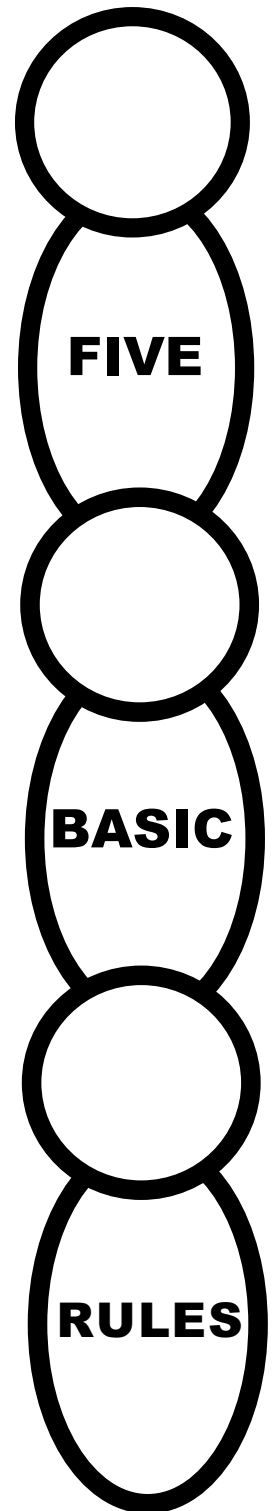


SYLLABLE LINKS

**A TESTING AND TEACHING TOOL
FOR THE MAJOR SYLLABIC PATTERNS**

**BY
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SYLLABLE LINKS

Introduction:

Word analysis skills enable the developing reader to momentarily analyze an unfamiliar word, divide it into its phonic, syllabic and structural elements, and then to orally blend the elements with the result that he is able to *pronounce* the unfamiliar word. After pronouncing the word the reader may discover that he already knows the word's meaning, or he may need to learn its meaning from one or more of several sources. Word analysis skills are primarily concerned with the pronunciation of unfamiliar words rather than with the meanings of words.

Word analysis skills include three subskills: phonic analysis, syllabic analysis, and structural analysis. Phonic analysis deals with the basic sound elements of our language, is foundational among the word analysis skills, and is by far the most critical of the three subskills. The authors have previously dealt thoroughly with phonic word analysis skills in their complete testing and teaching tool, *Phonic Links*, and related materials. The present work is limited to the testing and teaching of syllabic word analysis skills. It is intended that students should have mastered most of the phonic analysis skills prior to learning syllabic skills since syllabic word analysis depends upon the student's ability to verbalize sounds for the phonic and syllabic elements of larger words, as explained below.

Syllabic word analysis involves the reader in doing three things: (1) dividing the unfamiliar word into its syllables through the application of one or more of five basic syllabication rules and their variations, (2) applying phonic word attack skills to the individual syllables, resulting in the reader pronouncing the individual syllables, and (3) blending the syllables smoothly into a complete, accurately pronounced word — all in a moment! It must be emphasized that syllabication is functional only in the

pronunciation of *unfamiliar* words. Exercises requiring students to syllabicate only unfamiliar words will provide true tests of the student's syllabication skills and will avoid testing the student's sight word knowledge.

Testing Syllabication Skills:

Teachers are most interested in using materials which provide fast, simple, accurate diagnosis and effective results from teaching efforts. For efficient and effective testing of a student's syllabication skills we present the *Total Syllabic Inventory*. The TSI is a single sheet test requiring application of the five basic syllabic patterns and their variations to unfamiliar words. It includes five two-syllable words and five multi-syllabic words for each of the nine pattern variations. The words were chosen for their probable unfamiliarity, and also to avoid, as far as possible, the need for structural analysis — a related skill which may be dealt with in a future publication. The test requires that the student do, by either of two methods, the three application-level steps detailed above:

	Oral Test	Written Test
1. Divide the word into syllables	orally	with pencil
2. Apply phonic sounds to syllables	orally	silently
3. Blend syllables to pronounce the word	orally	silently

When using the oral method, the student is expected to pronounce the syllables correctly and to orally blend the syllables into a word. Correct accenting of syllables is not necessary since this must be learned from the dictionary or other sources. It is a matter of teacher judgment whether a student passes any particular item of the test, but the suggested general criteria are:

For the Oral Test Method:

1. About five seconds is allowed for each word.
2. The student passes 8 of 10 words on *each part* of the test.

3. (Optional) The student identifies for each part of the test the applicable rule (pattern) in his own words.

