



Word Wisdom Flash Cards: Syllable Types

*A printable set of twelve double-sided cards, two cards for each of the six
syllable types in the Grade 3 spelling sequence*

Closed · Open · VCe · Vowel Team · R-Controlled · Final Stable
Print double-sided, flip on long edge, and cut on the lines

GRADE 3

THE WRITING ACADEMY®, LLC



FOR TEACHERS

How to Use These Flash Cards

Twelve cards, two for each of the six syllable types named in the Grade 3 spelling sequence. The front of every card shows one word split into its syllables with the syllable type symbol and color. The back gives the rule, what to say, what to do, and three more example words. Every word comes from the Grade 3 Spelling Lists, Module by Module, or from the modeling words in the Grade 3 Implementation Guide.

Print and cut

1. Choose **Letter** paper, set the scale to **100 percent** or **Actual size**, and turn off **Fit to page**. The cards are exactly 4.25 by 5.5 inches, so any scaling changes the size.
2. Print **double-sided** and **flip on long edge**. The three back pages are already in the mirrored order, so the back of every card lands behind its front. Print pages 3 to 8 only.
3. Print on card stock when you can. Cut on the dashed lines, one vertical and one horizontal line per page, then trim the outside edge.

The two minute routine

1. **Notice.** Hold up the front and read the word. Students read it back and tap one finger for each syllable.
2. **Choose.** Read three words from the chips on the back. Students name the syllable type, say the sound in each syllable, and spell the word.
3. **Defend.** Ask one student to say why the word belongs to that syllable type, using the rule on the back of the card.

A dot between letters shows where the syllables divide, as in rab·bit. The same division is written with a slash in the Spelling Implementation Section of the Grade 3 Implementation Guide, as in rab/bit.

The six symbols at a glance

Symbol	Syllable type	The rule in one line	Deck sheets	Cards
CVC	Closed	One vowel, then a consonant, so the vowel is short.	1, 2, 4	1, 2
VC	Open	A single vowel ends it, so the vowel is long.	11, 12, 29	3, 4
VCe	VCe	Vowel, consonant, and a silent e make a long vowel.	3, 8, 19, 35	5, 6
VV	Vowel team	Two vowels work together to make one sound.	7, 13, 14, 16, 29	7, 8
Vr	R-controlled	A vowel and r work together as one team.	9, 18, 34	9, 10
Cle	Final stable	A consonant plus le always ends a longer word.	15	11, 12

THE SEEN AND UNSEEN HABIT

Every card back names three more words, and each set mixes words the class has already seen with words that are new. A student who spells both has learned the rule, not the list.

rab·bit

CLOSED CLOSED

Say the word and tap each syllable.
Then say each syllable by itself.

CARD 1 OF 12

2 SYLLABLES

CARD 2 OF 12

2 SYLLABLES

ro·bot

OPEN OPEN

Say the word and tap each syllable.
Then say each syllable by itself.

sun·set

CLOSED CLOSED

Say the word and tap each syllable.
Then say each syllable by itself.

sto·ry

OPEN OPEN

Say the word and tap each syllable.
Then say each syllable by itself.

cup·cake

CLOSED VCE

Say the word and tap each syllable.
Then say each syllable by itself.

CARD 5 OF 12 2 SYLLABLES CARD 6 OF 12 2 SYLLABLES

rain·coat

VOWEL TEAM VOWEL TEAM

Say the word and tap each syllable.
Then say each syllable by itself.

kit·ten

CLOSED VCE

Say the word and tap each syllable.
Then say each syllable by itself.

cow·boy

VOWEL TEAM VOWEL TEAM

Say the word and tap each syllable.
Then say each syllable by itself.

gar·den

R-CONTROLLED R-CONTROLLED

Say the word and tap each syllable.
Then say each syllable by itself.

CARD 9 OF 12

2 SYLLABLES

FINAL STABLE

Cle

chur·ches

R-CONTROLLED R-CONTROLLED

Say the word and tap each syllable.
Then say each syllable by itself.

CARD 10 OF 12

2 SYLLABLES

FINAL STABLE

Cle

lit·tle

CLOSED FINAL STABLE

Say the word and tap each syllable.
Then say each syllable by itself.

CUT CARD 11 OF 12

FRONT PAGES 2 SYLLABLES · THE WRITING ACADEMY®, LLC · 5

ap·ple

CLOSED FINAL STABLE

Say the word and tap each syllable.
Then say each syllable by itself.

2 SYLLABLE CUT

THE RULE

A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. Both the u in sun and the e in set are short.

SAY

“Both syllables in sun-set are closed, so the u and the e are short. A closed syllable has no silent e at the end.”

DO CHOOSE

Read sun-set, then give students map, box, and ran one at a time. Have each student name the closed syllable, say the short vowel sound, and spell the word.

THREE MORE EXAMPLE WORDS

map

box

ran

THE RULE

A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. In rab-bit both syllables are closed, so both vowels are short.

