

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

Syllable Patterns	Word	Description
Closed Syllable VC	cat cast	<ul style="list-style-type: none">•Ends in at least one consonant•The vowel is short
Open Syllable V→	no by	<ul style="list-style-type: none">•Ends in one vowel•The vowel is long
Vowel Consonant e VCe	ice cake	<ul style="list-style-type: none">•Ends in 1 vowel, 1 consonant, and final e•The final e is silent•The vowel is long
Vowel Team VV	rain shout light	<ul style="list-style-type: none">•Uses 2 to 4 letters to represent the vowel sound
Vowel r Vr	sort star	<ul style="list-style-type: none">•Has an r after the vowel•The vowel makes an unexpected sound
Consonant le C-le	apple handle	<ul style="list-style-type: none">•Has a final consonant le (-ble, -cle, -dle, -fle...)

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



Vowel Consonant e Syllable Pattern

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

K

Open

Closed

1-Syllable Words

CVC

1st

Open

Closed

Vowel Consonant e

Vowel Teams

Vowel-r

Consonant-le

2-Syllable Words

VC/CV

V/CV

2nd

Open

Closed

Vowel Consonant e

Vowel Teams

Vowel-r

Consonant-le

2-Syllable Words

VC/CV

V/CCV

V/CV

VC/V

V/V



Useful Syllable Division Principles

Division	Words	Description
VC/CV *V/CCV	rab·bit nap·kin se·cret	Two Consonants Between Two Vowels If two consonants come between two vowels, divide between the consonants. The word may be divided before both consonants.
V/CV (75%) VC/V (25%)	mu·sic clos·et	One Consonant Between Two Vowels If a word has one consonant between two vowels, the most common choice is to divide before the consonant creating an open syllable. If this division does not produce a recognizable word, then divide the word after the consonant creating a closed syllable.
VC/CCV VCC/CV	hun·dred pump·kin	Three Consonants Between Two Vowels Keep the letters in a consonant blend or digraph together in the same syllable.
C-le	wig·gle ri·fle	Consonant-/e Forms a Separate Syllable

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



Syllable Division

- **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 SPELLER TO HEAR ALL OF THE SOUNDS AND PLAY WITH THE IDEA THAT /JUMPT/ WITHOUT /T/ IS /JUMP/
2. **SYNTACTIC AWARENESS** ALERTS THE SPELLER THAT /JUMP/ CAN BE USED AS A VERB AND THAT VERBS HAVE TENSES
3. **MORPHOLOGICAL AWARENESS** HELPS THE SPELLER REALIZE THAT /JUMPT/ CONSISTS OF TWO MEANINGFUL UNITS-BASE WORD /JUMP/ AND SUFFIX /T/
4. **SEMANTIC AWARENESS** PROVIDES THE SPELLER WITH THE UNDERSTANDING THAT /T/ REPRESENTS THE PAST TENSE
5. **ORTHOGRAPHIC KNOWLEDGE** PRIVES THE SPELLER WITH THE KNOWLEDGE THAT /T/ IS SPELLED WITH ED



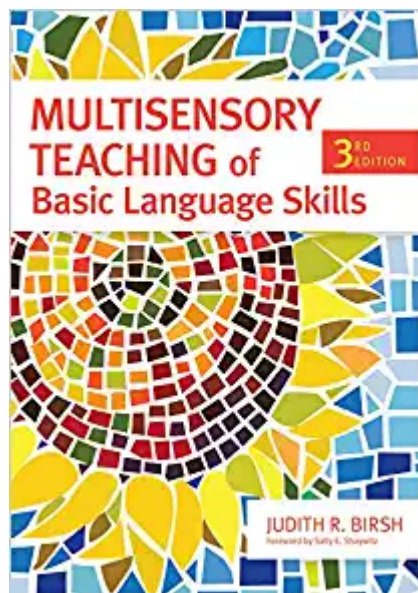
Syllable Types for Encoding (Spelling)

- Closed
- Open
- Vowel consonant e
- Vowel r
- Vowel team
- Consonant -le



Introduction of Spelling

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

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?



