Multi-Sensory Structured Language Instruction: Syllable Types, Syllable Division, and Spelling

Suzanne Carreker, Ph.D.

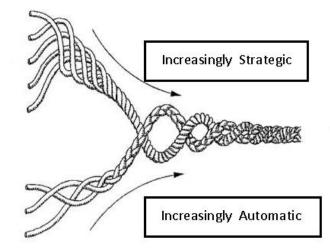
Reading Rope

Language Comprehension

- Background Knowldge
- · Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.



Skilled Reading: Fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

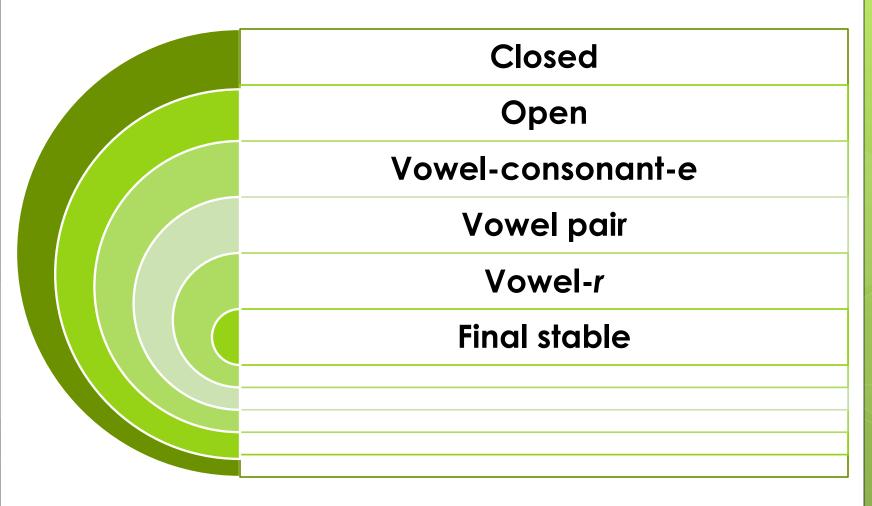
Scarborough (2001)

Word Recognition

Syllable Types
Syllable Division Patterns
Sight Words
Spelling

Six Syllable Types

Six Syllable Types



Closed Syllables

hat

mend

hip

got

mud

All of these syllables end in at least one consonant after one vowel. Consonant sounds are closed by the tongue, teeth, or lips. This syllable type is called a **closed syllable**. The vowel in a closed syllable is short.

Open Syllables

he

go

hi

me

All of these syllables end in one vowel. Vowels open the mouth. This syllable type is called an **open syllable**. The vowel in an open syllable is Jong.

hen

she

he

shrimp

Open

Closed

Dialogue

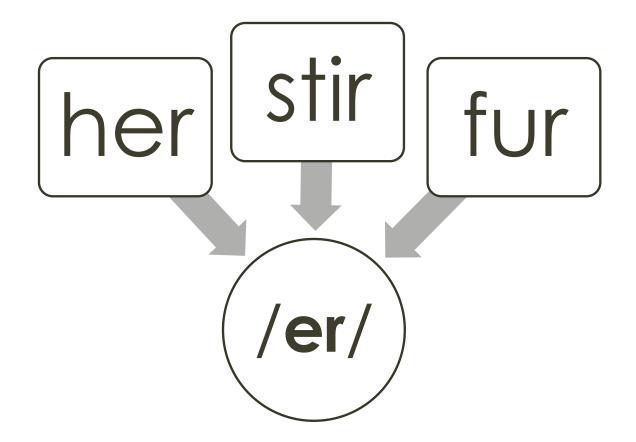
- The syllable <u>(describe syllable)</u>.
- o It is a <u>(name)</u> syllable.
- The vowel is <u>(identify the vowel sound)</u>.
- The word is ____(pronounce the word)____.

