## Consonant Sound-Spelling Patterns

| Sound | Spelling | Example | Sound | Spelling | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| /b/ | $\begin{aligned} & \mathrm{b} \\ & \mathrm{bb} \end{aligned}$ | big bubble | /r/ | $\begin{array}{\|l} \mathrm{r} \\ \mathrm{wr} \\ \mathrm{rr} \\ \mathrm{rh} \end{array}$ | rat write carry rhino |
| /ch/ | $\begin{aligned} & \mathrm{ch} \\ & \text { tch } \\ & \mathrm{t} \end{aligned}$ | chip match future | /s/ | $\begin{array}{\|l\|} \hline \text { s } \\ \text { ss } \\ \text { c } \\ \text { ce } \\ \text { se } \\ \text { sc } \end{array}$ | sip glass civil voice house science |
| /d/ | $\begin{aligned} & \mathrm{d} \\ & \text { ed } \\ & \text { dd } \end{aligned}$ | did turned rudder | /t/ | $\begin{aligned} & \mathrm{t} \\ & \mathrm{tt} \\ & \mathrm{bt} \\ & \mathrm{pt} \\ & \mathrm{ed} \end{aligned}$ | tab <br> mitt <br> debt <br> pterodactyl <br> sipped |
| /f/ | $\begin{aligned} & \mathrm{f} \\ & \mathrm{ff} \\ & \mathrm{ph} \\ & \mathrm{gh} \\ & \text { lf } \end{aligned}$ | fat stuff phone tough golf | /v/ | $\begin{aligned} & \mathrm{v} \\ & \text { ve } \end{aligned}$ | van nerve |
| /g/ | $\begin{aligned} & \mathrm{g} \\ & \mathrm{gg} \\ & \mathrm{gh} \end{aligned}$ | tag giggle ghost | /ks/ | x | fox |
| /h/ | $\begin{aligned} & \mathrm{h} \\ & \text { wh } \end{aligned}$ | hot whole | $\|\mathrm{z}\|$ | z <br> zz <br> s <br> se <br> ze <br> x | zip <br> buzz <br> is <br> choose <br> snooze <br> xylophone |
| /j/ | $\begin{array}{\|l\|} \hline \text { j } \\ \text { g } \\ \text { ge } \\ \text { dge } \\ \hline \end{array}$ | jet giraffe barge fudge | /th/ | th | thing this |
| /k/ | $\begin{aligned} & \mathrm{k} \\ & \mathrm{c} \\ & \mathrm{ck} \\ & \mathrm{ch} \end{aligned}$ | kite cat duck chord | /sh/ | $\begin{array}{\|l\|} \hline \text { sh } \\ \text { s } \\ \text { ss } \\ \text { ch } \\ \text { sc } \end{array}$ | shell sure mission chef conscience |
| /1/ | $\begin{aligned} & 1 \\ & 11 \\ & \text { le } \end{aligned}$ | lip full sample | /hw/ | wh | wheel |
| /m/ | $\begin{aligned} & \mathrm{m} \\ & \mathrm{~mm} \\ & \mathrm{mb} \\ & \mathrm{mn} \\ & \hline \end{aligned}$ | man <br> slimmer numb autumn | /n/ | ng | sing |
| /n/ | $\begin{aligned} & \mathrm{n} \\ & \mathrm{nn} \\ & \mathrm{kn} \\ & \mathrm{gn} \\ & \mathrm{pn} \\ & \hline \end{aligned}$ | no winner know gnat pneumonia | /w/ | w | water |
| /p/ | $\begin{aligned} & \mathrm{p} \\ & \mathrm{pp} \end{aligned}$ | hip happy | $\mid \mathrm{y} /$ | y | yellow |
| /kw/ | qu | queen |  |  |  |

Note: A consonant digraph consists of two consecutive consonants that make one sound (e.g., th, sh, wh).

