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Making Sense of Syllables

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Making Sense of Syllables

Effective Word Study Practices for Multi-Syllable Words



Improve reading, writing, and academic success through word study.

Jan Wasowicz PhD CCC-SLP



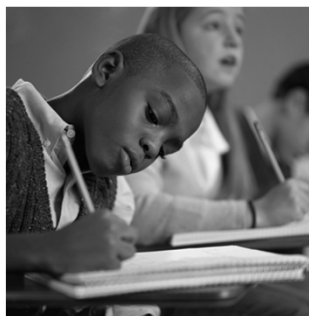
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Today's Outline

- What is word study?
- Leveraging the biological wiring of the brain to more effectively teach reading and spelling
- The 5-block, meta-linguistic model of word study
- Linguistic components of multi-syllable words that affect encoding and decoding
- Multi-linguistic methods and meta-linguistic strategies
 - for developing syllable and phoneme segmentation skills
 - for developing prosodic perception
 - for developing use of semantic relationships
 - for developing and using mental orthographic images

The Language of Reading & Spelling ►

We learn to read and spell
through word study.



The Language of Reading & Spelling ► *What is Word Study?*

A systematic way of learning, practicing, and
applying knowledge about the
sounds,
letters,
and meanings of words.



(the language constructs of words)

The Language of Reading & Spelling ► *What is Word Study?*

"irreplaceable"



The Language of Reading & Spelling ► *What is Word Study?*

irreplaceable

How many phonemes?	How do you correctly pronounce each phoneme?	How many are consonant phonemes?	How many are vowel phonemes? How many are diphthongs?
How many syllables?	Which syllables are stressed syllables?	Divide the word into syllables as spoken.	Which syllables are open? Which syllables are closed?
How many letters?	How many consonant blends? List each.	How many consonant digraphs/trigraphs? List each.	How many vowel digraphs/trigraphs/quadrigraphs? List each.
How many morphemes?	What is the base word or word root?	How many prefixes? List each.	How many suffixes? List each.
What is the word class?	If the word contains a prefix and/or suffix, what is the word class of the base word?	If the word contains a suffix, is it inflectional or derivational?	If the word contains one or more affixes, what is the transparency at each juncture with base word or word root?
What spelling rules are represented in this word?	What is the meaning of the word?	How many semantically-related derived words can you think of?	What parts of this word have an irregular spelling?

The Language of Reading & Spelling ► *What is Word Study?*

Sounds

Phonology

Letters

Orthography

Meanings

Semantics

The Language of Reading & Spelling ► *What is Word Study?*

A systematic way of learning, practicing, and *applying* knowledge about the sounds, letters, and meanings of words.



The Language of Reading & Spelling ► *What is Word Study?*

Multi-linguistic

Develops knowledge and skills about the *sounds, letters, and meanings* of words.

Meta-linguistic

Gets students thinking and talking about the *sounds, letters, and meanings* of words; applying their knowledge and skills.

The Language of Reading & Spelling ► *Reading & Writing Disability?*

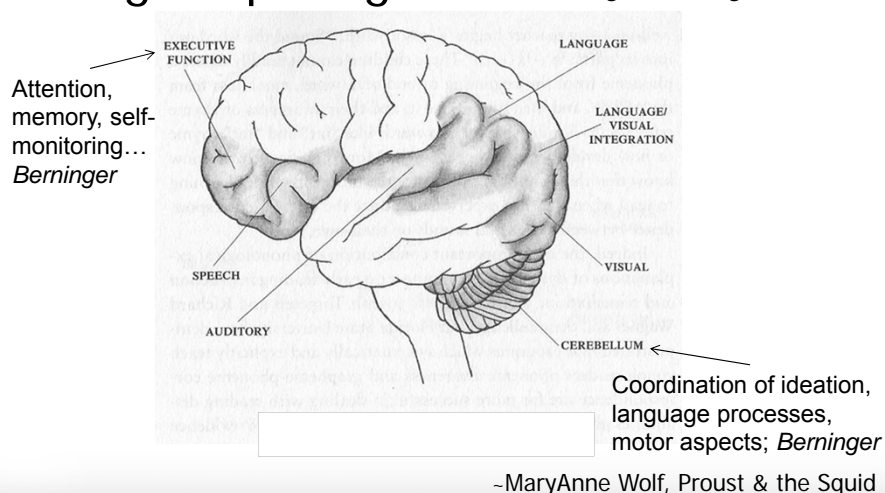
"There is no such thing as a reading (or writing) disability."

