

# The Six!

Welcome to **The Six!**, CR Success' newest program that is designed to support third - fifth grade students in multisyllabic word reading and spelling.

Students will learn the six syllable types, develop a solid morphological knowledge of 38 affixes, and utilize flexible strategies to decode and encode multisyllabic words. Students will increase their ability to mentally divide multisyllabic words, using CR Success' effective syllable-division routine.

The ultimate goal of the program is to improve fluency in reading and spelling these advanced words. As Toste et al. (2016) wrote:


“ One approach for teaching multisyllabic word reading is to focus on the development of automaticity by providing multiple opportunities for students to manipulate and read words rather than focusing on rule-based instruction. ”

**The Six!** has a digital design; its PowerPoint curriculum contains everything a teacher needs for engaging, efficient instruction. The teacher directions are in the Speaker notes. This format provides strong visual input and clear, systematic instruction.

A teacher's manual includes instructional notes with background information, goals, word lists, and differentiation through progress monitoring.

Student Sheets and Reading Passages, which are referenced throughout each unit, are provided as part of a consumable workbook, **The Six! Student Workbook**.

The program is designed with nine units. Each unit has four lessons.

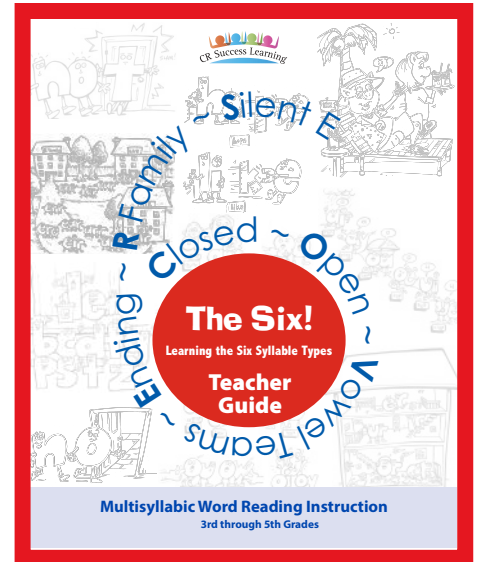
- The first two lessons teach the syllable pattern for that unit and a number of affixes. Students practice building words, dividing words, spelling words, and reading word lists.
- The third and fourth lessons focus on connected text; the third lesson has a fictional piece and the fourth lesson has a non-fictional article. Students review sight words and learn new sight words. Comprehension questions and writing prompts are provided.
- All four lessons systematically develop vocabulary.
- All lessons have extension activities to allow for additional student practice. These slides are clearly marked with . Teachers will use these slides to increase students' understanding and deepen vocabulary knowledge.
- EL learners using **The Six!** will benefit from the following instructional devices: videos and animations, careful scaffolding, visual aids, systematic review, and vocabulary development.

Often, students' reading ability in the upper elementary years is hampered by their difficulty with multisyllabic words, which occur with more and more frequency in the texts they read. **The Six!** will bridge that gap with instruction that is engaging, purposeful, and comprehension-based.

# What's Included in **The Six!**

## Teacher Guide

- Introduction with Scope and Sequence, Research Background, Teacher Resources, Description of the Student Workbook and Home-School Connections
- Assessment Section with procedures for Summative Assessments and Formative Assessment
- Nine sections (one per unit) for
  - Instructional Notes and Word Lists
  - Student Workbook pages with answers
  - Teacher Recording Forms for Formative Assessment
- Black Line Masters of Summative Assessment



## Digital Files

The drive will have the following folders:

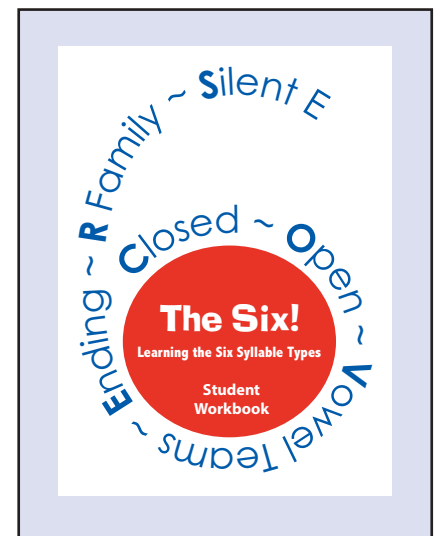
- Summative Assessment pdfs
- Affix Review with Unit Dividers (PowerPoint slides)
- Nine Units
  - Four PowerPoint Lessons with Speaker Notes (teacher language) for each unit
  - Teacher Language (same as Speaker Notes) in pdf format
  - Formative Assessment Teacher Recording Forms
  - Newsletter for Partnering with Families

*Note: Teacher will need to have a PowerPoint license as these slides will not copy into Google.*

## The Six! Student Workbook

The workbook provides extended word reading and spelling practice. Each unit has paired reading, a decodable story and a non-fiction passage, focusing on the concept words of the unit.

