

## Study Guide

# The Upper Elementary PD Series

## Module 1—Word Study (Part 1)

## PREFACE

This study guide is intended to help teachers get the maximum benefit from the seven modules that make up the Upper Elementary PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look-like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

## CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

### Slides 10-11: Regular Orthographic Patterns

Restate the pronunciation rules for changing a consonant y word by adding ies.

Rule 1

Rule 2

Rule 3

### Slide 12: How to pronounce final -ed correctly.

This is especially valuable for your English Learners. Your native English speakers often have experience with many of these words and may be able to access the correct pronunciation from this exposure. Should they also struggle, this strategy will help them as well. For students to do this, they will need to learn about voiced and unvoiced sounds.

Place your fingers on your vocal cords and say the /s/ sound. Your vocal cords are not vibrating. The /s/ sound is UNVOICED. Again, place your fingers on your vocal cords and say the /m/ sound. You should feel your vocal cords vibrating. The /m/ sound is VOICED.

Now, record in the space below the correct pronunciation of ed:

UNVOICED  
final  
sound

--

VOICED  
final  
sound

--

/t/ or /d/  
final  
sound

--

### Slide 13: Teaching the 6 Syllable Types

As mentioned in the notes section of this slide, teaching the 6 Syllable Types is a significant commitment of time. Think about where you can carve out time in your daily schedule. Think both about the direct instructional you will need as well as time for your students to practice—both guided and independent practice. If working in a PLC setting, brainstorm ideas among the members of your team. Place your ideas below.

### Slide 14: Closed Syllables

A closed syllable ends with at least one consonant. The vowel in a closed syllable is short.

hand

led

film

frost

bump

**IMPORTANT:** Not all words that end in at least one syllable are short. When preparing the closed syllable word lists you want your students to practice, make sure that the words are regular. Words that have an 'r' after the vowel are a different syllable type (r-controlled syllables) and there are other common words that are exceptions—the vowel sound these words make are not short. These words should be taught as either sight words or heart words. Some of these words are: **put, ball, call, mall, tall, mind, down, kind, off & of.**

### Slide 15: Open Syllables

An open syllable ends with a single vowel. The vowel in an open syllable is long.

**bagel**

**began**

**tripod**

**moped**

**lucid**

**IMPORTANT:** Just like with closed syllables, there will be exceptions. Point these out to your students when you or they encounter them in text. A few examples are: **to, taco, ski, the & who.**

### Slide 16: Vowel Consonant Final e Syllables

In a vowel-consonant final e syllable, the e is silent. The other vowel is long.

**shake**

**theme**

**fine**

**throne**

**fume**

**IMPORTANT:** For your Spanish speaking ELs who are literate in Spanish, this syllable type can cause confusion because VCe syllables look like words in Spanish. However, they are pronounced very differently. You will need to explicitly teach your students how to read these words in English.

### Slide 17: R-Controlled Syllables

In an r-controlled syllable, the vowel is followed by an r. The r is in charge and the vowel makes an unexpected sound.

card / dollar

nerd

fir

cord / doctor

purr

REMINDER: “ER, IR, UR” are always pronounced as /er/. AR words are usually pronounced as /ar/ and OR words are usually pronounced /or/. However, should AR or OR appear in the non-stressed syllable of a word, the pronunciation changes to /er/. There are a few exceptions to the rules (world, worm, word).

### Slide 18: Vowel Pair Syllables

A vowel pair syllable has two vowels together. Vowel pairs often have multiple pronunciations. Teach students to try each to see which one makes a real word.

aisle / laid

head / steam

fried / series

bout / enough

suede / cued

HOW TO TEACH IT? Teach your students to start by trying the long sound of the first vowel; then, the short sound of the first vowel; then the long sound of the second vowel; and finally the short sound of the second vowel. The sounds in some vowel pairs are diphthongs and these will need to be taught explicitly.