Vowel-r Syllables

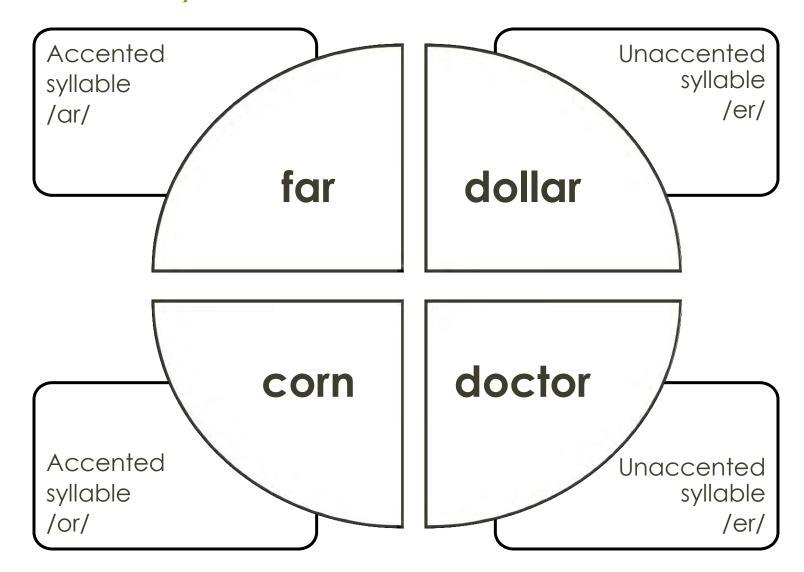
her
stir
fur
far
nor

All of these syllables end with an r after the vowel. The syllables look like closed syllables, but the vowels are not short. The vowels make an unexpected sound. This syllable type is a vowel-r syllable.

Vowel-r Syllables



Vowel-r Syllables



star stand stir

still

Vowel-r

Closed

Vowel-consonant-e Syllables

cake

theme

five

rope

cube

All of these syllables end in one vowel, one consonant, and a final e. This syllable type is called a vowelconsonant-e syllable. The final e is silent. The vowel is long.

Vowel Pair Syllables

Learn them individually!

sea zoo cow feet book snow paint point boy boat found day All of these syllables have two vowels. This syllable type is called a vowel pair syllable. Students must learn the vowel pairs individually. The adage "when two vowels go walking, the first one does the talking" is reliable only 45% of the time.

Does the first vowel do the talking?

ai as in paint Y N

au as in saucer Y N

aw as in saw Y N

ea as in teach Y N

ie as in tie Y N

oa as in boat Y N

oi as in boil Y N

ei as in vein Y N

oo as in book YN ow as in cow YN ay as in play YN ea as in head YN ee as in feet YN ei as in ceiling YN eu as in Europe YN ew as in pew

ey as in money ie as in priest oo as in moon ou as in out ow as in show oy as in boy ue as in statue

YN

YN

YN

YN

YN

YN

YN

Final Stable Syllables

ramble

uncle

candle

simple

table

rattle

A final stable syllable is a consonant-*le* pattern or a non-phonetic but reliable pattern at the end of a word.

Final Stable Syllables

```
tion = /shun/ as in mention
```

```
sion = /zhŭn/ as in explosion or
/shŭn/ as in emulsion
```

```
ture = /cher/ as in picture
```

Syllable Division Patterns



✓ Skilled readers are able to read long, unfamiliar words with ease because they can perceive where the word should divide.



To perceive where words should divide, students need to familiar with reliable syllable division patterns.

Three major syllable division patterns are:

VCCV VCCCV

Each pattern has different choices for division and accent placement.

VCCV

In this pattern, there are two consonants between two vowels. This pattern appears in words such as:

napkin

combine

entwine

VCCV

When two consonants come between two vowels, the word usually divides between the two consonants.

The accent falls on the <u>first</u> syllable.

nap'kin

mas'cot

in'sect

napkin

VCCV

When two consonants come between two vowels, the word may divide between the two consonants.

The accent falls on the <u>second</u> syllable.

in sist' com bine' pas tel'

insist

VCCV

When two consonants come between two vowels, the word may divide before the two consonants.

The accent falls on the <u>first</u> syllable.

fra'grant ma'cron

April

VCCV Review

1st Choice: Divide between the consonants.

Accent the first syllable.

