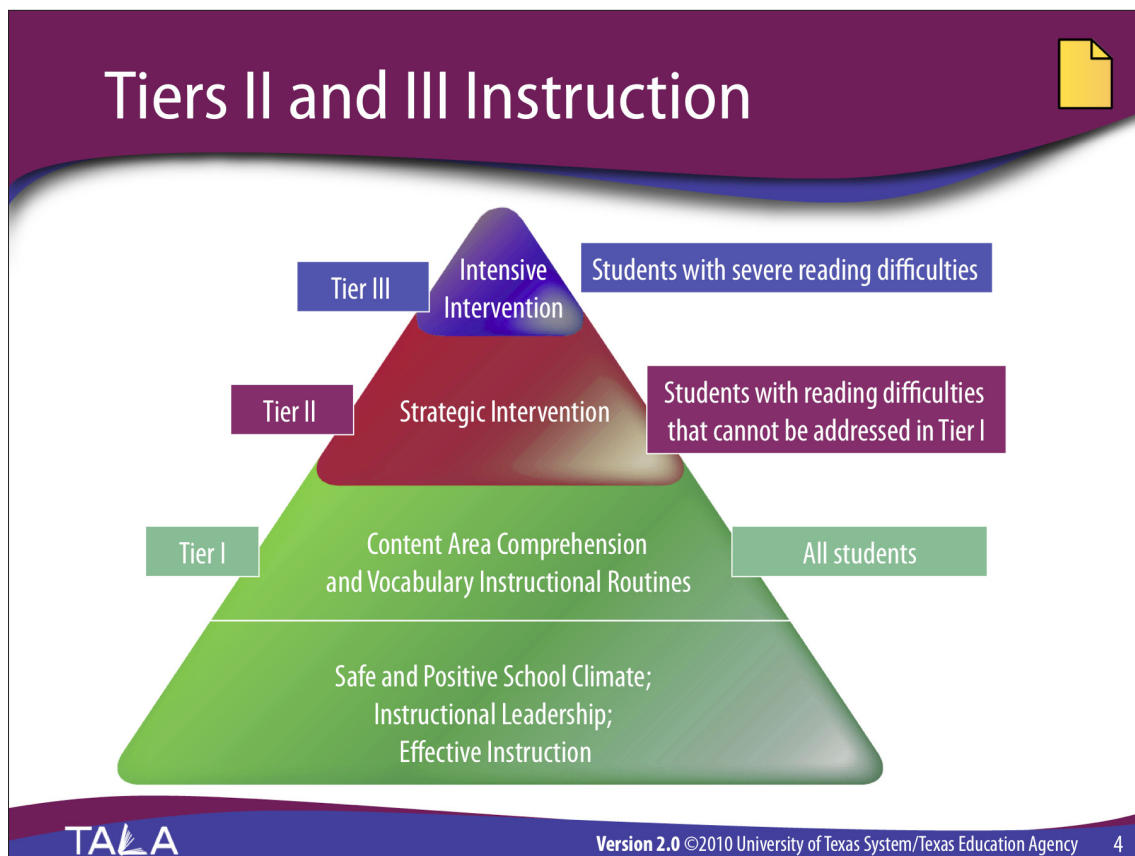
Knowledge of the six syllable types assists students with two key reading skills:

- Quickly and accurately decoding words
- Acquiring vocabulary

The ultimate goal of syllable type instruction is to better equip students to read and understand text.

Set expectations for this session.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).



Slide 4—Tiers II and III Instruction

 Refer participants to **Handout 2**.

You will recall from the overview of the schoolwide approach to reading intervention that **students with reading difficulties that cannot be addressed** sufficiently through instructional supports in the core educational program will require strategic, or Tier II, intervention. **Students** who have **severe reading difficulties** will require targeted, or Tier III, intervention.

The difference between Tier II and Tier III is that Tier III increases the time and intensity of instruction, most notably through maintaining very small group sizes. This is possible, in part, because only a small percentage of students should need Tier III intervention.

Instruction in the identification of syllable structures will probably be a part of the Tier III intervention, but this instruction alone is not sufficient for the intensive intervention that students with severe reading difficulties require.

Instruction in syllable structures may also facilitate the support of students with dyslexia, but it is not intended to replace instruction by a dyslexia specialist.

REFERENCE: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2007.

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

Slide 5—Important Concepts

A **syllable** is **the smallest unit of speech that contains one vowel sound**. Every language has a different way to form its syllables. In English, different letter combinations or patterns represent six syllable types. A good number of English words can be categorized as one of these syllable types or as a composite of several of these syllable types.

Some letter patterns in syllables may include **consonant blends** or **consonant digraphs**.

Read bullets 2 and 3 from slide.

Words with **letter combinations that do not make their expected or most common sounds** are considered **irregular words**. These would include words with **unstressed** (unaccented) syllables pronounced with a **schwa** sound resembling a short *u* or short *i*.