### Slide 19: Final Stable Syllables

A final stable syllable is a consistent spelling pattern found at the end of words such as “ble” and “tion” that also has a consistent pronunciation.

**motion**

**mission**

**fickle**

**nozzle**

**lecture**

HOW TO TEACH IT? You can help students to pronounce these words correctly by pointing out that a final stable syllable is in the unstressed syllable. That means that we read the word as **NA**tion and not na**TION** and **PICK**le rather than pic**KLE**.

### Slides 20-27 Syllable Division Rules

Using phrases from the bank below, briefly write the rule for syllable division that applies for each line:

between the vowels

after a prefix, before a suffix

between the two smaller words

after the first consonant

between the two consonants

before the final stable syllable

after the vowel

after the closed syllable

VCCV words \_\_\_\_\_

CVC 1<sup>st</sup> syllable OPEN \_\_\_\_\_

CVC 1<sup>st</sup> syllable CLOSED \_\_\_\_\_

VCCCV or VCCCCV \_\_\_\_\_

compound words \_\_\_\_\_

VV \_\_\_\_\_

final stable syllable \_\_\_\_\_

prefix and suffix words \_\_\_\_\_

### Slide 28: Syllable Division...KEEP TOGETHER

Certain groups of letters are always kept together. Provide an example (or several) of each of the following groups:

digraphs \_\_\_\_\_

silent e combo \_\_\_\_\_

blends \_\_\_\_\_

vowel pairs \_\_\_\_\_

glued sounds \_\_\_\_\_

r controlled vowels \_\_\_\_\_

### Slide 29: Practice

Divide and identify the syllable types in the following words:

Use the following abbreviations: CLOSED = **VC**      OPEN = **V**      R CONTROLLED = **Vr**

VOWEL CONSONANT e = **VCe**      VOWEL PAIR = **VV**      FINAL STABLE SYLLABLE = **FSS**

instruct

\_\_\_\_/\_\_\_\_

sample

\_\_\_\_/\_\_\_\_

flounder

\_\_\_\_/\_\_\_\_

latent

\_\_\_\_/\_\_\_\_

jargon

\_\_\_\_/\_\_\_\_

translate

\_\_\_\_/\_\_\_\_

sweater

\_\_\_\_/\_\_\_\_

interest

\_\_\_\_/\_\_\_\_/\_\_\_\_

lucid

\_\_\_\_/\_\_\_\_

hibernate

\_\_\_\_/\_\_\_\_/\_\_\_\_

belittle

\_\_\_\_/\_\_\_\_/\_\_\_\_

generation

\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_



### Slide 30—Challenge Words

Divide and identify the syllable types in the following words:

Use the following abbreviations: CLOSED = **VC**      OPEN = **V**      R CONTROLLED = **Vr**

VOWEL CONSONANT e = **VCe**      VOWEL PAIR = **VV**      FINAL STABLE SYLLABLE = **FSS**

natation

\_\_\_/\_\_\_/\_\_\_

numismatics

\_\_\_/\_\_\_/\_\_\_/\_\_\_

spendthrift

\_\_\_/\_\_\_

acumen

\_\_\_/\_\_\_/\_\_\_

doppelganger

\_\_\_/\_\_\_/\_\_\_/\_\_\_

finagle

\_\_\_/\_\_\_/\_\_\_

obfuscate

\_\_\_/\_\_\_/\_\_\_/\_\_\_

vespertine

\_\_\_/\_\_\_/\_\_\_

reciprocal

\_\_\_/\_\_\_/\_\_\_/\_\_\_

impetuous

\_\_\_/\_\_\_/\_\_\_/\_\_\_

timorous

\_\_\_/\_\_\_/\_\_\_

ignoramus

\_\_\_/\_\_\_/\_\_\_/\_\_\_

noctambulist

\_\_\_/\_\_\_/\_\_\_/\_\_\_

garrulous

\_\_\_/\_\_\_/\_\_\_

Why is this harder to do with unfamiliar words? What implications does this have for your students?