-Andrew Ellis, Neuropsychologist

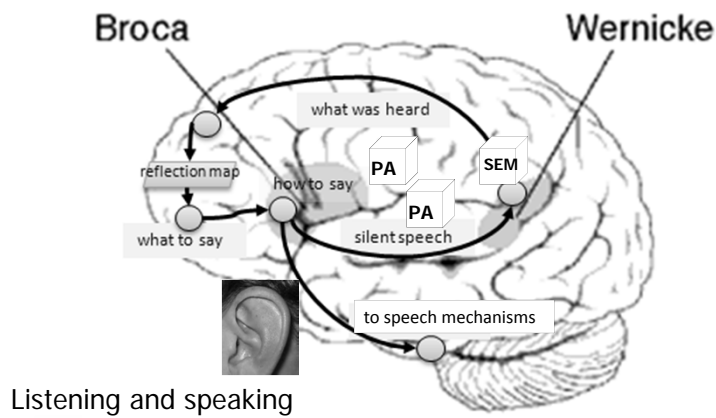
The Language of Reading & Spelling ► *Reading & Writing Disability?*

- There are no genes specific to reading and writing (written language)
- There are no neurological or biological structures specific to reading and writing
- Each brain, in each and every one of us, must “re-purpose” innate regions of the brain – biologically designed for other purposes – and create new circuits / new connections within the brain to be able to read and write.
 - Develop specialization of neurons within the innate structures
 - Create new connections between innate regions of the brain
 - Develop automaticity for retrieving representations within the structures and efficiency in the connections among the structures

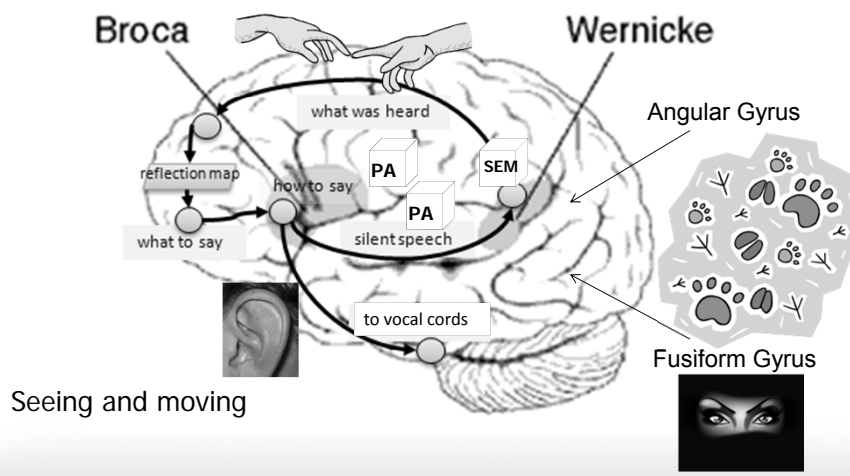
The Language of Reading & Spelling ► *Innate Biological Wiring of Brain*



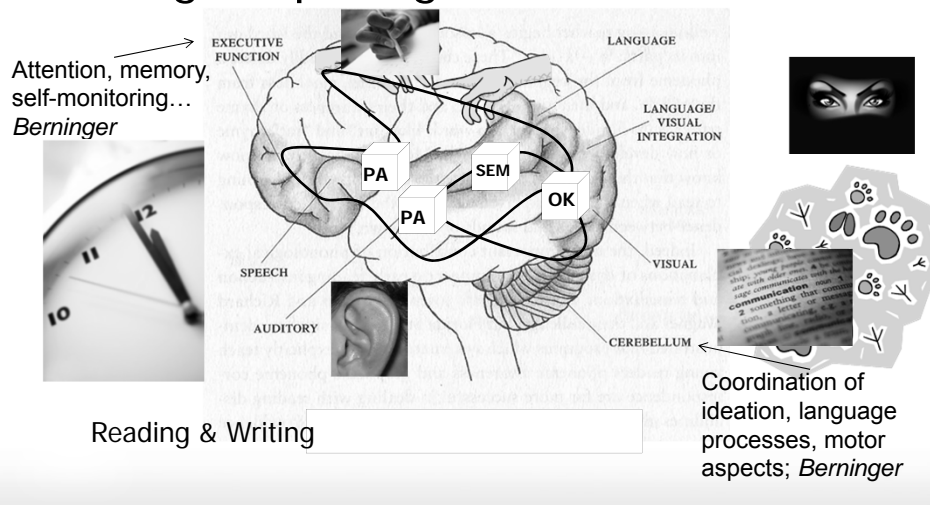
The Language of Reading & Spelling ► Innate Oral Language System