2nd Choice: Divide between the consonants.

Accent the second syllable.

3rd Choice: Divide before the two consonants.

Accent the first syllable.

Activity

First, second, or third choice?

- o secret
- onumber
- gospel
- confess
- confide
- candid
- opatron

VCV

In this pattern, there is one consonant between two vowels. This pattern appears in words such as:

rotate

event

cabin

VCV

When one consonant comes between two vowels, the word usually divides before the consonant.

The accent falls on the first syllable.

i'ris su'per tu'lip

basic

VCV

When one consonant comes between two vowels, the word may divide before the consonant.

The accent falls on the <u>second</u> syllable.

re quest'

o mit'

u nite´

demand

VCV

When one consonant comes between two vowels, the word may divide <u>after</u> the consonant.

The accent falls on the first syllable.

tim'id trav'el mod'ern

robin

VCV Review

1st Choice: Divide before the consonant.

Accent the first syllable.

2nd Choice: Divide before the consonant.

Accent the second syllable.

3rd Choice: Divide after the consonant.

Accent the first syllable.

Activity

First, second, or third choice?

- o cabin
- o over
- omit
- o unit
- o unite
- o travel
- item
- event
- o seven

In this pattern, there are three consonants between two vowels. This pattern appears in words such as:

vccv

lobster

v c ccy surprise

v c c c v pumpkin

When three consonants come between two vowels, the word usually divides after the <u>first</u> consonant.

The accent falls on the first syllable.

mon'ster hun'dred ham'ster

When three consonants come between two vowels, the word may divide after the <u>first</u> consonant.

The accent falls on the <u>second</u> syllable.

com plete' em blaze' im ply'

When three consonants come between two vowels, the word may divide after the <u>second</u> consonant.

The accent falls on the <u>first</u> syllable.

pump'kin sand'wich

VCCCV Review

1st Choice: Divide after the first consonant.

Accent the first syllable.

2nd Choice: Divide after the first consonant.

Accent the second syllable.

3rd Choice: Divide after the second consonant.

Accent the first syllable.

Activity

First, second, or third choice?

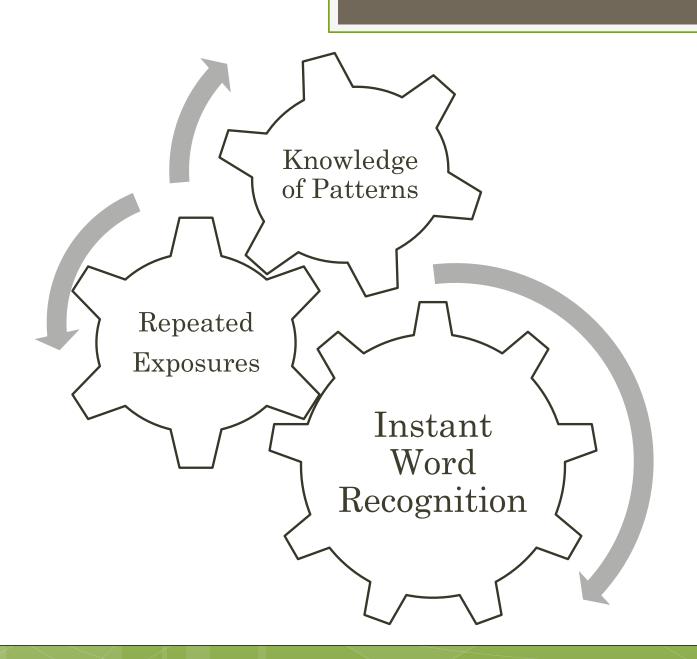
- muskrat
- spectrum
- abstain
- o pumpkin
- hundred
- o entwine
- extreme
- bankrupt
- partner

Lesson Plan

Students

- review previously introduced letter-sound patterns
- learn a new letter or concept
- practice reading words that contain the new and previously introduced patterns and concepts
- o spell words with the new letter or concept
- practice reading sight words
- read sentences or short passages that contain words with the new and previously introduced patterns and concepts
- engage in an oral language activity