Visual Discovery

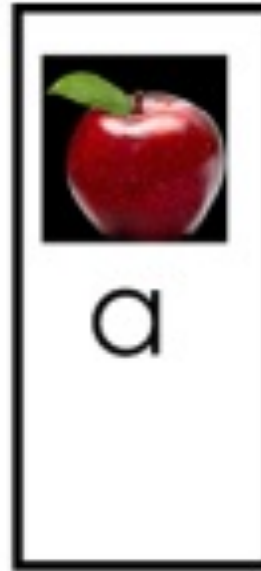
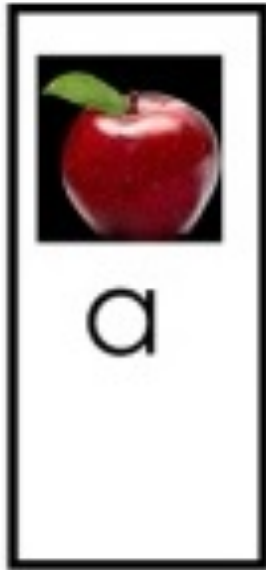
mass

hat

sand



Sound Wall



add +

Syllable Types for Encoding (Spelling)

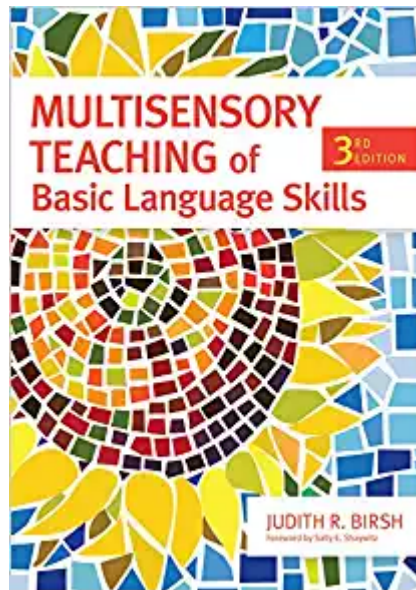
Closed

- 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

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

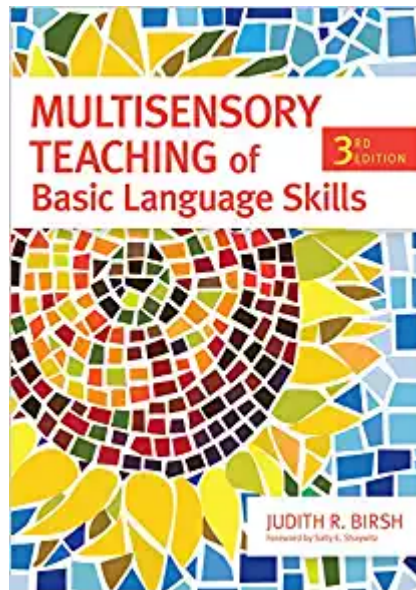
- goat

- toast



Practice of Spelling Patterns

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



Sound Dictation

S O S Spelling Strategy

(Simultaneous Oral Spelling)

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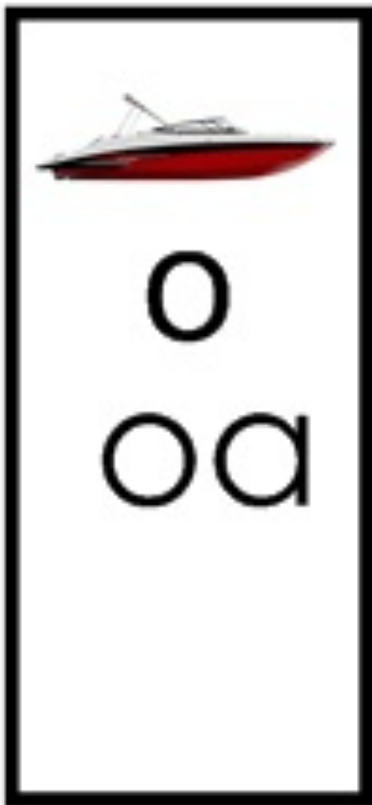


Syllable Types for Encoding (Spelling)

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)



Syllable Types for Encoding (Spelling)

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)

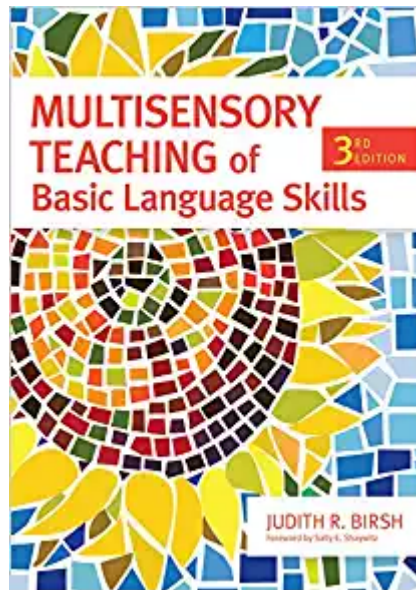


“SPELLING, BY ITS NATURE, IS
A MULTISENSORY SKILL,
INVOLVING TRANSLATING
AUDITORY SOUNDS INTO
VISUAL SYMBOLS THAT ARE
REINFORCED WITH THE
KINESTHETIC ACT OF
WRITING”



Introduction of Spelling Patterns

1. Auditory Discovery
2. Prediction
3. Visual Discovery
4. Verbalization of the pattern.



Practice of Spelling Patterns

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