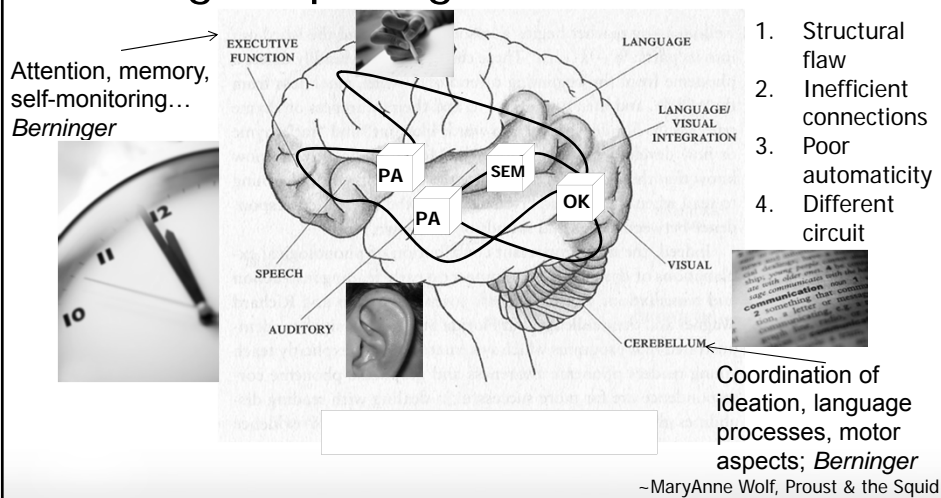
The Language of Reading & Spelling ► Innate Visual & Motor Systems



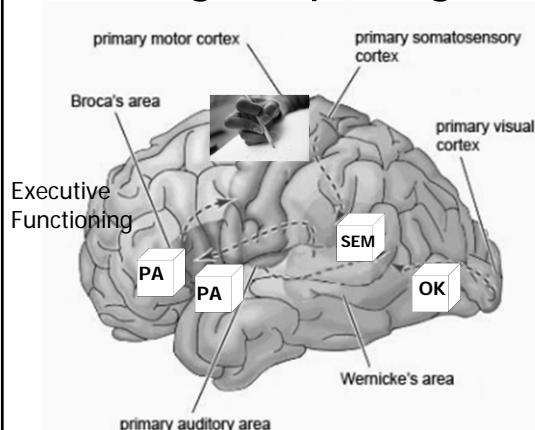
The Language of Reading & Spelling ► *Written Language*



The Language of Reading & Spelling ► *Reading & Writing Disability*



The Language of Reading & Spelling ► *Paradigm Shift*



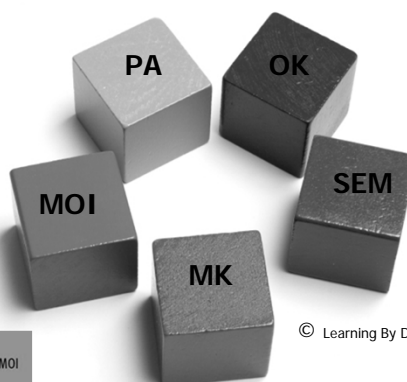
Current Approach:

- Leverage the biological wiring of the brain; organize instruction (in base words) based on sound patterns; speech-to-print
- Teach and develop awareness of all linguistic “pieces” throughout grade levels; include explicit “meta” instruction for reading & spelling
- Provide connectionist instruction that develops efficient, integrated neural pathways = reading and writing fluency