Sight Words



Regular and Irregular

Regular

words that follow reliable, frequently recurring patterns Irregular

words that do not follow reliable, frequently recurring patterns

Rapid Word Recognition Chart

catch	sketch	Dutch	pitch	blotch	match
pitch	match	catch	blotch	sketch	Dutch
catch	blotch	sketch	match	pitch	Dutch
sketch	Dutch	pitch	blotch	catch	match
match	pitch	Dutch	sketch	blotch	catch

Rapid Word Recognition Chart

have	they	there	your	were	does
your	does	have	were	they	there
have	were	they	does	your	there
they	there	your	were	have	does
does	your	there	they	were	have

What Part Is Irregular?

- 1. said
- 2. thought
- 3. enough
- 4. lamb
- 5. plaid
- 6. friend
- 7. country
- 8. ghost

Regular Word Card

lamp

Irregular Word Card

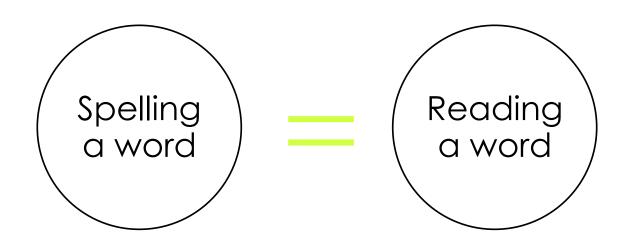
lamb

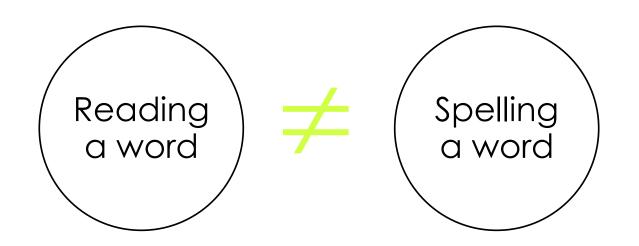
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Spelling





RUBRIC

- 0 = a random string of letters is used, not all sounds are represented, or sounds are not in sequence [tk, thk, or tihkc for thick]
- 1 = all sounds are marked but two or more letters are not reasonable representations of the sounds or extraneous letters are added [theg or fek for thick; thejtchk for thick]
- 2 = all sounds are marked but one letter is not a reasonable representation of a sound [tik or thek for thick]
- 3 = all sounds are marked with reasonable representations [thik or thic for thick]
- **4** = the spelling seems conventional, but an unnecessary letter is added or doubled [thicke or thickk for thick]
- **5** = correct spelling

Spelling Errors

- 1. chungk for chunk
- 2. kryd for cried
- 3. spl for spoil
- 4. brik for brick
- 5. semdl for simple
- 6. cliped for clipped

- 7. unpire for umpire
- 8. smc for teacher
- 9. pach for patch
- 10. juk for jug
- 11. dril for drill
- 12. jumpt for jumped

Your Turn

Spelling Errors	0	1	2	3	4
sok for sock					
rak for rag					
pepl for pebble					
win for went					
wit for with					
jreen for dream					
ribbun for ribbon					
sipit for strip					
moping for					
mopping					
wretk for worked					
muzek for music					

What the scores indicate

0

- No awareness of sounds in spoken words or difficulty detecting or sequencing sounds in spoken words
- Difficulty segmenting words into sounds

1 or 2

- Difficulty making phoneme/grapheme matches
- Difficulty discriminating similar sound

