Fast Track Students to Read Multisyllable Words in Five Minutes a Day! - OELAS – Dec. 2014

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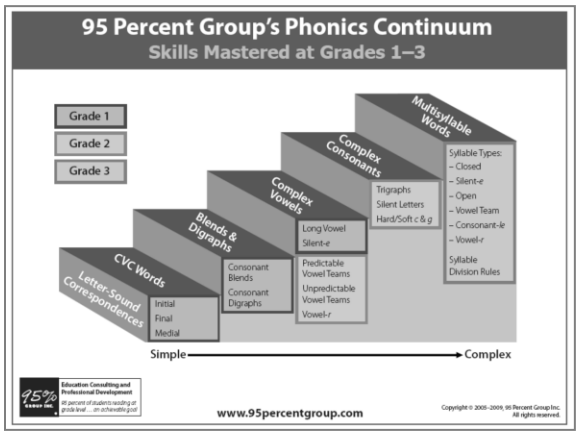
Reading Multisyllable Words Can Be Challenging for Many Students:

- 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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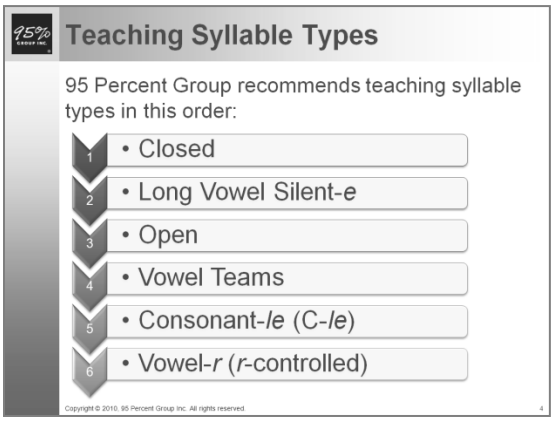
There Are Six Syllable Types:

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



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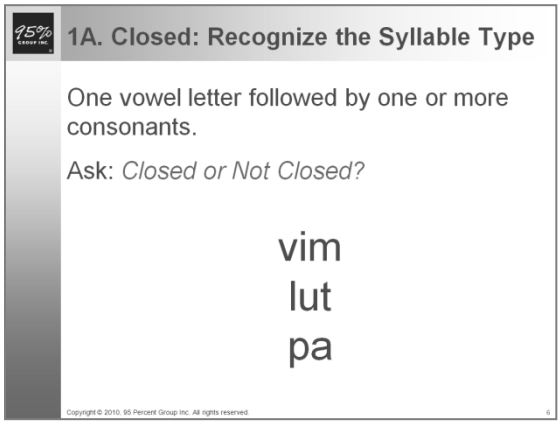
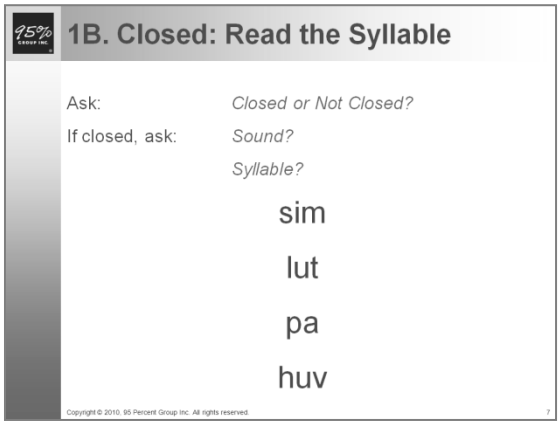
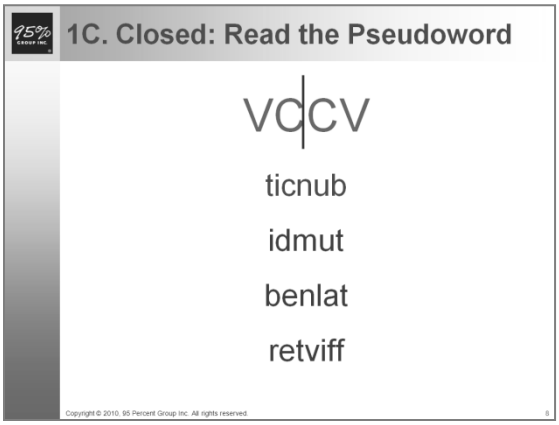
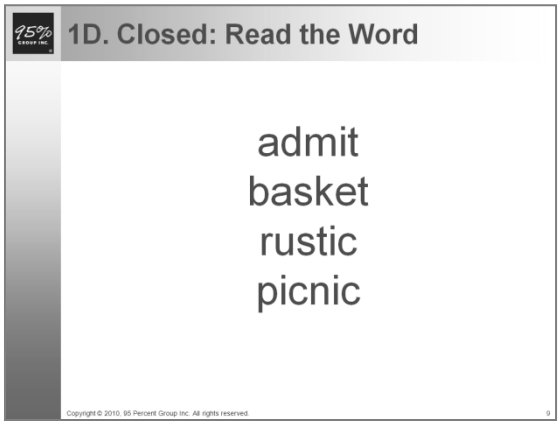
Students Can Unravel the Mystery of Reading Multisyllable Words by Mastering a Four-Step Process for Each of the Six Syllable Types:









- 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.
  - Concentrated amounts of instruction/practice over extended periods of time is more effective than providing long periods of instruction fewer times.

shall@95percentgroup.com • 847.499.8200 – Based on 95 Percent Group product, *Multisyllalbe Routines*
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Gestures for the 6 syllable types

Gesture/Font	Description
	Closed syllable
	Long vowel silent-*e* syllable or sound
	Open syllable
	Vowel team syllable or sound
	Vowel-*r* syllable
	Consonant-*le* syllable

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