

## Syllables in Longer Words

**Description** Children demonstrate that they understand the concept of syllables, can hear syllable breaks, can count the number of syllables in a word and have a beginning understanding of where to divide a word when hyphenating.

- You Need**
- ▶ Markers and pencils
  - ▶ Syllables in Longer Words sheet
  - ▶ Syllable Assessments—Class Record form

**Why Use It** Most third-year students will be able to hear syllable breaks easily and count the number of syllables in a word. This ability to break words down into syllables is basic to word solving in both reading and writing. If you have already observed children's ability to hear syllables, you will not need to use this assessment. If some children do not seem to be breaking words down in this way, this quick assessment will help you identify those who need some small group work.

- How to Use It**
- ▶ Administer this assessment individually.
  - ▶ Using the Syllables in Longer Words sheet, read each word aloud and have students say it softly to themselves. For each word, they place a line between syllables and circle the number of parts or syllables they hear.
  - ▶ Use each student's sheet as an individual record. Do not be concerned about "correct" hyphenation, but notice children's use of their implicit sense of where the breaks would come in written words.

- What to Notice**
- ▶ Number of words in which the child can hear and identify syllables
  - ▶ Particular words children can read accurately
  - ▶ Particular words that give children difficulty (for example, words with vowel pairs or consonant clusters)
  - ▶ Ability to follow directions
  - ▶ Speed with which children take words apart