3

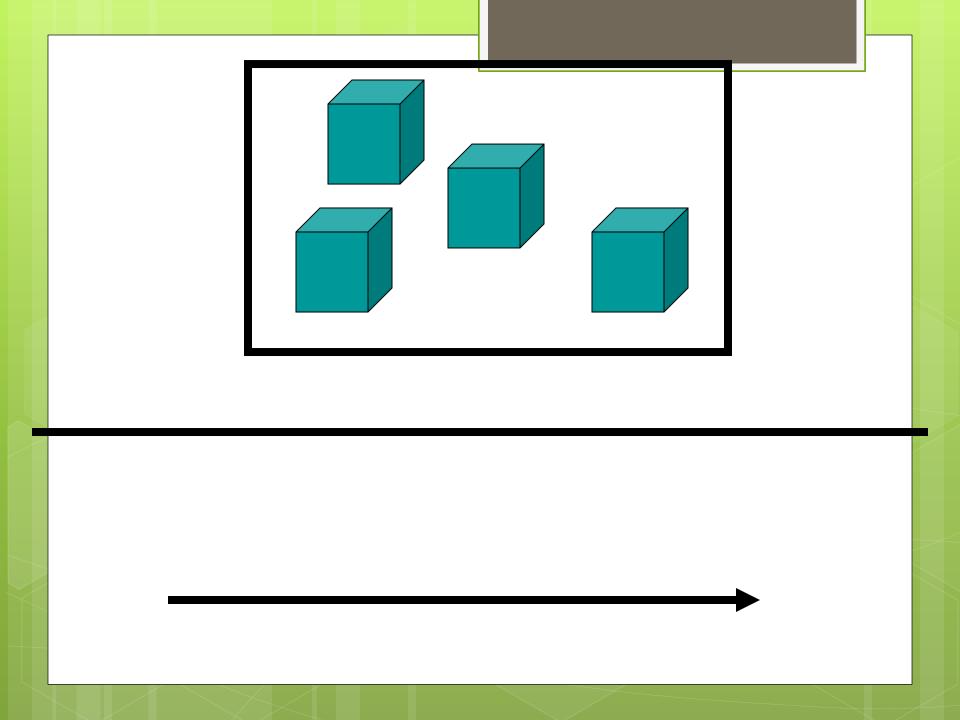
- Lack of knowledge about reliable patterns
- Lack of knowledge about rules

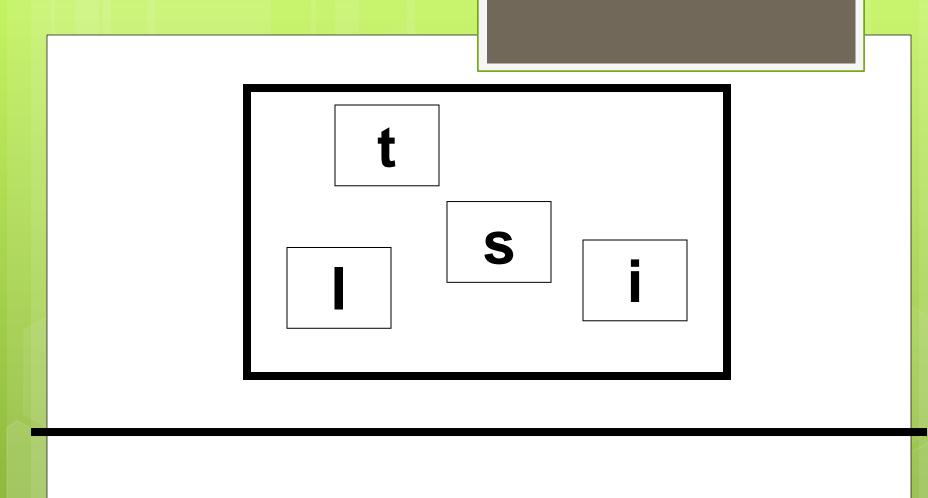
Overgeneralization of patterns or rules

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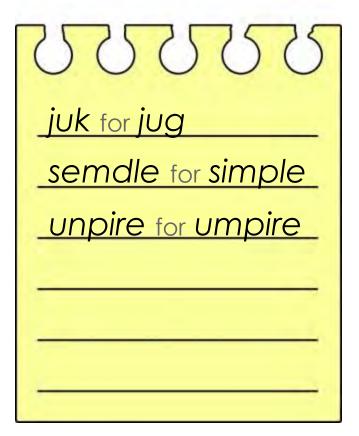
Spelling errors with a score of 0

2222
smu for teacher
spl for spoil
spit for split
-





Spelling errors with a score of 1 or 2



Iml and Inl

/ĭ/ and /ĕ/ /f/ and /th/



Cognates

```
/b/ ____
/d/ ____
/g/ ____
/z/ ____
/<u>th</u>/ ____
/ / _____
/zh/____
```

Spelling errors with a score of 3

25255
brik for brick
pach for patch
chungk for chunk

/sh/

How many different ways can you spell /sh/?