SPELL-Links to Reading & Writing

Word Study ► *Five Block Model*

- Phonological Awareness (PA)
- Orthographic Pattern Knowledge (OK)
- Morphological Awareness & Knowledge (MK)
- Semantic & Vocabulary Knowledge (SEM)
- Mental Images of Words (MOIs, MGRs)

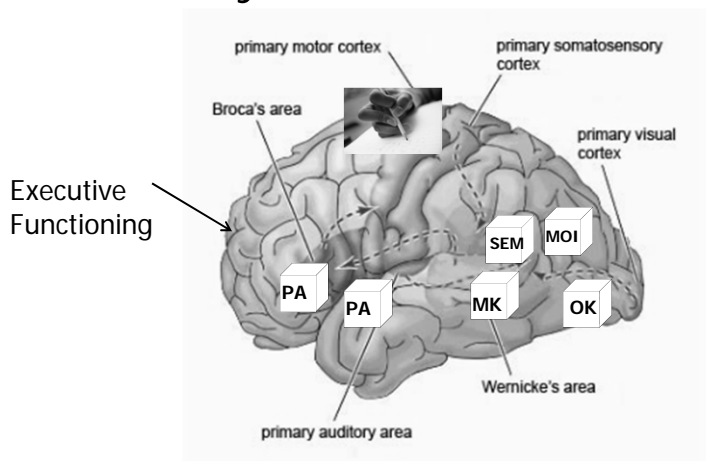


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PA		OK		SEM	SPELL-Links to Reading & Writing				MOI
		Phonics			Word Parts and Related Words				
SEG	DIS	LSR	LP&SR	VOC	LMR	RULES	SEM	BASE/ROOT	MIW

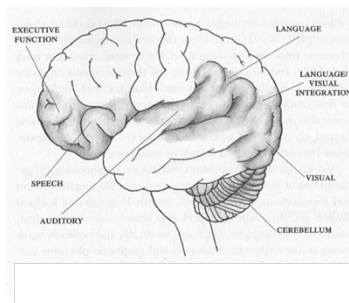
SPELL-Links to Reading & Writing

Word Study ► *Five Block Model*



The Language of Reading & Spelling ► *Who might struggle?*

- Speech/language disorder
- Auditory deficit
- Visual deficit
- Attention deficit
- ESL/EF issues
- Low print, low verbal home
- Curriculum casualties
- Other...



Section 12 **Unstressed Vowels**
Section 12 teaches spelling of the schwa vowel sound in unstressed syllables (e.g., about, lessen).

Lesson Cross PA
Vowel sounds in syllables (e.g., *gh*) are covered in Sections 3, 4, and 5.

Lesson Crossovers
Prefixes and suffixes containing unstressed *e* (e.g., *king*, *girl*) are covered in 5a and 14.

SEM

MOI

Important to Know

Segmenting Sounds
Vowel sounds in unstressed syllables are quieter and briefer than vowel sounds in stressed syllables. The misspelling of unstressed vowel sounds is very common and may occur because the student does not attend to these low-salience sounds. Misspellings may also occur because the student is unable to separate unstressed vowel sounds from adjacent consonant sounds. To successfully spell the vowel sound in unstressed syllables, a student needs adequate segmentation skills to divide a word into its component sounds and syllables and must understand that every syllable contains one vowel sound represented by one or more vowel letters.

Discriminating Sounds
Spelling errors of unstressed vowel sounds may occur because the student incorrectly attempts to apply a spell-by-sound strategy to spell the vowel sound in an unstressed syllable. This strategy will not work because the vowel sound usually loses its unique identity and sounds like the schwa vowel /ə/ in an unstressed syllable. To successfully spell the vowel sound in an unstressed syllable, the student must recognize the difference between stressed and unstressed syllables.

Semantic Relationships
A syllable that is unstressed in one word may be stressed in a related word. When an unstressed vowel sound emerges as a stressed vowel sound, the true vowel sound can be heard. For example, the unstressed schwa vowel sound in the second syllable of "promise" emerges as the long vowel /i/ sound in the word "compromise"; the unstressed schwa vowel sound in the first syllable of "commercial" emerges as the short vowel /o/ sound in "commerce". As the student begins to read and spell derived forms of words, the strategy of thinking of a related word can be introduced. This strategy can help a student to correctly spell the vowel sound in unstressed syllables.

