

Six Syllable Types

Syllable Types	Examples	
<p>Closed syllables end in at least one consonant; the vowel is short.</p>	<p><i>splen-did</i></p> <p><i>gos-sip</i></p> <p><i>mag-net</i></p>	<p><i>in-deed</i></p> <p><i>rab-bit</i></p> <p><i>mon-ster</i></p>
<p>Open syllables end in one vowel; the vowel is usually long.</p>	<p><i>no-tion</i></p> <p><i>se-quel</i></p> <p><i>ba-by</i></p>	<p><i>la-zy</i></p> <p><i>ba-con</i></p> <p><i>i-tem</i></p>
<p>Vowel-consonant-<i>e</i> syllables end in one vowel, one consonant, and a final <i>e</i>. The final <i>e</i> is silent, and the vowel is long.</p>	<p><i>dic-tate</i></p> <p><i>stam-pede</i></p> <p><i>lone-ly</i></p>	<p><i>in-vite</i></p> <p><i>pro-file</i></p> <p><i>wish-bone</i></p>
<p>Vowel-<i>r</i> syllables (<i>r</i>-controlled vowel syllables) have an <i>r</i> after the vowel; the vowel makes an unexpected sound. Vowels followed by <i>r</i> do not make their common short or long sounds.</p>	<p><i>bom-bard</i></p> <p><i>vir-tue</i></p> <p><i>tur-nip</i></p>	<p><i>per-fect</i></p> <p><i>cor-ner</i></p> <p><i>car-pool</i></p>
<p>Vowel digraphs and diphthongs have two adjacent vowels. Vowel pairs are also known as vowel combinations or teams.</p>	<p><i>sail-boat</i></p> <p><i>boy-hood</i></p> <p><i>treat-ment</i></p>	<p><i>six-teen</i></p> <p><i>oat-meal</i></p> <p><i>moon-struck</i></p>
<p>Final stable syllables have a consonant followed by <i>le</i> or a nonphonetic but reliable unit such as <i>tion</i>. Final stable syllables have unexpected but reliable pronunciations.</p>	<p><i>puz-zle</i></p> <p><i>bub-ble</i></p> <p><i>can-dle</i></p>	<p><i>sta-tion</i></p> <p><i>con-trac-tion</i></p> <p><i>frac-tion</i></p>

Adapted from University of Texas Center for Reading and Language Arts, 2003.

Teaching the Six Syllable Types

General Procedures

Begin with closed-syllable words when students have learned a few letter-sound correspondences (e.g., three or four consonants and one short vowel).

Sequentially introduce the other five types of syllables.

Closed Syllable

Write four or five closed-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).

Ask students how each word ends (with a consonant).

Read the words. Ask students how the vowels are pronounced (short-vowel sound).

Define *closed syllable*.

Use the cloze procedure: “A closed syllable ends in at least one _____. The vowel is _____.”

Explain distorted vowel sounds, such as the schwa sound of vowels in unaccented closed syllables before the letters *m*, *n*, or *l*, and the nasal sounds of vowels before /*m*/, /*n*/, or /*ng*/.

Open Syllable

Write four or five open-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).

Ask students how each word ends (with a vowel).

Compare words to previously taught closed syllables and discuss differences.

Read the words. Ask students how the vowels are pronounced (long-vowel sound).

Define *open syllable*.

Use the cloze procedure.

Vowel-Consonant-e

Write four or five vowel-consonant-*e* words on the board. Determine with students how many vowels are in each word (two).

Ask students how each word ends (with an *e*).

Ask what comes between the vowel and the final *e* (one consonant).

Read the words. Ask students what happens to the final *e* (silent).

Ask students how the vowels are pronounced (long sound).

Define *vowel-consonant-e syllable*.

Use the cloze procedure.

Vowel-r (r-Controlled) Syllable

Write four or five one-syllable vowel-r words on the board. Determine with students how many vowels are in each word (one).

Ask students how each word ends (with at least one consonant).

Review the closed syllable.

Read the words and explain that these words do not have a short sound.

Explain that vowels do not make their common long or short sound when they are followed by *r*.

Define *vowel-r syllable*.

Use the cloze procedure.

Vowel-Pair Syllable (Vowel Digraph/Diphthong)

Write four or five one-syllable vowel-pair words on the board. Determine with students how many vowels are in each word (two).

Ask students how each word ends (with at least one consonant).

Compare vowel-pair syllables to closed and open syllables and discuss differences.

Read the words. Explicitly teach each sound.

Define *vowel-pair syllable*.

Use the cloze procedure.

Final Stable Syllable

Write four or five two-syllable consonant-*le* words on the board. Ask students what is the same in all the words (all end in a consonant followed by *le*).

Ask students to feel or hear how many syllables are in each word as they say it (two syllables). Read each word and have students echo or repeat.

Explain that the pronunciations of consonant-*le* syllables are fairly stable.

Define *final stable syllable*.

Use the cloze procedure.

Adapted from Carreker, 1999.