## Vowel Sound-Spelling Patterns

| Sound | Spelling | Example | Sound | Spelling | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| /ă/ | a | cat | /oo/ | $\begin{aligned} & \text { oo } \\ & \text { oul } \\ & \text { u } \end{aligned}$ | cook <br> would <br> put |
| /ā/ | $\begin{aligned} & \text { a_e } \\ & \text { ai } \\ & \text { ay } \\ & \text { ea } \\ & \text { ey } \\ & \text { eigh } \\ & \text { a } \\ & \text { ei } \\ & \text { aigh } \\ & \hline \end{aligned}$ | ape <br> rain <br> say <br> steak <br> they <br> eighty <br> paper <br> vein <br> straight | /oo/ | oo <br> ue <br> ew <br> u <br> ui <br> u_e <br> ou <br> oe <br> o <br> o | boot <br> blue <br> new <br> super <br> suit <br> flute <br> soup <br> shoe <br> do |
| /ě/ | e ea ai ie | bed <br> bread <br> said <br> friend | /aw/ | aw au al ough augh | lawn <br> fraud <br> walk <br> fought <br> taught |
| /e/ | ee <br> ea <br> ie <br> y <br> e <br> i_e <br> i <br> ei <br> e_e <br> ey | meet <br> seat <br> chief <br> sunny <br> she <br> petite <br> variation <br> receive <br> eve <br> key | /ow/ | $\begin{array}{\|l\|} \text { ow } \\ \text { ou } \\ \text { ough } \end{array}$ | cow out drought |
| /i/ | $\begin{aligned} & \mathrm{i} \\ & \mathrm{y} \\ & \hline \end{aligned}$ | inch myth | /oy/ | $\begin{aligned} & \text { oy } \\ & \text { oi } \end{aligned}$ | $\begin{aligned} & \text { boy } \\ & \text { soyil } \end{aligned}$ |
| /ī/ | $\begin{aligned} & \text { i_e } \\ & \text { ie } \\ & \text { eigh } \\ & \text { igh } \\ & \text { y } \\ & \text { uy } \\ & \text { i } \\ & \hline \end{aligned}$ | kite cried height sigh my buy bicycle | /er/ | er <br> ur <br> ir <br> ir <br> or <br> ear <br> ar <br> yr | faster turn girl work learn dollar syrup |
| /or/ | o | hot | /or/ | $\begin{aligned} & \hline \text { or } \\ & \text { or } \\ & \text { ore } \\ & \text { our } \\ & \hline \end{aligned}$ | for board store course |
| /ō/ | o_e <br> oa <br> oe <br> o <br> ow <br> ough <br> ou | note <br> boat <br> toe <br> most <br> grow <br> though <br> soul | /ar/ | $\begin{aligned} & \text { ar } \\ & \text { ear } \end{aligned}$ | car heart |
| /ŭ/ | $\begin{aligned} & \mathrm{u} \\ & \mathrm{ou} \end{aligned}$ | tub touch |  |  |  |
| $/ \overline{\mathrm{u}} /$ | $\begin{aligned} & \text { u_e } \\ & \text { u } \\ & \text { ew } \end{aligned}$ | $\begin{array}{\|l} \text { mule } \\ \text { pupil } \\ \text { few } \end{array}$ |  |  |  |

Note: A vowel digraph consists of two consecutive vowels that make one sound (e.g., ea in bread, oa in boat, ai in rain). A diphthong consists of two consecutive vowels that feel as if it has two sounds (e.g., oy in boy, ew in few).

## Schwa

Schwa (/a/) often makes the short u sound as in cup.

| Sound | Spelling | Example |
| :---: | :---: | :---: |
| /2/ | a | alone |
| /2/ | e | jacket |
| la/ | i | pencil |
| /2/ | o | gallop |
| /2/ | u | circus |

## Syllable Patterns

A syllable is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. Many students transfer their knowledge of syllable patterns to multisyllabic words. But some don't. This is a problem frequently encountered in the upper grades. In decoding, it is the vowel that causes confusion. Syllable patterns dictate how the vowel in the syllable is usually pronounced. Understanding syllable types can help students decode unfamiliar words.

| Syllable Pattern | Description | Example |
| :--- | :--- | :--- |
| Closed | A closed syllable ends in one or more consonants and has a <br> short vowel sound spelled with one vowel. | hat <br> dish <br> bas-ket |
| VCe | A syllable pattern that ends in silent e, which makes the vowel <br> before it a long sound (say its name). | stripe <br> shine <br> bake |
| Open | An open syllable ends with a vowel sound that is spelled with <br> a single vowel letter (a, e, i, o, or u). | me <br> pro-gram <br> mu-sic |
| Vowel Team | A syllable that has multiple vowels spelling the vowel. | tooth <br> pain |
| train-er |  |  |\(\left|\begin{array}{l}corn <br>

bird <br>

mar-ket\end{array}\right|\)| A syllable that has at least one vowel followed by an r. |
| :--- | :--- |
| The r always comes directly after the vowel (ar, er, ir, or, ur). |