Review bullet 5.

Notes continue on the next page.

Important Concepts

- **Syllable:** The smallest unit of speech that contains one vowel sound
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- **Schwa:** An indistinct vowel sound found in unstressed English syllables (e.g., *common*)
- **Automaticity:** Immediately recognizing words without having to decode sounds or syllables

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Knowledge of the different syllable types can help students read a large number of English words. The goal is to achieve **automaticity**, or the ability to **immediately recognize words** without having to consciously work through decoding the sounds or syllables. Some students develop these skills easily, but other students struggle when faced with longer words. In fact, for many students, reading long, multisyllabic words can be an arduous task.

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)

Slide 6—Helping Older Struggling Readers

It is often assumed that students who did not acquire basic decoding skills in early elementary cannot profit from such instruction in the later grades. However, research has indicated that there is value in teaching adolescent struggling readers to read multisyllabic words by matching syllables to pronunciations.

Review bullets 1 and 2 on the slide.

Even older students can benefit from structured support to develop a sophisticated decoding process that is more than sounding out each letter. A sophisticated decoding process takes advantage of regular language structures such as the six types of syllables. Knowledge of syllable patterns helps students decode longer and more complex words since the visual patterns inherent in the syllable types will help students identify and read words with automaticity.

This is equally true for students who are both struggling with decoding skills and simultaneously learning English. Research indicates that until these students are systematically taught the structures of English, they will continue to perceive

Notes continue on the next page.

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sounds and syllables in terms of the categories and structures of their native language. Fortunately, the instructional methods that foster word recognition in native English speakers are linked to comparable results for English language learners.

Review the last bullet on slide.

REFERENCES: Bhattacharya & Ehri, 2004; Chiappe, Siegel, & Wade-Woolley, 2002; Scamacca et al., 2007; 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*)

Slide 7—Six Common Syllable Patterns



Refer participants to **Handout 3: Syllable Types**.

These are the six syllable types that occur often in English words and that are typically taught in word recognition programs.

Review the information on the slide.

The parentheses after each syllable type contain examples of the letter combination patterns that can make that syllable type.

The capital letter C in the notations stands for *consonant*.

The capital letter V stands for *vowel*.

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

Slide 8—Relationship of Syllable Patterns Knowledge and Reading Ability

Review the information on the slide.

The important thing to remember is that the patterns of letters for syllables indicate how we should pronounce the vowel in each syllable and, therefore, how we should read the word. As you have taught vocabulary to students, you have probably noticed that students can be confused by vowels that have different sounds. Students should be taught that the sound a vowel makes often depends upon what type of syllable it is in. For example, while one or more consonants at the end of a syllable (closed syllable type) signals a short vowel sound, a vowel at the end of a syllable usually signals a long vowel sound.

Refer participants to Handout 3 for examples of syllable types using content area vocabulary.

Hence, knowledge of syllable types can serve as an organizational and visual tool for decoding unknown words. By recognizing the patterns, students will be able

Notes continue on the next page.

to accurately predict the sound of the vowel in a syllable and know how to read a syllable. This will facilitate the development of automaticity in reading and will particularly help students to read longer and more complex words.

We will discuss each syllable type individually in the next six slides.

REFERENCES: Carreker, 2005; Hook & Jones, 2002.

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**

Slide 9—Closed Syllables

Review the information on the slide.

Closed syllables are among the earliest to be learned. These syllables end in at least one consonant that “closes off” the vowel from the rest of the word. That vowel will make its short sound. The vowel may be spelled with the letter *y* as in *gym*.

Closed syllables can also be spelled using consonant digraphs, as in *math*, or consonant blends, as in *script*.

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

Slide 10—Open Syllables

Open syllables are made up of a **single vowel** (e.g., *i*), the CV pattern (e.g., *no*), or a consonant blend or digraph followed by a vowel (e.g., *pro-*, *she*). The vowel sound in an open syllable may be spelled with the letter *y* as in *la-dy* or *fly*.

The vowel in an open syllable is usually pronounced with its **long** sound. Because the vowel occurs at the end of the syllable, it is left “open” to the rest of the word.

Review the examples on the slide.

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**

Slide 11—Vowel-Consonant-*e* Syllables

VC-*e* syllables end in one vowel, one consonant, and a final *e*. The syllable can start with a consonant (e.g., *time*), a blend (e.g., *smile*), or digraph (e.g., *shake*), or may contain only the VC-*e* (e.g., *ate*).

The vowel is long and the final *e* is silent, which is why the VC-*e* is also called a silent-*e* syllable.

Review the examples on the slide.

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

Slide 12—R-controlled Syllables

When the **vowel** in a syllable is **followed by the letter *r***, the **vowel makes a unique sound, not its common short or long sound**. These syllables are referred to as *r*-controlled vowels because the vowel and the *r* that follows it make only one sound. You cannot hear the sound of the vowel separately from the sound of the *r*.