/oi/

boy toy oil

coin

moist enjoy

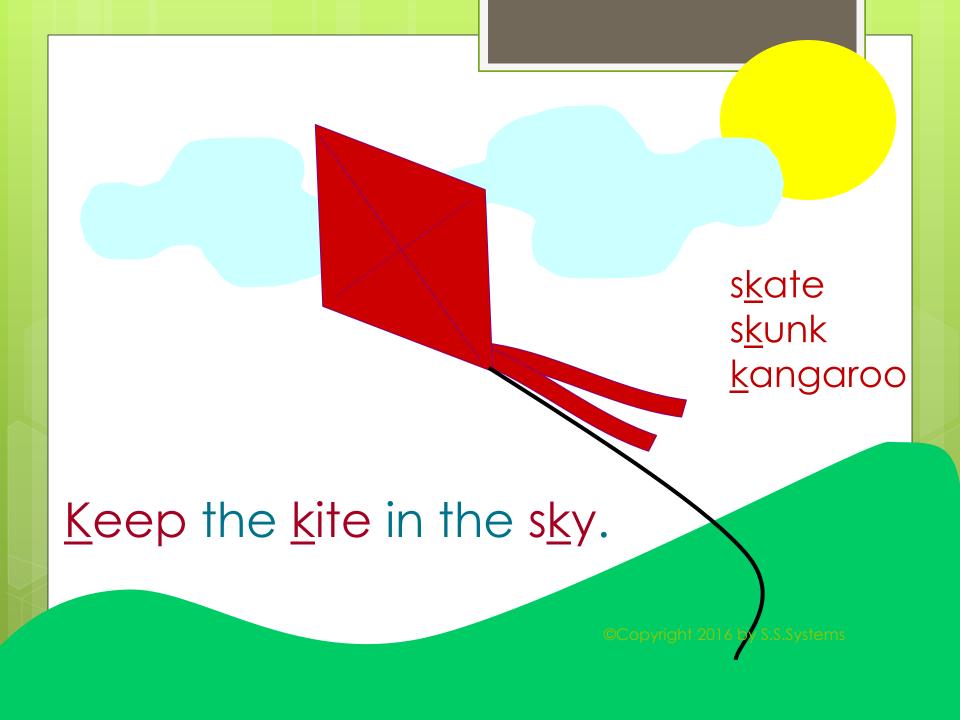


/k/

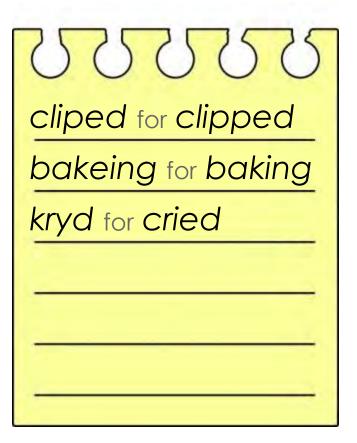
cat cot cut clasp crab keep kite sky

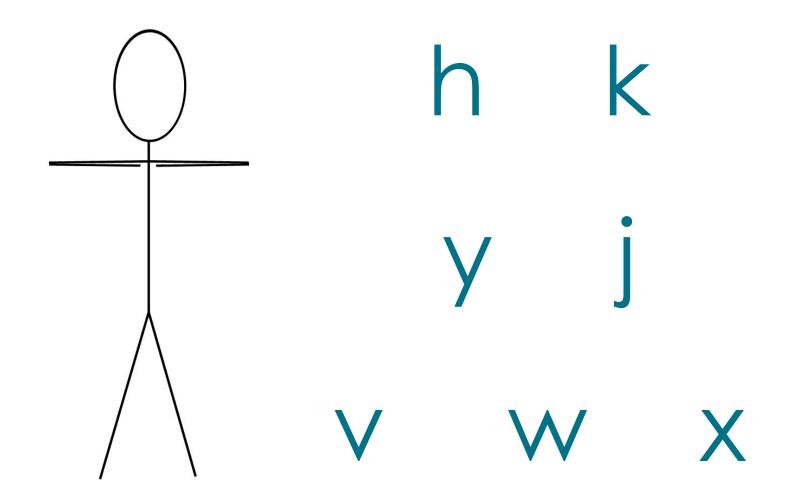


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Spelling errors with a score of 3





