

Syllable Trail Map

Listen, say the parts, and spell two-syllable words.

2.F.P.3.d "Encode two-syllable words by applying knowledge of all major syllable types."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the six pattern reminders with your teacher. Then listen to each whole word. Say its two syllables. Write the word without seeing its spelling. Add a slash between its syllables after you spell it.

Six Spelling Patterns

Closed and open

A closed syllable ends in a consonant and has a short vowel: cat. An open syllable ends in one vowel and usually has a long vowel: me.

Silent-e and vowel team

A silent-e syllable often has a long vowel, a consonant and silent e: cake. A vowel team uses letters together to spell a vowel sound: rain.

R-controlled and consonant-le

In an r-controlled syllable, r changes the vowel sound: car. A final consonant-le syllable has a consonant plus le, as in the last part of bub/ble.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Listen to words 1 and 2. Write each word on its own line. Then add the syllable slash.

- 2** Listen to words 3 and 4. Write each word on its own line. Then add the syllable slash.

- 3** Listen to words 5 and 6. Write each word on its own line. Then add the syllable slash.

- 3 YOUR TURN** _____ Your own words

Try two new words from your teacher. Spell words 7 and 8 on separate lines. Add a syllable slash. After checking, tell which pattern helped you spell one word.

Spell and explain

Listen, say each word in two parts, and write. Do not copy a word from the key. Tell your teacher about one spelling pattern you used.

PART 1 • READ AND MARK

Read the six pattern reminders with your teacher. Then listen to each whole word. Say its two syllables. Write the word without seeing its spelling. Add a slash between its syllables after you spell it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Listen to words 1 and 2. Write each word on its own line. Then add the syllable slash.	Dictate: sunset. We saw a sunset. Sunset. Then: robot. The robot can move. Robot. Expected: sun/set (closed + closed); ro/bot (open + closed).
2	Listen to words 3 and 4. Write each word on its own line. Then add the syllable slash.	Dictate: inside. Come inside the room. Inside. Then: raincoat. Put on your raincoat. Raincoat. Expected: in/side (closed + silent-e); rain/coat (vowel team + vowel team).
3	Listen to words 5 and 6. Write each word on its own line. Then add the syllable slash.	Dictate: market. We went to the market. Market. Then: table. Put it on the table. Table. Expected: mar/ket (r-controlled + closed); ta/ble (open + consonant-le).

PART 3 • YOUR TURN (SAMPLE ANSWER)

Teacher dictation: picnic. We packed a picnic. Picnic. Then: cable. Plug in the cable. Cable. Expected: pic/nic (closed + closed); ca/ble (open + consonant-le). A child might explain that the last part of cable uses consonant-le.

TEACHER ASSESSMENT NOTES

Keep this key out of student view until all eight words are attempted. Read each whole word, its sentence and the whole word again; repeat as needed without showing letters or splitting the word for the child. Students say the syllables and encode before adding a slash. Reference examples are different from all target words. Review errors after the first attempt; use a different color for corrections. Assess the written spelling, not copying or type labels alone. The six main items cover closed, open, silent-e, vowel-team, r-controlled and consonant-le patterns. The explanations are common spelling patterns, not rules without exceptions. Teacher reference: Louisa Moats and Carol Tolman, *Six Syllable Types*, Reading Rockets, readingrockets.org/topics/spelling-and-word-study/articles/six-syllable-types. Accept local pronunciations; teach the conventional spellings shown.