Review the examples on the slide.

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.

Slide 13—Vowel Pair Syllables

Review the information on the slide.

Notice that consonants can appear before the vowel pair (e.g., *boo*), after the vowel pair (e.g., *EEK*), or both (e.g., *toil*).

Additional Information for the Presenter

The vowel pairs “oi,” “oy,” “ou,” and “ow” represent diphthongs. The vowel sounds glide together to represent one sound, even though the shifting position of the tongue during articulation makes it feel as though the vowel has two parts.

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**

Slide 14—Consonant-*le* Syllables

The sixth syllable type involves final stable syllables with consistent pronunciations. Most reading programs refer to the consonant-*le* pattern in which **the consonant and l are sounded**, but the only vowel in the syllable, **the letter e, is silent**.

Review the examples on the slide.

Note that the consonant-*le* syllable is distinct from the preceding syllable with the sounded vowel. Each syllable in a word must always be identified separately.

Additional Information for the Presenter

Other final stable syllables, such as “-tion,” will be discussed in the next module as suffixes because they contribute to the meaning of a word.

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.

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Slide 15—How Will Students Recognize Syllable Patterns?

Students should be taught to recognize and pronounce each syllable type. To help them distinguish all six types, **teach each type one at a time**, highlighting the **salient features** that make each syllable type distinctive, such as the typical pattern of vowels and consonants.

Provide multiple opportunities to practice and to verbalize each type. Because learning syllable types can help students predict vowel pronunciation, it is very important to **review** and practice previously learned types after each new structure is taught.

Older struggling readers will need to apply their knowledge of syllable types to increasingly complex words that contain various combinations of the types. Look for appropriate multisyllabic words for practicing and **generalizing** the skills. Handout 3 lists example words from each subject area. You can also search students' reading materials for appropriate practice words.

Activity: Tell-Help-Check

Notes continue on the next page.

Find a partner at your table and decide who will be Partner One and who will be Partner Two.

Allow 10 seconds.

Ones, TELL Twos how to recognize closed, open, and silent-*e* syllables. Provide your partner with sample words not listed on the slides or handouts. Use your notes to HELP you if necessary. Partner Two, CHECK Partner One's answers.

Monitor participants. Allow 30 seconds.

Now Twos, TELL Ones how to recognize vowel-*r*, vowel pair, and consonant-*le* syllables. Provide your partner with sample words not listed on the slides or handouts. Use your notes to HELP you if necessary. Partner One, CHECK Partner Two's answers.

Monitor participants. Allow 30 seconds.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

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

Slide 16—Sequence of Instruction

This is a suggested order in which to teach the syllable types to students. It is based upon the difficulty and regularity of the vowel pronunciations occurring in the syllables.

Review the information on the slide.

Although many words you will want to use for instruction and practice comprise more than one syllable type, it is best to begin instruction with single-syllable words and gradually increase to two-syllable and then multisyllable words. When practicing words of more than one syllable, focus on only the syllables that exemplify the type or types introduced to students. As you work through the sequence of syllable structures, incorporate multisyllabic words that foster cumulative review of the syllable types learned thus far.

Irregular words can be found for all syllable types. Introduce them after students have had extensive practice identifying the regular syllable structure. Teach students to try the syllable rule and a close approximation of the vowel sound.

Notes continue on the next page.

Remember to keep your pacing brisk and not to dwell too long on any one syllable structure. Adolescents who are behind in reading need intensive and responsive instruction to accelerate their achievement.

We will now look at an example lesson on the silent-*e* syllable type.

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.

Slide 17—Identifying Syllable Structures: Modeling Phase: / Do

Review the information on the slide.

It is important that students know and can explain what a syllable is and how the six types will help them read and pronounce words. As with all instructional routines, begin by stating the purpose and connecting the lesson to students' prior learning.

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.

Slide 18—Identifying Syllable Structures: Modeling Phase: / Do (cont.)

Next, point out the salient characteristics of the syllable type and the effect of the syllabic pattern on the vowel sound.

You might say, “Today we are going to learn the vowel-consonant-*e* or silent-*e* syllable structure. Vowel-consonant-*e* syllables typically end with one vowel, one consonant, and then the final *e*. The final *e* does not make a sound, and the vowel sound 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*

Slide 19—Identifying Syllable Structures: Modeling Phase: / Do (cont.)

This slide, and others in the module, provide a script to suggest how you might teach a syllable type. It is not expected that all teachers will follow this script when implementing instruction on the silent-*e* syllable. These sample lessons are simply a starting place for those with less experience teaching syllable structures.

Start your instruction with a relatively easy word with which students are probably familiar. Write it on the board and make the appropriate notations on the letters that create the syllable so that the structure is explicit.

When you first pronounce the sample word, exaggerate the long vowel. Pronounce the word for the last time as it would be normally read.



Model and read slide.

Additional Information for the Presenter

All references to using an overhead or writing on the board are intended as instructions for participants when implementing the lesson in their classrooms, not as a directive for you. All visuals for your presentation have been included on the slides.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

h o p

n(i)n

h@pe

s(i)z

bl@me


@g

w i n

q u @ t

w h(i)n

@s




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20

Slide 20—Identifying Syllable Structures: Modeling Phase: / Do (cont.)

Review the information on the slide.

 On **Handout 4: Silent-*e* Syllable Words**, you will find three sets of practice words. All words in the first list, Practice 1, have only one syllable, so they are better to use when first introducing the syllable structure. Display this list on the overhead.

Demonstrate circling the *o* and drawing a line through the silent *e* in *home*.

If a word does not have a silent-*e* syllable, I do not make any marks on the word. For example, *hop* does not follow the vowel-consonant-*e* pattern. What type of syllable is the word *hop*?



Answer: closed syllable

As you work down the list, review and emphasize the salient features of the syllable structure by asking questions like: What sound do all the circled vowels make?

Answer: the long sound

Notes continue on the next page.

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@ m e'

h o p

n(i)n e'

h@ p e'

s(i)z e'

b l @ m e'

@ g e'


w i n

q u @ t e'

w h o

e s e'

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20

Why did we draw a line through the *e*?

Answer: it doesn't have a sound; it is silent

As you read over the Practice 1 words, be sure to exaggerate the long vowel sound in each word with a silent-*e* syllable.



Video: Identifying Syllable Structures: Closed Syllables Review (6:10)

This video segment takes place in a reading intervention class and shows a teacher working one-on-one with a student who has both language and cognitive difficulties in reading. You will recall this student from the videos in Unit 4 on the Texas Middle School Fluency Assessment. He was identified as having very weak decoding skills, requiring intensive instruction. As you watch the video, pay attention to how the teacher keeps the pacing brisk.

Click the icon to play the video.

Take a moment to discuss with your partner what you observed the teacher doing to keep the lesson on closed syllables moving at a brisk, but appropriate, pace for the student.

Notes continue on the next page.

Allow 1–2 minutes.

Partner Two, tell me Partner One’s best idea about what the teacher did to keep the lesson moving along at a brisk, but appropriate, pace.

Call on participants. Acknowledge and repeat/rephrase response.

In the video, the teacher regularly referred to her notes as she worked with the student. This teacher has had several years of experience in syllable type instruction, yet she still finds it helpful to have her plans and list of practice words with her throughout the lesson. If you are new to teaching syllable types, the information in this module may seem overwhelming. Tools and resources are provided to assist you in preparing and delivering instruction. Do not hesitate to use these or to keep them with you during your work with students. It is critical that you be accurate and systematic.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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*.



Slide 21—Identifying Syllable Structures: Modeling Phase: / Do (cont.)

Refer participants to Practice 2, which is the second column of Handout 4.

Review the information on the slide.

Remember to use a transparency of the handout for your modeling. Demonstrate for students how you would draw a line to separate the two syllables in *cupcake*.

As you identify the first syllable, point out the features that make it closed by saying: “It has a consonant, then a vowel, and then another consonant to close it off from the rest of the word.”

Have students review their knowledge of previously learned syllables by asking:

What sound does a closed syllable make?

Answer: short vowel sound

How do you pronounce this syllable?

Answer: cup

Notes continue on the next page.

As you identify the second syllable, reiterate to students that you circled the vowel to remind you that it makes the long sound, and you drew a line through the *e* to remind you that it was silent.

Pronounce the syllable *cake* and ask students to pronounce it with you. Then, say the word *cupcake* and have students repeat it after you.

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 @ k e

n i c k | n @ m e

c a s | c @ d e

e m | b r @ c e

o v e r | r @ l e

m @ k e | s h i f t

Slide 22—Identifying Syllable Structures: Modeling Phase: / Do (cont.)

Review the information on the slide.

Think aloud as you decide where to divide the syllables:

“*Nickname* is difficult because it has three consonants in the middle. I know that the letters *ck* can make a consonant digraph, so I should keep those letters together. I can divide between the consonants *k* and *n* to have a closed syllable, *nick*, and then a silent-*e* syllable, *name*.”

“*Cascade* is a little easier. I know that I need a vowel in each syllable and that I should divide between the two consonants. Also, if I leave the *s* with the first syllable, it will make the vowel short: *cas*. I think that’s right, but I’ll check it when I read the whole word. Then, I’ll have the silent-*e* syllable *cade* at the end.”

“*Embrace* starts with a vowel but then has three consonants. I know that blends stay together in the second syllable, so I should divide between the *m* and the blend *br*. Then, I see a vowel followed by one consonant *c* and an *e*. That fits the pattern of the silent-*e* syllable.”

Notes continue on the next page.

“*Overrule* has a vowel-consonant-*e* at the beginning with the *o-v-e*, but the *e* is followed by an *r*. We haven’t studied this syllable type yet. It’s called an *r*-controlled vowel. I don’t think that will cause a problem here because most of you know the word *over*. Each syllable must have a vowel sound, so I can divide between the open syllable *o* and the *v*. Then, I have the two *r* letters in a row. I know I should divide the syllables between the two consonants. Finally, I have the vowel *u* followed by one consonant *l* and then an *e* at the end. That is a silent-*e* syllable.

“*Makeshift* doesn’t seem like a silent-*e* syllable at first because I’m used to looking at the end of the word. However, when I divide the two syllables, I can see there is an *a* followed by a *k* and then an *e* in the first syllable. That is a silent-*e* syllable.


Remind participants:

As you teach, be sure to mark the words one-by-one on your overhead transparency until they look like the example on the slide.

After marking each word, have students read the list with you. First, read each syllable to make sure students pronounce the vowels correctly. Then, read the syllables together to form the word. You may also draw loops under the syllables, as we did with the pronouncing words routine in Unit 2, Module 2.

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.


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Slide 23—Corrective Feedback

If you hear a student mispronounce a syllable or the whole word, you will need to stop and provide corrective feedback. Redirect students to the syllable that was mispronounced and explain the structure, as well as the vowel sound that is indicated by that structure. You may use the script on this slide to guide your corrective feedback.

Review the information on the slide.

Read each part slowly before putting the syllables together to form the whole word.

Even if only one student makes an error, have the entire class repeat the pronunciation of the syllables and the word. This is to ensure the correct vowel sounds are reinforced.

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.

Slide 24—Identifying Syllable Structures: Guided Practice Phase: *WE Do*

Refer participants to Practice 3, which is the third column of Handout 4.

Review the information on the slide.


Reviewing the purpose for the activity will help students learn how and when to apply this knowledge in other classes and lessons.

Guided practice in combining their knowledge of syllable types to read words from a content area text will also help reinforce that the goal is to read and understand text. The words in Practice 3 were taken from a science lesson and contain the three syllable types that students will have learned to this point: closed, open, and silent-*e* syllables.

I/YOU/WE DO adapted with permission from Archer et al., 1988.

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.


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Slide 25—Identifying Syllable Structures: Guided Practice Phase: *WE Do* (cont.)

As you proceed with your instruction in the silent-*e* syllable type, you will increase the complexity of the practice. Display Practice 3 on a transparency. Working through the list of words one at a time, prompt students to complete each step as provided on the slide. Have them verbalize their explanations so you can monitor their understanding.

Review the information on the slide.

Draw particular attention to the silent-*e* syllable type because that is the focus of this lesson.

Provide corrective feedback as necessary.



Refer participants to **Handout 5: Instruction in Syllable Types**, which can be used as a reference for teachers when planning lessons.

I/YOU/WE DO adapted with permission from Archer et al., 1988.

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

Practice 3

cell

sp(i)n e

stem

den|dr(i)t e

reflex

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Slide 26—Identifying Syllable Structures: Guided Practice Phase: *WE Do* (cont.)

When you have finished the guided practice, the list of words in Practice 3 should be marked to look something like this.

Review the list of words on the slide.




Identifying Syllable Structures: Closed Syllables Practice (5:04)

Activity: Generate-Share

This video continues the lesson on closed syllables as the student is asked to work with real and nonsense words. Nonsense words are not “real” in the sense that they do not have a meaning. They are strings of letters used to test a student’s phonics knowledge. Before beginning the activity, the teacher tells the student there will be nonsense words included. As you watch, GENERATE a list of ways in which the teacher provides instructional feedback to her student. How does she help him know when he is using skills and strategies that will make him a

Notes continue on the next page.

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



Practice 3

cell


sp(i)n e

stem

den|dri(t)e

reflex

DUPLICATE
SLIDE


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better reader? How does she help him change the skills and habits associated with errors in his reading?

Click the icon to play the video.

Let's SHARE some of the ideas you recorded. How does the teacher use instructional feedback to help the student know when he is using beneficial skills and strategies? How does she help him change or improve the habits associated with his errors?

Call on participants. Acknowledge and repeat/rephrase response.

Suggested responses:

- *Provides immediate feedback*
- *Has him state the rules or salient characteristics of a syllable type*
- *Uses physical signals*
- *Has him repeat the word correctly*
- *Provides direct instruction when necessary*

I/YOU/WE DO adapted with permission from Archer et al., 1988.

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

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.