For the Written Test Method:

1. A fifteen minute time limit for the total test (90 words x 10 seconds per word)
2. The student passes 8 out of 10 on *each part*.
3. The student marks the consonant-vowel pattern above each word.

The student meeting the criteria for the method selected should be allowed to be excused from instruction in applicable syllabic word analysis skills. The TSI is intended to serve as a pre-test, post-test, and permanent student record of his mastery level for syllabic word analysis skills.

Teaching Syllabication Skills:

For those students indicated by pre-testing, the suggested teaching method has the following steps:

STEP 1: MEMORY: The student will memorize sight words incorporating the basic syllabic pattern being taught. This will be done by (a) showing the student the three words depicting the syllabic pattern, (see top of each Teaching page), (b) pronouncing the words for the student, and (c) requiring the student to drill with the words until they can be pronounced correctly in random order.

STEP 2: DISCOVERING THE PATTERN: (a) Ask the student to find the common syllabic pattern in the three words. (b) Ask the student to describe in his own words the rule for dividing words into syllables which follow this particular pattern. Or, if you prefer a direct teaching approach, teach the child the syllabic pattern involved, using the consonant-vowel abbreviated pattern, i.e. VC/CV. Teach the rule which goes with the pattern. (c) Get the child to recite the pattern and the rule.

When the student is able to . . .

- describe the common pattern and

- describe in his own words the rule for the pattern, then move to the next step.

STEP 3: APPLYING THE PATTERN: Write some words unfamiliar to the student (from the teaching page being used) on the chalkboard, whiteboard, paper, or other display device. Ask the student to syllabicate the words, i.e. to . . .

1. divide the word into syllables with a vertical line
2. apply phonic sounds to each syllable orally
3. blend the syllable sounds to pronounce the word.

Ask the student to explain his response, i.e. to apply to these words the rule he gave during STEP 2: DISCOVERY. The teacher may ask, “Why did you syllabicate the word that way?” If the student has difficulty in answering correctly, get him to compare the unfamiliar words with the sight words. Ask, “How are these new words like the sight words?” By referring back and forth between the unfamiliar words and the sight words the teacher must get the student to discover the common consonant-vowel pattern and to apply that pattern to unfamiliar words in order to divide them into syllables and to pronounce them. This is the key point in teaching application-level syllabication skills. The teacher must keep the student’s concentration on the task until he sees the relationships involved. Once the student has bridged the gap between the known (sight words, and verbalized the rule) to the unknown (unfamiliar words and same rule) he will need practice in applying his knowledge to the syllabication of many unfamiliar words which follow the same pattern. This is provided by a Teaching Page and three worksheets for each of the syllabic pattern variations. The Teaching Pages are intended for oral drill with the teacher or tutor. The worksheets are intended to be done as written exercises and/or as individual oral exercises with the teacher or tutor.

Syllabication of Combinations:

Once a student knows all the syllabication rules and can apply them to simple words of two syllables

he is ready to learn to apply the knowledge to words of three or more syllables. In so doing he will rely upon his knowledge of all the syllabic patterns and choose which particular patterns are evidenced in various words. For practice, both written and oral, one of the three worksheets we have provided for each pattern is advanced and contains, in addition to the basic pattern several syllables following other patterns. These advanced worksheets are grouped together at the end of the entire series. On these the student will apply all his knowledge of syllabication to words of three and more syllables.