Mental Images of Words
Spelling instruction for unstressed vowel sounds requires an intensive focus on developing mental images of words. The student must usually rely upon clear and complete mental images of words to correctly spell the vowel sound in an unstressed syllable.

SPILL-Links to Reading & Writing 12-1

Making Sense of Syllables

Effective Word Study Practices for Encoding & Decoding Multi-Syllable Words

- Segmenting syllables and phonemes
- Prosodic perception
- Knowledge and use of semantic relationships
- Storage and retrieval mental images of words

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SPILL-Links to Reading & Writing 12-1

Making Sense of Syllables

Effective Word Study Practices for Encoding & Decoding Multi-Syllable Words

Encoding → Decoding

- Speech-to-print
- Multi-linguistic, Connectionist approach
- Meta-linguistic approach

Section 12 **Unstressed Vowels**
Section 12 teaches spelling of the schwa vowel sound in unstressed syllables (e.g., about, lessqn).

Lesson Cross PA
Vowel sounds in syllables (e.g., pa) are covered in Sections 3, 4, and 5.

Lesson Cross PA
Purposes and spelling of unstressed 'v' (e.g., things, gone) are covered in 12 and 14.

SEM

MOI

Making Sense of Syllables

Effective Word Study Practices for Encoding & Decoding Multi-Syllable Words

Some factors that affect performance:

- Number of phonemes & syllables in word/Ability to segment
- Prosodic perception
- Working memory
- Depth of semantic relationships/Semantic knowledge
- Ability to store and retrieve mental images of words
- Meta-linguistic skills
- Attention and other executive functioning skills

Important to Know

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SPELL-Links to Reading & Writing 12-1

Making Sense of Syllables ► Word Study Activity

Syllable Segmentation

Catch the Beat

Syllable Boxes



pro

mise

SPELL-Links™ Word Study Resource

First, say the word and tap out the number of syllables in the word. Then find the row with the same number of syllable boxes that you tapped out for the word.

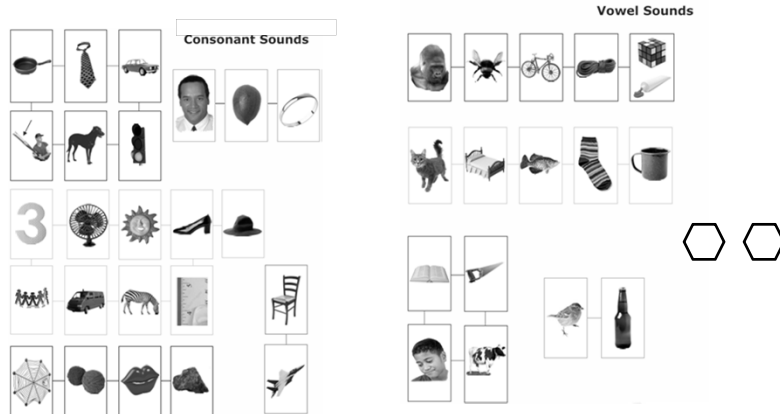
Next, say the word again, one syllable at a time. *As you say each syllable*, write the letter or letters used to spell each syllable inside a single box.

When you have finished, make sure there is *at least one vowel letter* in each box.

promise

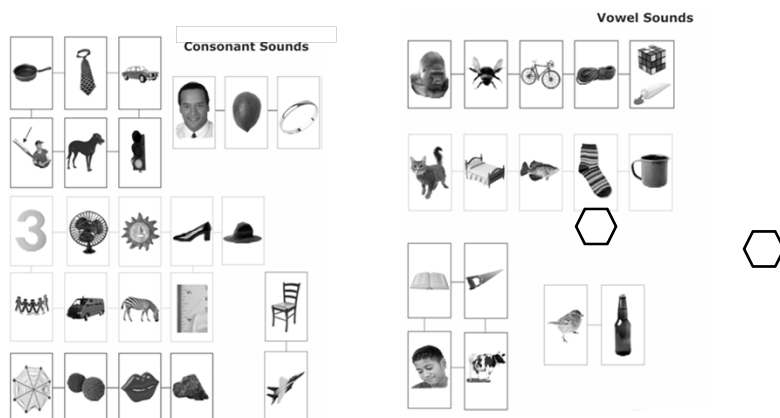
Making Sense of Syllables ► *Word Study Activity*