SAY

“This word has two closed syllables. The a in rab and the i in bit both say their short sound. When I cover the vowel, I can still hear the pattern underneath.”

DO NOTICE

Read rab-bit with the class and tap the two beats. Then have students cover the vowel in each syllable, say the short sound, and uncover the vowel to read the whole word.

THREE MORE EXAMPLE WORDS

sun

felt

best

THE RULE

An open syllable ends with a single vowel, so the vowel says its long name. The final y in sto-ry is an open syllable that spells long e, the same job the y does in busy on Sheet 12.

SAY

“A final y can be an open syllable. In sto-ry, the y at the end spells the long e sound. I see a y doing the spelling.”

DO CHOOSE

Read sto-ry, then give students busy, many, and ci-ty. Have each student name the open syllable, say the long sound, and spell the word from the pattern.

THREE MORE EXAMPLE WORDS

busy

many

ci-ty

THE RULE

An open syllable ends with a single vowel, so the vowel says its long name. Both the o in ro and the o in bot are open, so both vowels say their name.

SAY

“An open syllable is a closed syllable with the last consonant taken away. When I take the t out of bot, the o is free to say its name.”

DO NOTICE

Read ro-bot and tap the two beats. Then cover the final consonant in bot and reread so students hear the vowel change. Add the consonant back and reread the word.

THREE MORE EXAMPLE WORDS

busy

sky

ci-ty

CUT

VCE SYLLABLE

VCe

THE RULE

A vowel, a consonant, and a silent e work together so the vowel says its long name. The i in kit is short and closed, and the e in ten is long.

SAY

“The last syllable, ten, ends in a silent e. The e makes no sound, but it changes the short e to the long e. Watch for students who drop that e.”

DO

CHOOSE

Read kit-ten, then give students came, life, and home. Have each student spell the word, then check that the silent e is still on the page.

THREE MORE EXAMPLE WORDS

came

life

home

Card 6 of 12 · kit-ten

Spelling Slide Deck Sheets 3, 8, 19, and 35

CUT

VCE SYLLABLE

VCe

THE RULE

A vowel, a consonant, and a silent e work together so the vowel says its long name. A word can hold more than one syllable type, as cup-cake does.

SAY

“This word holds two syllable types. The first syllable, cup, is closed, so the u is short. The last syllable, cake, is VCe, so the a says its name. The e is silent, but it changes the sound.”

DO

NOTICE

Read cup-cake and tap the two beats. Then have a student point to the silent e in cake, say the long a, and read the whole word again.

THREE MORE EXAMPLE WORDS

place

time

safe

Card 5 of 12 · cup-cake

Spelling Slide Deck Sheets 3, 8, 19, and 35

VOWEL TEAM

VV

THE RULE

Two vowels work together to make one vowel sound. The ou in cow and the oy in boy are the same diphthong with two spellings.

SAY

“The ou in cow and the oy in boy make the same sound. One sound can be spelled two ways, so I listen for the sound before I choose the letters.”

DO

CHOOSE

Read cow-boy, then give students down, town, and food. Have each student name the vowel team, say the sound, and spell the word from the pattern.

THREE MORE EXAMPLE WORDS

down

town

food

Card 8 of 12 · cow-boy

Spelling Slide Deck Sheets 7, 13, 14, 16, and 29

VOWEL TEAM

VV

THE RULE

Two vowels work together to make one vowel sound. The ai in rain makes long a, and the oa in coat makes long o.

SAY

“A vowel team is two letters holding one sound. The ai in rain and the oa in coat each make one long sound, and I can see both letters in each team.”

DO

NOTICE

Read rain-coat and tap the two beats. Then have students name the team in each syllable and say the sound that team makes.

THREE MORE EXAMPLE WORDS

sea

say

way

Card 7 of 12 · rain-coat

Spelling Slide Deck Sheets 7, 13, 14, 16, and 29

THE RULE

When r follows a vowel, they work together as one team to make one sound. Both syllables in chur·ches are r-controlled, so the word holds two of the five teams.

SAY

“Both syllables in chur·ches have an r-controlled vowel. The u in chur teams up with an r, and the e in ches teams up with an r.”

DO CHOOSE

Read chur·ches, then give students born, barns, and work. Have each student name the vowel and r pair, say the sound, and spell the word. Watch for the dropped r.

THREE MORE EXAMPLE WORDS

born

barns

work

THE RULE

When r follows a vowel, they work together as one team to make one sound. The teams are ar, er, ir, or, and ur, and the r is part of the sound.

SAY

“When r follows a vowel, the vowel changes its sound. In gar·den, the a in gar and the e in den each team up with an r.”

DO NOTICE

Read gar·den and tap the two beats. Then have students point to each vowel and r pair and say the sound. Compare part and farm so students hear ar in two words.

