Unlocking the Code: Six Syllable Patterns for Decoding and Encoding

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Decoding

• attaching sound to the printed grapheme(s)

• When reading what sound(s) am I going to try for the graphemes I see
The Syllable

• Is a unit of pronunciation

• Contains one vowel phoneme in each unit of pronunciation

• Used as a tool for attacking longer unknown words
## Six Syllable Types

<table>
<thead>
<tr>
<th>Syllable Patterns</th>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed Syllable VC</td>
<td>cat,</td>
<td>• Ends in at least one consonant</td>
</tr>
<tr>
<td></td>
<td>cast</td>
<td>• The vowel is short</td>
</tr>
<tr>
<td>Open Syllable V→</td>
<td>no</td>
<td>• Ends in one vowel</td>
</tr>
<tr>
<td></td>
<td>by</td>
<td>• The vowel is long</td>
</tr>
<tr>
<td>Vowel Consonant e VCe</td>
<td>ice</td>
<td>• Ends in 1 vowel, 1 consonant, and final e</td>
</tr>
<tr>
<td></td>
<td>cake</td>
<td>• The final e is silent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The vowel is long</td>
</tr>
<tr>
<td>Vowel Team VV</td>
<td>rain</td>
<td>• Uses 2 to 4 letters to represent the vowel sound</td>
</tr>
<tr>
<td></td>
<td>shout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>light</td>
<td></td>
</tr>
<tr>
<td>Vowel r Vr</td>
<td>sort</td>
<td>• Has an r after the vowel</td>
</tr>
<tr>
<td></td>
<td>star</td>
<td>• The vowel makes an unexpected sound</td>
</tr>
<tr>
<td>Consonant le C-le</td>
<td>apple</td>
<td>• Has a final consonant le</td>
</tr>
<tr>
<td></td>
<td>handle</td>
<td>(-ble, -cle, -dle, -fle...)</td>
</tr>
</tbody>
</table>
Closed Syllable Pattern

- VC pattern
- A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants

Practice words: grab, nest
Closed Syllable Pattern

• bet
• miss
• print
• stack
Open Syllable Pattern

• V→ pattern
• A syllable that ends in one vowel

Practice words:  he, my, go
Open Syllable Pattern

• no

• we
Vowel Consonant e Syllable Pattern

• VCe pattern
• A syllable that ends with one vowel followed by a consonant and an e

Practice words: dine, stove
hop

hope
Vowel Consonant e Syllable Pattern

- cube
- probe
Vowel Team Pattern

• Contains two or more adjacent vowels
• Each vowel team must be learned individually

Practice words: coat, strain, now, deep
Vowel Team Pattern

- peach
- bay
- beep
Vowel r Syllable Pattern

• Has an *r* following the vowel
• The vowel makes an unexpected sound

Practice words: bird, jar, term, fur
Vowel r Syllable Pattern

• torn
• burn
• first
Consonant-le Syllable Pattern

• Cle pattern
• Has final consonant le combination

Practice words: steeple, handle, table, purple
Consonant-le Syllable Pattern

- cackle
- tumble
## Standards for the Syllable Types

<table>
<thead>
<tr>
<th>Kind</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Open, Closed, Vowel Consonant e, Vowel Teams, Vowel-r, Consonant-&lt;le&gt;</td>
<td>Open, Closed, Vowel Consonant e, Vowel Teams, Vowel-r, Consonant-&lt;le&gt;</td>
</tr>
</tbody>
</table>

### 1-Syllable Words

<table>
<thead>
<tr>
<th>Pattern</th>
<th>2-Syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVC</td>
<td>VC/CV</td>
</tr>
<tr>
<td></td>
<td>V/CV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern</th>
<th>2-Syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC/CV</td>
<td>V/CCV</td>
</tr>
<tr>
<td>V/CV</td>
<td>V/CV</td>
</tr>
<tr>
<td>VC/V</td>
<td>V/V</td>
</tr>
<tr>
<td>Division</td>
<td>Words</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>VC/CV</td>
<td>rab·bit</td>
</tr>
<tr>
<td></td>
<td>nap·kin</td>
</tr>
<tr>
<td></td>
<td>se·cret</td>
</tr>
<tr>
<td>*V/CCV</td>
<td></td>
</tr>
<tr>
<td>V/CV (75%)</td>
<td>mu·sic</td>
</tr>
<tr>
<td>VC/V (25%)</td>
<td>clos·et</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>VC/CCV</td>
<td>hun·dred</td>
</tr>
<tr>
<td>VCC/CV</td>
<td>pump·kin</td>
</tr>
<tr>
<td>C-le</td>
<td>wig·gle</td>
</tr>
<tr>
<td></td>
<td>ri·fle</td>
</tr>
</tbody>
</table>
Syllable Division

• VC/CV
• Closed/ Closed syllables
  • If two consonants come between two vowels, divide between the consonants.