Notes on the use of *Syllable Links*:

1. The two-syllable worksheets (#1-18) may be used in any selected order.
2. When using the final nine worksheets (Multi-syllabic, #19-27) please note that
 - the first horizontal row of each sheet has been syllabicated *except* for the two syllables applicable to the pattern being emphasized on that worksheet.
 - each word *does* contain the syllabic pattern being emphasized on that worksheet.
 - the two syllables applicable to the emphasized pattern may fall at any position within each word.
 - within some words there are syllabic patterns not following any of the nine major patterns included in *Syllable Links*.
3. Even with a thorough knowledge of the five syllabic patterns (and their variations) contained in *Syllable Links* some words can only be accurately syllabicated by referring to a good dictionary. Syllabication skills are at best a useful tool on most, but not all, words in the English Language.
4. The longer the word, the more useful are the syllabication rules.
5. A secondary use of syllabication is, of course, for the division of words between syllables at the right margin in writing and typing, though this need has been mostly superseded by word processing and computers.

Synopsis of Syllabic Patterns and Rules

<i>Pattern</i>	<i>Description</i>
1. VC/CV	<p>When two consonants occur together between two vowels the word is usually syllabicated between the consonants.</p> <p>Variations:</p> <p>1a: The two consonants are the same letter</p> <p>1b: The two consonants are different letters</p> <p>1c: One consonant is as single letter and the other is a blend or digraph</p>
2. V/CV	<p>When a consonant occurs between two vowels the word is usually syllabicated after the first vowel, and the first vowel has its long sound.</p> <p>Variations:</p> <p>2a: The consonant is a single letter</p> <p>2b: The consonant is a blend or digraph</p>
3. VC/V	<p>When a consonant occurs between two vowels the word is sometimes syllabicated after the consonant, and the first vowel is short</p> <p>3a: The consonant is a single letter</p> <p>3b: The consonant is a blend or digraph</p>
4. /Cle	<p>When a word ends with the letters <i>le</i> those two letters combine with the preceding consonant to form the final syllable of the word.</p>
5. /tion	<p>When a word ends with the letters <i>tion</i> this combination always forms the final syllable.</p>

Teaching Page for Syllabic Pattern 1a

VC/CV (same consonant)

Sight Words

rabbit

buzzer

passing

Teaching Words

addict

attune

alley

commend

classic

buffet

annul

blenny

assize

cotter

ally

bellow

collide

callant

adduct

buffoon

attorn

connote

connive

assail

allege

allude

accept

collop

bacca

crupper

billiard

cranny

ballast

cosset

assure

afford

bannock

collier

access

collard

barrow

cheddar

assoil

Teaching Page for Syllabic Pattern 1b

VC/CV (different consonants)

Sight Words

pencil

picnic

napkin

Teaching Words

adjoin

adsorb

condor

conjoin

aidman

acid

ablaut

butler

comrade

ambit

bombast

conjure

conceal

congee

condid

adjure

advance

concur

antic

bandog

cadre

conserve

acme

concoct

chantey

absolve

ambush

contend

actin

cancel

camlet

adjust

congest

chancel

confine

album

alder

chamber

clamber

Teaching Page for Syllabic Pattern 1c

VC/CV (consonant + blend or digraph)

Sight Words

hamster

nostril

ostrich

Teaching Words

centrist

emblem

gangland

inspire

emprise

ashlar

frontlet

estrangle

incline

ginkgo

tendrils

astral

impress

infringe

umpteen

baldric

enthuse

vintner

bantline

inscroll

unbred

centner

gambrel

asthma

inflow

tapster

centric

dextral

jackdaw

mobster

untruss

canthus

ethnic

kinglet

enslave

lustrous

Teaching Page for Syllabic Pattern 2a

V /CV (single consonant)

Sight Words

soda

razor

bacon

Teaching Words

pica

pupa

salon

sputum

stratum

ratoon

relate

spatial

scoria

rural

proton

stiver

rival

precept

serin

renal

spirant

redon

promote

selah

secant

pomade

precede

robust

phobia

saber

sedum

ramet

puny

piton

ration

private

pagan

sopite

sebum

phyton

sahib

rabid

pekoe