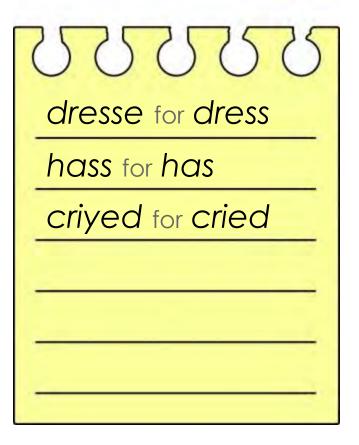
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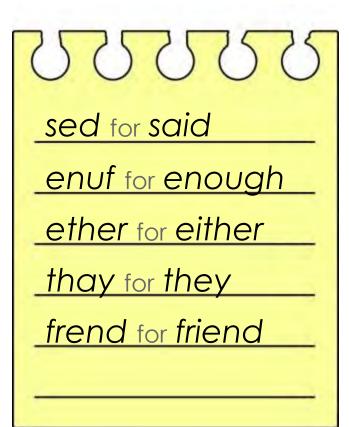




Spelling errors with a score of 4



What about these spelling errors?

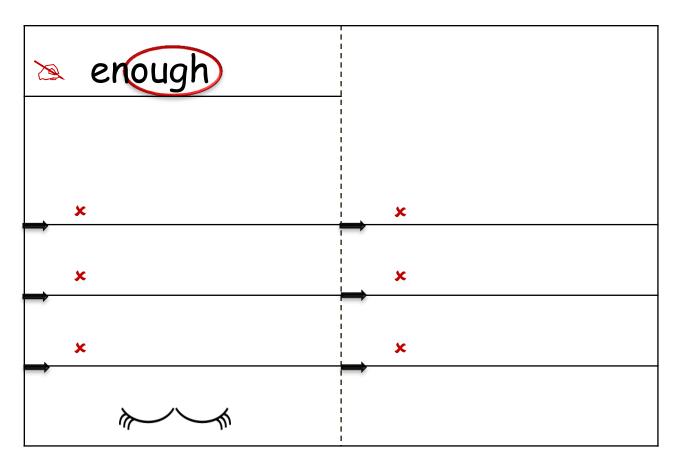


What are irregular words?

laugh enough does friend fruit busy each train

The orthographic representations do not match the pronunciations or the orthographic representations are not best bet choices.

Trace, copy, spell, write



Spelling Pronunciations

Wednesday colonel know, knee, knock

Why Analyze?

- Analyzing heightens awareness of sounds in words.
- Analyzing forces students to look at the orthographic patterns of words, which helps to build the patterns in memory.
- Analyzing makes students think.
- 4. And that makes it worthwhile...and fun!

Terms

phoneme

A speech sound

grapheme

 A letter or group of letters that represents a specific phoneme

- Regular Words spelled just the way they sound and follow most frequent patterns
- Rule Words spelled just the way they sound but a letter is doubled, dropped, or changed
- Irregular Words spelled in an unexpected way

Analyzing words

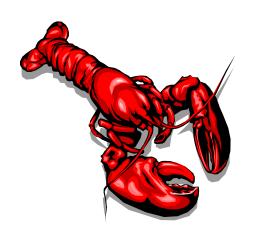
Read the word.

Segment the word.

Match
each
phoneme
to a
grapheme.

Decide if the word is regular, rule, or irregular.