Slide 27—Identifying Syllable Structures: Independent Phase: *YOU Do*

As you continue to work on identifying syllable structures, you will want to **emphasize that the goal in identifying syllable types is to read multisyllabic words and understand text.**

Repeatedly **review the salient features of each type, what each indicates about the vowel sound**, and the sounds each vowel can make. For example, when discussing closed syllables, review the sounds of the short vowels (*a* as in *bat*, *e* as in *egg*, etc.) and when introducing vowel-*r* syllables, review the sounds of the *r*-controlled vowels (*ar* as in *car*, *er* as in *her*, *ir* as in *sir*, *or* as in *for*, and *ur* as in *fur*). It will likely take additional time to review the many vowel combinations found in vowel team syllables (such as *ai* in *rain*, *oi* in *oil*, and *ay* in *play*).



Turn to **Handout 6: Sample Guide for Word Sort by Syllable Type.**

Students should be provided multiple opportunities to practice their cumulative knowledge of the syllable types. This can be accomplished with various **word sort activities** using words from the texts and materials students will encounter in their classes. Students can **work in pairs or individually** to sort these words into their appropriate syllable types. One example is provided on the next slide.

I/YOU/WE DO adapted with permission from Archer et al., 1988.

Practice Identifying Syllable Structures

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

Word List:

<u>agitate</u>	<u>deprive</u>	<u>ingrate</u>	<u>migrant</u>	stench
<u>bandit</u>	fret	<u>intervene</u>	<u>numskull</u>	<u>unite</u>
<u>defy</u>	grim	<u>labor</u>	slate	<u>vital</u>

Slide 28—Practice Identifying Syllable Structures

Activity: Word Sort

With your partner, you are going to try one way of practicing your knowledge about syllable types. The 16 words in the word list at the bottom of Handout 6 come from the novel *Iqbal*, by Francesco D’Adamo. Some are only one-syllable words that you can sort directly into one of the three types of syllables we have studied thus far: closed syllables, open syllables, or silent-*e* syllables. Some words are multisyllabic. For those, only one syllable type has been underlined. That is the syllable you need to sort. You will have about 3 minutes to sort all 16 words. Are there any questions?

Monitor participants and provide assistance as needed. After 3 minutes, reconvene the group.

Let’s see how you and your partner did on the word sort.

Click the slide for the answers per column. Have participants review the words aloud with you to model providing instructional feedback after a sorting activity.

Notes continue on the next page.

Keep in mind that the purpose of the activity is to practice reading words students will need to know in other content areas and settings. Students should not, therefore, stop after sorting but should be asked to apply what they learned in the activity to their reading of the passage.

WORD SORT ACTIVITY based on Bear, Invernizzi, Templeton, & Johnston, 2003; with VOCABULARY selected from D'Adamo, 2003.

PARTNER READING adapted from Bryant et al., 2000; Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994.

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.

Slide 29—Scaffolding



Refer participants to **Handout 7: Scaffolding the Identification of Syllable Types**, which lists the scaffolding steps presented on this and the following slide, as well as the Web sites provided on slide 34.

To achieve automaticity, students must regularly apply their knowledge of syllable types to read words. Make **identifying the syllable structures** a part of the routine of figuring out new and unfamiliar words.


Students will probably not be successful in applying their knowledge all of the time. The number of irregular words can cause confusion, so you should not allow students to struggle to the point of frustration. If the syllable fits one of the six common syllable types, **return to explicitly modeling** syllable type identification and pronunciation of the vowel. If the word is irregular, tell students the letters do not represent their usual sounds. Then, tell students how to say the word and ask them to repeat the word with you three times in a row.

When introducing a syllable type, it is easiest to work with monosyllabic and

Notes continue on the next page.

known words. However, one of the goals is to get students to generalize their knowledge to new words so that they can apply their skills while reading for school or for pleasure. Therefore, you will want to **gradually increase the length of the words** as well as the difficulty related to having combinations of different syllable types. Be sure to closely monitor students as they work with these words. If students are struggling to identify the syllable types, you may have chosen a word that is too difficult. Before returning to explicitly teaching the syllable structure or vowel sound, try giving students a somewhat easier word with which to practice.

It can be motivating to include students in choosing the words for cumulative practice. You can invite students to bring words with the various syllable types for the class to practice identifying. **Have students look for additional examples** in various texts, including newspapers, advertisements, books, manuals, and brochures. Practice this in class at least once to provide instructional feedback, especially for the irregular words students are sure to find. With respect to the silent-*e* syllable type lesson, students may find such words as: *have, some, love, image, encourage, imagine, and improve.*

 Finally, students may need instruction in syllabication rules as you move to multisyllabic words. Guidance is provided in **Handout 8: Rules of Syllable Division**.

Scaffolding (cont.)

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

Slide 30—Scaffolding (cont.)

Students with severe reading difficulties may not have enough knowledge of phonics to work on syllable types. For those students, it is necessary to work on preskills first.

Review the information on the slide.

Only then can instruction in syllable types be useful.