### Slide 31—Linking Word Study Across All Content Areas



Write down words that students often struggle with in your content area. Think about which strategy presented in the module can be applied to help your students overcome that struggle. If working in a PLC, share the words with colleagues and allow them to share theirs.

## KEY

### Slides 10-11: Regular Orthographic Patterns

Restate the pronunciation rules for changing a consonant y word by adding ies.

Rule 1 **One syllable words are pronounced with the long i.**

Rule 2 **Multi-syllable words are pronounced with the long e.**

Rule 3 **Words ending fy, py and ply are pronounced with the long i.**

### Slide 12: How to pronounce final -ed correctly.

This is especially valuable for your English Learners. Your native English speakers often have experience with many of these words and may be able to access the correct pronunciation from this exposure. Should they also struggle, this strategy will help them as well. For students to do this, they will need to learn about voiced and unvoiced sounds.

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Now, record in the space below the correct pronunciation of ed:

UNVOICED final sound
<b>/t/</b>

VOICED final sound
<b>/d/</b>

/t/ or /d/ final sound
<b>/ed/</b>

## Slides 20-27 Syllable Division Rules

Use the word bank below and briefly write the rule for syllable division that applies for each line:

vowel	consonant	first	final
between	before	after	prefix
	suffix	vowel pair	

VCCV words	<b>between the consonants</b>
CVC 1 <sup>st</sup> syllable OPEN	<b>after the vowel</b>
CVC 1 <sup>st</sup> syllable CLOSED	<b>after the consonant</b>
VCCCV or VCCCCV	<b>after the first consonant</b>
compound words	<b>between the two words</b>
VV	<b>between the vowels if not a vowel pair</b>
final stable syllable	<b>before the final stable syllable</b>
prefix and suffix words	<b>after the prefix; before the suffix</b>

## Slide 29: Practice

Divide and identify the syllable types in the following words:

Use the following abbreviations: CLOSED = **VC**      OPEN = **V**      R CONTROLLED = **Vr**

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in/struct

VC / VC

sam/ple

VC / FSS

floun/der

VV / Vr

la/tent

V / VC

jar/gon

Vr / VC

trans/late

VC / VCe

sweat/er

VV / Vr

in/ter/est

VC / Vr / VC

lu/cid

V / VC

hi/ber/nate

V / Vr / VCe

be/lit/tle

V / VC / FSS

gen/er/a/tion

VC / Vr / V / FSS

### Slide 30—Challenge Words

Divide and identify the syllable types in the following words:

Use the following abbreviations: CLOSED = **VC**      OPEN = **V**      R CONTROLLED = **Vr**

VOWEL CONSONANT e = **VCe**      VOWEL PAIR = **VV**      FINAL STABLE SYLLABLE = **FSS**

na|ta|tion

  V   /   V   / FSS

nu|mis|mat|ics

  V   / VC / VC / VC

spend|thrift

VC / VC

ac|u|men

VC /   V   / VC

dop|pel|gan|ger

VC / VC / VC / Vr

fin|a|gle

VC /   V   / FSS

ob|fus|cate

VC / VC / VCe

ves|per|tine

VC / Vr / VCe

re|cip|ro|cal

  V   / VC /   V   / VC

im|pet|u|ous

VC / VC /   V   / VV

tim|or|ous

VC / Vr / VV

ig|nor|a|mus

VC / Vr /   V   / VC

noc|tam|bu|list

VC / VC /   V   / VC

gar|ru|lous

Vr /   V   / VV

Why is this harder to do with unfamiliar words? What implications does this have for your students?

**With unfamiliar words, readers must use their experience to determine the correct syllable division points. Sometimes there are several viable alternatives.**

**The implications are that students will require lots of practice with syllable division to make good, educated guesses when words are not familiar. I will need to model how they should approach unfamiliar words before having my students do this on their own.**