Phoneme Segmentation



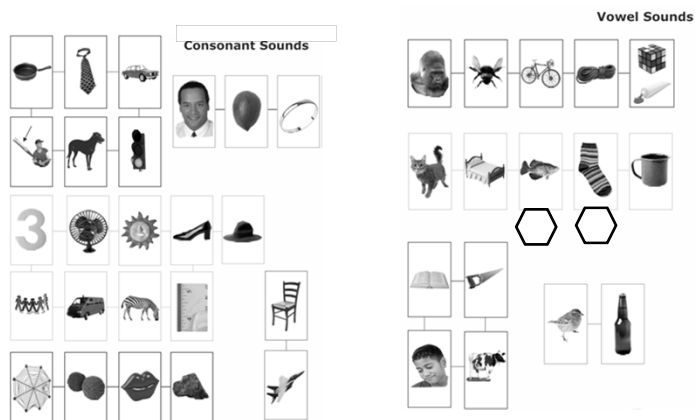
Making Sense of Syllables ► *Word Study Activity*

Phoneme Segmentation



Making Sense of Syllables ► *Word Study Activity*

Phoneme Segmentation



Making Sense of Syllables ► *Word Study Activity*

Prosodic Perception

4 Listen Up &

5 A Little Stress Will Help This Mess

Eight Common Syllable Stress Patterns¹

One Syllable - Stressed
All one syllable words are stressed.

_____'

EAT
SCHOOL

Two Syllables - First Syllable Stressed

_____' ____

Glant
PICTure
HEating

Two Syllables - Second Syllable Stressed

____' ____

toDAY
aHEAD
aLOW

Three Syllables - First Syllable Stressed

_____' ____ ____

SPELL-Links™ Word Study Resource

As you say a word out loud, tap out the syllables you hear. Then locate that number of syllables in the list of eight common syllable stress patterns.

Compare the word you want to spell with the example words to determine the syllable stress pattern of the word you want to spell. Most English words will match one of these eight patterns.

Once you determine the correct syllable stress pattern, "listen up" and use a spell-by-sound strategy to spell the vowel sound in a stressed syllable. But remember, never use a spell-by-sound strategy to spell the vowel sound in an unstressed syllable.

Three Syllables - Third Syllable Stressed

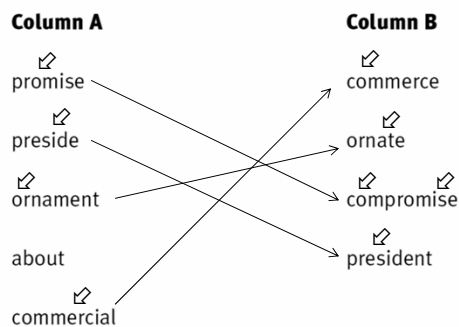
____' ____ ____

enterTAIN
japanESE

Making Sense of Syllables ► *Word Study Activity*

Semantic Relationships

Now I Hear It Worksheet (Lesson 62)



Making Sense of Syllables ► *Word Study Activity*

Mental Orthographic Images

irreplaceable

Making Sense of Syllables ► *Word Study Activity*

irreplaceable

Making Sense of Syllables ► *Decoding: Using Full Cue Analysis*

irreplaceable

*Full cue analysis
facilitates development
of mental orthographic
images for words and
syllables.*

Making Sense of Syllables ► *Decoding: Vowel Flex, Stress Flex & Continuous Voicing Methods*

rabbit
robot
cabin
rocket
○ ○

*Paradigm Shift: No need
for knowledge of how to
divide letters of written
word.*


Making Sense of Syllables ► Q&A

/spɛltɔk/


SpellTalk PROFESSIONAL DISCUSSION GROUP

A FREE online discussion group for educators dedicated to
improving word study skills.

<http://mailman.listserve.com/listmanager/listinfo/spelltalk>



**Improve reading, writing, and academic
success through word study.**



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