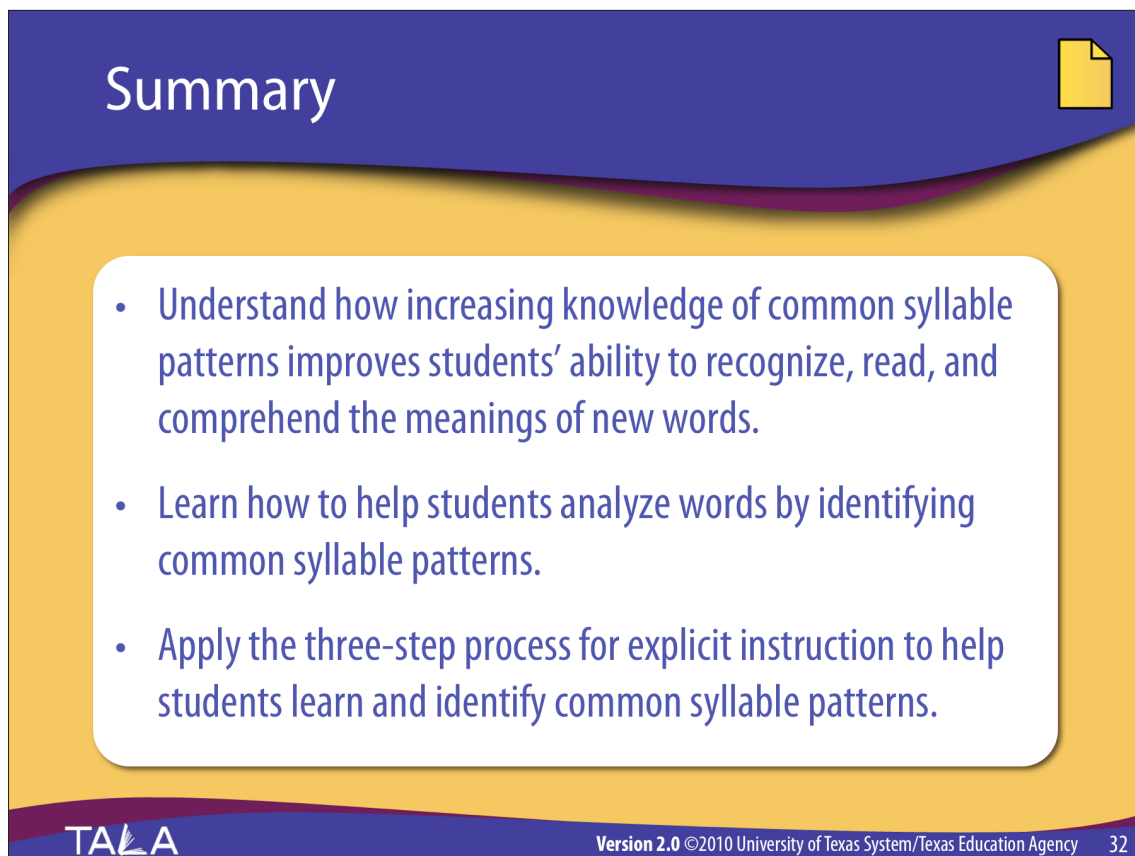
The Goal of Word Study

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

Slide 31—The Goal of Word Study

Read the statement on the slide.

Identifying syllable structures is not about drilling students on isolated skills. The goal is to help students achieve automaticity in word recognition so that they can concentrate on the meaning of text. Students must be provided opportunities to read and discuss texts with partners, small groups, and the teacher.



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.

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Slide 32—Summary

Review the objectives.



To review your knowledge of all six syllable structures, turn to **Handout 9: Six Syllable Types: Practice**. The words on the page are already divided into syllables, as indicated by the underlining. For each syllable, identify and record its type. You will use all six structures. Even though we have explicitly covered only the first three (closed, open, silent-*e*), it is important for you, as teachers, to practice with all the syllable types. Use Handout 3 for assistance, as necessary.

Review the example word “poet” with participants.

You may use your notes or work with a partner.

Allow 5–7 minutes. The answer key is provided on the next slide.

Additional Information for the Presenter

This activity can also be done as a card sort using the pages of Handout 9 that have the words printed in boxes. Only one syllable is underlined per box/card. Participants will need to cut out the cards and then sort them by the type of the underlined syllable.

Six Syllable Types Answer Key

<u>F</u>	<u>a</u>	<u>b</u>	<u>l</u>	<u>e</u>
open	C-le			
<u>I</u>	<u>n</u>	<u>d</u>	<u>e</u>	<u>p</u>
closed	open	closed	closed	
<u>L</u>	<u>u</u>	<u>n</u>	<u>a</u>	<u>r</u>
open	r-controlled			
<u>D</u>	<u>e</u>	<u>b</u>	<u>a</u>	<u>t</u>
open	VCE			
<u>E</u>	<u>x</u>	<u>p</u>	<u>l</u>	<u>a</u>
closed	vowel team			
<u>M</u>	<u>a</u>	<u>r</u>	<u>k</u>	<u>e</u>
r-controlled	closed			

Slide 33—Six Syllable Types Answer Key

Review answers with participants. Click the slide for each answer to appear.

