**Fidelity Checklist**

Syllable Types

The six syllable types are the keys to understanding the patterns of the English language and independently decoding words. Knowing a strategy to figure out how to decode words helps students to feel more confident in their abilities and promotes reading fluency (Knight-McKenna, 2008). Students who struggle with reading have a difficult time breaking words down into syllable types, which a typically developing reader does automatically (Bhattacharya, 2006). If a student does not have the skills to do this, reading becomes a struggle and causes discouragement and frustration. Through learning to separate words into their different syllable types, the students will be able to use their knowledge to decode words and independently read. The better the students become at recognizing the different syllable types, the easier it will be for them to comprehend what they read (Knight-McKenna, 2008). The more fluently students can read the more they will comprehend, because less time will be spent on trying to correctly read the words. Direct and explicit instruction is necessary for students to achieve these skills (Sherman, 2018).

Teachers should never assume that students already know the rules of the English language (Sherman, 2018). The best way to help students learn, especially when they are experiencing reading difficulties, is through explicit instruction in language. Directly learning how to pronounce and identify the six syllable types reduces the difficulties these students experience with reading (Bhattacharya, 2006). Comprehension is the goal of reading, and reading fluency is an essential component of comprehension that can be increased through the teaching of how to break words down according to syllable types. Understanding what the six syllable types are will assist the student in successfully decoding unknown words and reading them fluently (Sherman, 2018). Explicitly teaching the various types of syllables, and the rules that apply to them, allows the student to gain awareness of the phonemes and syllables they must know to be skilled readers. Recognizing language structure helps the students to read independently, and this comes through the identification of syllable types.

Learning syllable types helps the student to improve word recognition, learn the vocabulary, read with fluency, and comprehend the meaning of the text (Bhattacharya, 2006). By explicitly teaching students the six syllable types, they will be able to understand the patterns of the English language and independently decode words. Each syllable type gives its own clues as to which vowel sounds the word will make, and the more exposure to the different syllable types a student receives the faster and more accurately she will be able to decode them and the greater she will be able to comprehend the reading (Knight-McKenna, 2008).

**Science of Reading connection**: The connection that the differentiation between the six syllable types strategy has to the Science of Reading is that it is related to Scarborough’s Reading Rope. The Reading Rope is a tool that is used by educators to help students become proficient readers since it depicts the various skills needed to be a skilled reader and how they are all intertwined (Scarborough, 2001). By learning the six various types of syllables, the students will be able to gain better word recognition skills, which, in turn, will allow them to spend less time figuring out how to say a word and more time on language comprehension.

Date: Activity/Class:

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| **SYLLABLE TYPES** | **YES** | **NO** | **COMMENTS** |
| 1. Tell the students they are going to learn the six different syllable types. Review what the five vowels are and tell the students that every word has at least one vowel and every syllable has at least one vowel. Then review the long and short sounds each vowel makes.  |   |   |   |
| 2. Introduce the characteristics and rules of a closed syllable. Write an example of a closed syllable and use different colors to differentiate between the vowels and consonants. |   |   |   |
| 3. Have the students read the word aloud and then present three new words, one at a time, that are also closed syllables for them to read aloud. |   |   |   |
| 4. Have the students create two of their own words by thinking of different letters that they can place in the closed syllable word pattern.  |   |   |   |
| 5. Tell the students a closed syllable word and have them spell it by writing the word on paper. Give the student three words with different vowel sounds.  |   |   |   |
| 6. Repeat the sequence of steps from 2-5 for each of the other five syllable types in the following order: open, silent e, vowel pair, r-controlled, and final stable syllable. After completing this move on to step seven. |  |  |  |
| 7. Give the students a list of words with all of the different syllable types on it. Have the student identify which syllable type the word has and then read the word aloud.  |  |  |  |
|   |
| Total steps completed accurately: |   |
| Percentage of steps completed accurately: |   |

Additional notes or comments: