



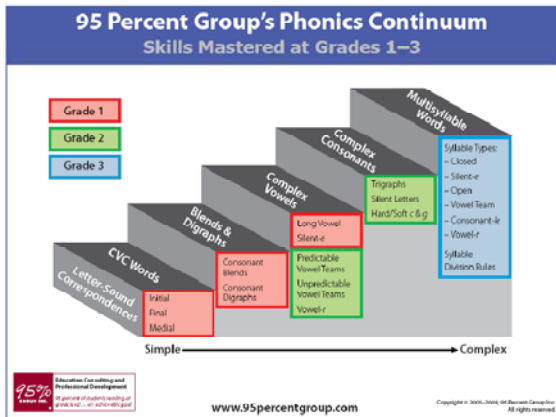
Multisyllable Routines for *DIBELS*® Summit

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Reading Multisyllable Words Can Be Challenging for Many Students:

- Decoding multisyllabic words is an essential skill that has a direct impact on reading accuracy, fluency, and the comprehension of text.
- The task of decoding or pronouncing longer words is often a challenge for many students in grades 3 and above.
 - Typically, these students encounter a multisyllable word in text and then guess, skip the word, or look for the teacher for help.
 - This struggle is compounded by the fact that, early on, the majority of words students encounter in reading are multisyllable words.

Basic One-Word Syllable Patterns Should Be in Place by Third Grade:



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There Are Six Syllable Types:

- “Teachers who know the...six major syllable types and the predominant patterns for syllable division can help children read multisyllable words” (Henry 2003).

Teaching Syllable Types

95 Percent Group recommends teaching syllable types in this order:

- 1 • Closed
- 2 • Long Vowel Silent-e
- 3 • Open
- 4 • Vowel Teams
- 5 • Consonant-*le* (C-*le*)
- 6 • Vowel-*r* (*r*-controlled)

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Students Can Unravel the Mystery of Reading Multisyllable Words by Mastering a Four-Step Process for Each of the Six Syllable Types:

1A. Closed: Recognize the Syllable Type

One vowel letter followed by one or more consonants.

Ask: *Closed or Not Closed?*

vim
lut
pa

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1B. Closed: Read the Syllable

Ask: *Closed or Not Closed?*
If closed, ask: *Sound?*
Syllable?

sim
lut
pa
huv

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1C. Closed: Read the Pseudoword

VCCV

ticnub
idmut
benlat
retviff

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1D. Closed: Read the Word

admit
basket
rustic
picnic

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- The four steps of the process repeat for each syllable type:
 1. Students learn to recognize the syllable type and distinguish it from other types.
 2. Students learn to read the vowel sound and the syllable.
 3. Students apply this knowledge by reading pseudowords that contain the syllable type.
 4. Students read real words that contain the syllable type.
- Instruction for the steps requires only five minutes a day:
 - The curriculum plate is overflowing with comprehension and state standards, not to mention all of the other content areas.
 - Time is of the essence—multisyllable routine instruction is *only* five minutes a day.
 - Massed distributive practice is more effective than providing long periods of instruction fewer times.