Workbooks sold separately.



# The Six! Scope and Sequence

Unit	Syllable Type Lesson	Additional Concepts	Animated Concept Videos	Affixes to Know Presented in <i>The Six!</i>
<b>One</b>	<ul style="list-style-type: none"> <li>Closed Syllables</li> <li>Syllable Division: Vowel Tag</li> </ul>	<ul style="list-style-type: none"> <li>Concept of a Syllable</li> <li>Three Sounds of <i>-ed</i></li> <li>Bully Rule</li> </ul>	<ul style="list-style-type: none"> <li><i>Closed Syllables</i> Lesson 1, Slide 5</li> <li><i>Vowel Tag</i> Lesson 1, Slide 8</li> <li><i>Suffixes</i> Lesson 2, Slide 5</li> <li><i>The Bully Rule</i> Lesson 2, Slide 11</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-ed, -ing, -s, -es</i></li> <li>Prefix: <i>con-</i></li> </ul>
<b>Two</b>	<ul style="list-style-type: none"> <li>Open Syllables</li> <li>Syllable Division: Vowel Tag, Changing</li> </ul>	<ul style="list-style-type: none"> <li><i>y</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li><i>Open Syllables</i> Lesson 1, Slide 3</li> <li><i>Changing</i> Lesson 1, Slide 5</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-ly, -y</i></li> <li>Prefixes: <i>re-, pre-, de-</i></li> </ul>
<b>Three</b>	<ul style="list-style-type: none"> <li>Silent Magnetic <i>e</i> Syllables</li> <li>Spelling Division Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Bully Rule II</li> </ul>	<ul style="list-style-type: none"> <li><i>Silent Magnetic e Syllables</i> Lesson 1, Slide 3</li> <li><i>Bully Rule II</i> Lesson 1, Slide 4</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-ize, -est</i></li> <li>Prefix: <i>pro-</i></li> </ul>
<b>Four</b>	<ul style="list-style-type: none"> <li>Open Syllables:</li> <li>Open <i>a</i>, Open Medial <i>i</i></li> <li>Spelling Division Strategies</li> </ul>			<ul style="list-style-type: none"> <li>Suffixes: <i>-al, -ity, -tion</i></li> <li>Prefix: <i>un-</i></li> </ul>
<b>Five</b>	<ul style="list-style-type: none"> <li>Ending Syllables</li> <li>Spelling Division Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Other Jobs of Silent <i>e</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Ending Syllables</i> Lesson 1, Slide 5</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-able, -ible, -ive</i></li> <li>Prefix: <i>in-</i></li> </ul>
<b>Six</b>	<ul style="list-style-type: none"> <li>Vowel Team Syllables (Slinky Vowel Teams)</li> <li>Spelling Division Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Two Sounds of <i>ow</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Slinky Vowel Teams</i> Lesson 1, Slide 3</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-less, -ous, -ment</i></li> <li>Prefixes: <i>sub-, dis-</i></li> </ul>
<b>Seven</b>	<ul style="list-style-type: none"> <li>Vowel Team Syllables (Walkers)</li> <li>Spelling Division Strategies</li> </ul>	<ul style="list-style-type: none"> <li><i>ee, ea</i> - Best Spellings for /E/ in one-syllable words</li> <li>The Concept of Tail Letters</li> </ul>	<ul style="list-style-type: none"> <li><i>Walkers</i> Lesson 1, Slide 3</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-sion, -ness, -ful</i></li> <li>Prefixes: <i>non-, mis-</i></li> </ul>
<b>Eight</b>	<ul style="list-style-type: none"> <li>R Family Syllables</li> <li>Spelling Division Strategies</li> </ul>	<ul style="list-style-type: none"> <li>CY Change</li> <li>The three sounds of <i>ea</i></li> </ul>	<ul style="list-style-type: none"> <li><i>R Family Syllables</i> Lesson 1, Slide 3</li> <li><i>CY Change</i> Lesson 2, Slide 4</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-ure (-ture, -sure), -er, -ar, -or</i></li> </ul>
<b>Nine</b>	<ul style="list-style-type: none"> <li>R Family Syllables: Rebel R</li> <li>Spelling Division Strategies</li> </ul>	<ul style="list-style-type: none"> <li>The three-letter walker: <i>igh</i></li> <li>Great Vowel Divide</li> </ul>	<ul style="list-style-type: none"> <li><i>Rebel R</i> Lesson 1, Slide 3</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-eer, -ary</i></li> </ul>