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


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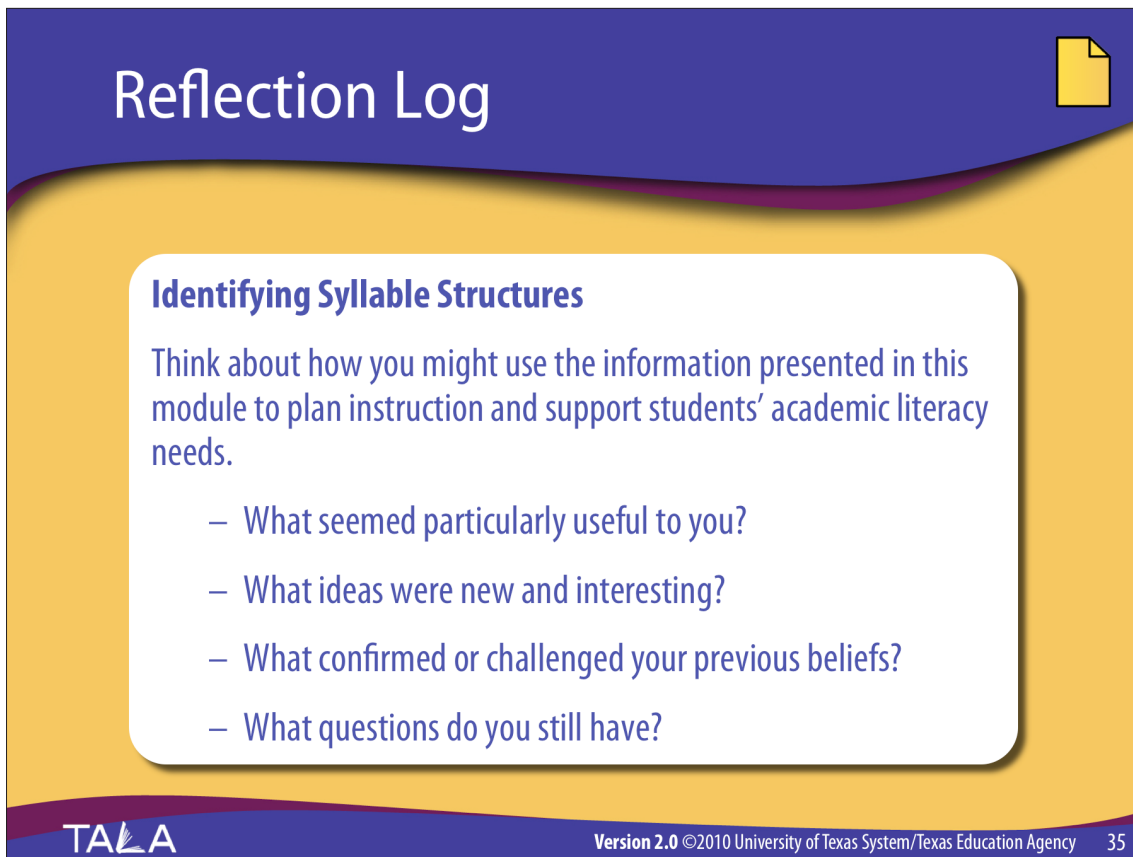
Slide 34— Additional Tools and Resources

Students with severe reading difficulties need explicit and intensive instruction in phonics in order to become successful readers. Due to the time constraints of the Academies, this module may not be sufficient for teachers who are new to instructing students in how to decode words. Therefore, it is recommended that you obtain additional curricular materials and resources for the reading intervention class.

Free materials are available from the Vaughn Gross Center’s Searchlight Web site and from the Florida Center for Reading Research Web site.

Searchlight also allows you free access to online professional development in word study that was created for the K–4 Teacher Reading Academies.

 If you or your school leaders are interested in purchasing a commercial program to use in a reading intervention class, **Handout 10: Guidelines for Reviewing a Reading Program** offers a set of guidelines that can be used to help guide your decision.



The slide features a dark blue header with the title 'Reflection Log' in white. A yellow document icon is in the top right corner. The main content is in a white rounded rectangle on a yellow background. The title 'Identifying Syllable Structures' is in bold blue. Below it is a paragraph in blue text, followed by a bulleted list of four questions in blue text. The footer has 'TALA' on the left and 'Version 2.0 ©2010 University of Texas System/Texas Education Agency 35' on the right.

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?

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Slide 35—Reflection Log

Careful planning is necessary to ensure you provide explicit instruction and use appropriate practice words. You will also want to think through how to explain the syllabication of the words so that you can better anticipate where students might struggle and how you can provide corrective feedback or additional scaffolding.

Activity: Reflection Log



Have participants turn to **Handout 11: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.