Practice words: plastic, cactus, fantastic
Syllable Division

• picnic
• napkin
• V/CV (Open/ Closed)
• If a word has one consonant between two vowels (VCV) the most common choice is to divide it before the consonant.

Practice words: ravens, virus, even
Syllable Division

- halo
- bacon
Syllable Division

- closet
- rapid
Syllable Division

• pumpkin

• wiggle
Encoding

- attaching a grapheme(s) to a sound
- When spelling what grapheme(s) am I going to try to match to the sound(s) I hear?
Knowledge necessary to spell

• Correct pronunciation of speech sounds

• Vowels - Open/voiced

• Consonants - partially blocked/voiced/unvoiced

• Position of sounds - IMF

• Phonological awareness
Knowledge necessary to spell

1. **PHONOLOGICAL AWARENESS** Enables the spellers to hear all of the sounds and play with the idea that /JUMPT/ without /T/ is /JUMP/

2. **SYNTACTIC AWARENESS** Alerts the spellers that /JUMP/ can be used as a verb and that verbs have tenses

3. **MORPHOLOGICAL AWARENESS** Helps the spellers realize that /JUMPT/ consists of two meaningful units—base word /JUMP/ and suffix /T/

4. **SEMANTIC AWARENESS** Provides the spellers with the understanding that /T/ represents the past tense

5. **ORTHOGRAPHIC KNOWLEDGE** Privileges the spellers with the knowledge that /T/ is spelled with ED
Syllable Types for Encoding (Spelling)

• Closed
• Open
• Vowel consonant e
• Vowel r
• Vowel team
• Consonant -le
1. Auditory Discovery
2. Prediction
3. Visual Discovery
4. Verbalization
Auditory Discovery and Prediction

Auditory-
*Listen as I say some words. Repeat each word after me. Listen for the sound that is the same in all of the words.*
Say the words one at a time as students repeat.

Prediction-
*Where do you hear the sound? In what position? Make a prediction about how this sound might be spelled*
Visual Discovery -
Watch carefully as I write the words. What letter or letters are the same? In what position do you see the letters? Is there anything else that is similar about these words?
mass

hat

sand
Sound Wall
Syllable Types for Encoding (Spelling)

Closed

• If I hear a short vowel sound before a final consonant sound I know that sound will be represented by spelling pattern vowel then at least one consonant (vC)
Practice of Spelling Patterns

1. Sound Dictation
2. Word Dictation
3. Sentence Dictation
Sound Dictation

S O S Spelling Strategy
(Simultaneous Oral Spelling)

• Look and listen

• Repeat (in mirror)

• Repeat and segment

• Name the letters—Before writing

• Name the letters while writing

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TRANSITION SLIDE
Auditory Discovery and Prediction

**Auditory-**

*Listen as I say some words. Repeat each word after me. Listen for the sound that is the same in all of the words.*

Say the words one at a time as students repeat.

**Prediction-**

*Where do you hear the sound? In what position? Make a prediction about how this sound might be spelled*
Visual Discovery

Watch carefully as I write the words. What letter or letters are the same? In what position do you see the letters? Is there anything else that is similar about these words?
• coat
• goat
• toast
Practice of Spelling Patterns

1. Sound Dictation
2. Word Dictation
3. Sentence Dictation
Sound Dictation

S O S Spelling Strategy
(Simultaneous Oral Spelling)

• Look and listen

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Vowel Team

• If I hear a sound made by a vowel team I know that sound will be represented by a vowel team (VV)
Syllable Types for Encoding (Spelling)

Open

• If I hear a long vowel sound in final position of the word I know that sound will be represented by a vowel (v)
Vowel Consonant e

• If I hear a long vowel sound before a consonant sound I know that sound will be represented by spelling pattern vowel consonant e (Vce)
Syllable Types for Encoding (Spelling)

Vowel-r

• If I hear a vowel r sound I know that sound will be represented by spelling pattern vowel r (Vr)
Syllable Types for Encoding (Spelling)

Consonant-le

• If I hear a consonant sound before /l/ in a final syllable of the word I know that sound will be represented by spelling pattern consonant-le (Cle)
“SPELLING, BY ITS NATURE, IS A MULTISENSORY SKILL, INVOLVING TRANSLATING AUDITORY SOUNDS INTO VISUAL SYMBOLS THAT ARE REINFORCED WITH THE KINESTHETIC ACT OF WRITING”
Introduction of Spelling Patterns

1. Auditory Discovery
2. Prediction
3. Visual Discovery
4. Verbalization of the pattern.
1. Sound Dictation
2. Word Dictation
3. Sentence Dictation