THREE MORE EXAMPLE WORDS

farm

hard

part

FINAL STABLE

Cle

THE RULE

A consonant plus le is always the last beat of a longer word. The final syllable of ap·ple is ple, and the first syllable, ap, is closed.

SAY

“The last syllable of ap·ple is ple, a consonant plus le. Students read and spell the whole word first, then the ending.”

DO CHOOSE

Read ap·ple, then give students tum·ble, brit·tle, and gen·tle. Have each student name the consonant plus le in the word and spell the word.

THREE MORE EXAMPLE WORDS

tum·ble

brit·tle

gen·tle

FINAL STABLE

Cle

THE RULE

A consonant plus le is always the last beat of a longer word. The final syllable of lit·tle is tle, so the whole word is read first and the ending is read last.

SAY

“A consonant plus le always sits at the end of a longer word. The tle at the end of lit·tle makes the last beat of the word.”

DO NOTICE

Read lit·tle and tap the two beats. Then have students read the whole word and show the final tle last. Watch for the doubled consonant that comes before le.

THREE MORE EXAMPLE WORDS

peo·ple

tum·ble

brit·tle

The Twelve Cards at a Glance

The card set follows the sequence the Grade 3 Implementation Guide teaches in the Spelling section, and it uses only patterns the Spelling Slide Decks have already taught. Each syllable type is named once, shown once on a card front, and practiced on the back of that card.

Card	Syllable type	Word	What the card models	Deck sheets
1	Closed	rab-bit	Two closed syllables, the implementation guide model word.	1, 2, 4
2	Closed	sun-set	The closed and open contrast, one word closing each beat.	1, 2, 4
3	Open	ro-bot	Two open syllables, the implementation guide model word.	11, 12, 29
4	Open	sto-ry	A final open y that spells long e, the pattern on Sheet 12.	11, 12, 29
5	VCe	cup-cake	A closed syllable and a VCe syllable inside one word.	3, 8, 19, 35
6	VCe	kit-ten	The same shape, and the silent e students drop most often.	3, 8, 19, 35
7	Vowel team	rain-coat	Two vowel teams, ai and oa, in one word.	7, 13, 14, 16, 29
8	Vowel team	cow-boy	One diphthong with two spellings, ou and oy.	7, 13, 14, 16, 29
9	R-controlled	gar-den	Two r-controlled syllables, ar and er.	9, 18, 34
10	R-controlled	chur-ches	Two r-controlled syllables again, with a tripled consonant.	9, 18, 34
11	Final stable	lit-tle	The doubled consonant before le, the most common error.	15
12	Final stable	ap-ple	A single consonant before le, the short case of the pattern.	15

WHY THIS MATTERS FOR THE STATE TEST

Accurate decoding and spelling of multisyllabic words feed reading fluency and writing conventions, the exact skills the state writing assessment rewards. A student who can name a syllable type, read it on a card, and spell it in a new word carries one pattern, not one list, into STAAR/SST writing.

Where These Cards Sit in the Program

Criterion	What the materials must show	Where this card set meets it
4.C.3a	A systematic sequence for introducing syllable types and syllable division principles aligned to grade-level TEKS.	The six types appear in the implementation guide order, Cards 1 to 12, and the table on page 9.
4.C.3b	Explicit instruction in decoding and encoding one-syllable and multisyllabic words using syllable types.	The rule, SAY, and DO lines printed on the back of every card.
4.C.3c	Cumulative practice in decoding and encoding in isolation and in connected text.	Three example words on every card back, revisited in the weekly deck lesson, the connected text practice, and the tracking sheet.

Where these cards live beside the other Grade 3 materials

- The sequence and the sheet numbers match the Spelling Implementation Section of the Grade 3 Implementation Guide, which models closed, open, and VCe syllables inside longer words, then vowel teams, r-controlled, and final stable syllables.
- The words on the fronts and the three example words on every back come from the Grade 3 Spelling Lists, Module by Module, one list per Spelling Slide Deck sheet.
- Each card is used in the week of its own sheet, right after the Spelling Slide Deck lesson and the Spelling Teacher Scripts for that week, and the score goes on the Weekly Spelling Tracking Sheet.
- The five thinking levels named on the card backs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, are the levels the Spelling Slide Decks already use, so a card front is a fast warm-up to the deck lesson and a card back is the same routine written down.
- The connected text that carries the same six patterns into reading is the Syllable Types Scope and Connected Text Practice, Grade 3.

THE TEACHING PROMISE

One pattern a card, two cards a type, twelve cards a set. The front names the pattern in color and symbol, and the back gives the rule, the words to say, the moves to make, and three more words to spell. A set that fits in one folder and takes two minutes a day.

ONE RULE A WEEK, REVISITED ALL YEAR

Closed, open, and VCe return on Spelling Slide Deck Sheets 8, 19, and 35. R-controlled returns on Sheets 18 and 34. Open syllables return through the y to ies week and the long e y week. The cards follow the same spiral, so a type met in September is still on the table in March.