Analyzing words



clam shrimp

lobster crab

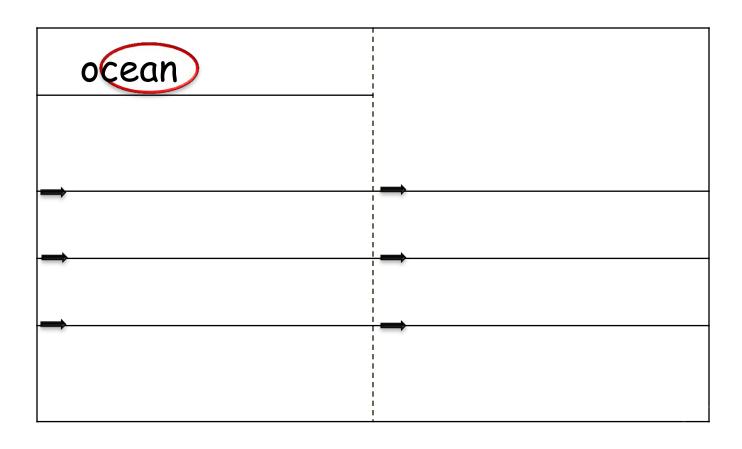
ocean starfish

sunning sailboat

swimmer relaxation

Regular	Rule	Irregular

TRACE, COPY, SPELL, WRITE



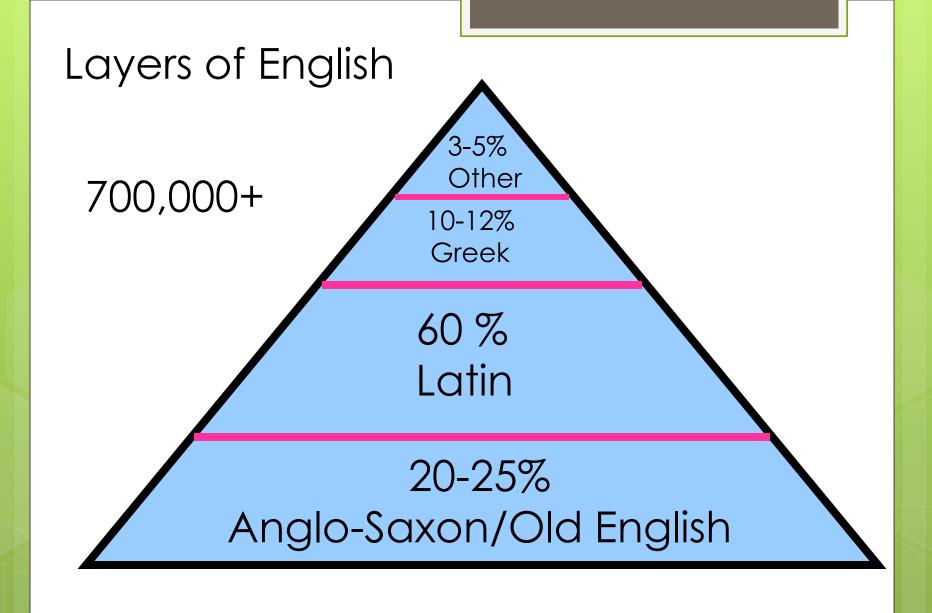
Mnemonic Sentence

- If you <u>wait</u>, the <u>rain</u> will fall on the <u>train</u> as it crosses the <u>plain</u>.
- 2. The <u>goat</u> will <u>float</u> on the <u>boat</u> and eat <u>soap</u>.

Words	Regular	Rule	Irregular
hen duck chick sheep egg lamb peck cow barn goat horse rabbit			

Words	Regular	Rule	Irregular
orbit			
Mars			
gravity			
Jupiter			
rotating			
Venus			
plenty			
revolving			
Mercury			
energy			
Earth			
Neptune			
Saturn			
Uranus			

Words	Regular	Rule	Irregular
population			
economy			
culture			
technology			
agriculture			
country			
recede			
transportation			
legislature			
legacy			
continent			
geography			
democracy			
republic			



Word Origins

Anglo-Saxon

·____

2_____

3.____

Latin

1._____

2.____

3.

Word Origins

Greek

2_____

3.____

Inadequate Decoding

Activities:

1._____

2._____

3._____

4._____

5._____