# Why Choose **The Six!**

## Understanding the Research

### The Six Syllable Types

**C**losed (at, cup, hand, stretch)

**O**pen (table, open, impolite)

**V**owel Teams (lawn, boat, day)

**E**nding (cradle, puzzle)

**R** Family (her, card, cord)

**S**ilent E (like, stripe, grace)

“ When students master quick and accurate recognition of the **syllable types**, they can decode long words in a systematic manner. ”

(Knight-McKenna, 2008)

✓ The units of **The Six!** are organized around the **six syllable types**. The **Learn It!** slides feature short, engaging animations that bring each syllable type to life! Throughout the unit, students are given multiple opportunities to decode and encode words with these syllable patterns. As the students progress through the program, syllable types are reviewed in a spiral design.

“ Recent research supports what many teachers already know—that students with developed understanding of how words are combinations of **meaningful word parts**— tend to have better vocabularies and stronger reading comprehension performance. ”

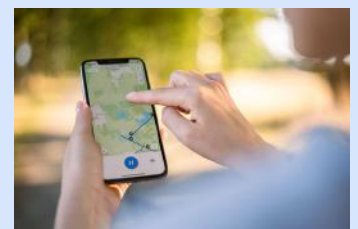
(Kieffer & Lesaux, 2007)

✓ In each unit, Lessons 1 and 2 feature **Affixes to Know** slides. Students learn how to pronounce each **affix** and what it means. They then participate in activities to reinforce the meaning of the affix. Students read numerous words that contain the affix, both as word lists and in connected text.

### Affixes to Know!

Prefix	Base Word	Suffix
con		

**con-** means *with, together*




Dad will **consult** his GPS.

**con = /kun/**

Continued...

## Syllable Division the CR Success Way

1	First, I <b>CHECK</b> ✓ for compound words. I divide a compound word into its 2 separate words.
2	Next, I <b>BOX</b> ☐ off any prefixes, suffixes, and Ending Syllables.
3	Then I <b>DI-VIDE</b> the word into syllable parts by trying <b>VOWEL TAG:</b> Dot • the vowels. Tag ↘ the consonant after each vowel. Divide / after the tag. Smile ☺ under each syllable.
4	If Vowel Tag doesn't work, I try <b>CHANGING</b> the vowel sound from 
5	I <b>SMILE</b> under and read each syllable. Then I read the word fluently.

“ Rather than teaching a wide array of rules, choose a routine that provides **simple steps for breaking words into parts and blending those parts together to sound out the word.** The routine can be used flexibly across different multisyllabic words. ”  
 (Published by IES)

✓ **The Six!** Recognizes that students need to be able to quickly identify common syllable-division patterns (Lane, 2020). **Divide It!** slides teach a simple routine for dividing a word into syllables, which are then applied to reading any multisyllabic word, as needed.

“ **Flexibility** in decoding or having a ‘set for variability’ (Tunmer & Chapman, 2012), allows the reader to engage more successfully with the complexity inherent in multisyllabic words. ”  
 (Heggie and Wade-Wooley, 2017)

✓ The last step in the syllabication routine is **Changing**. Many words are completely divided after recognizing compound words or after breaking off affixes and Ending Syllables. When these actions do not divide a word, students first try Vowel Tag, as in sel/ect. In this case, Vowel Tag did not make a recognizable word. So, students must be flexible and **change the vowel sound** from short to long (sE/lect). This also did not make a known word. Students then flex the vowel sound by changing to schwa (sə/lect), which does work!

**B** Divide It!

Compound Word?

Affixes?

Vowel Tag?

Changing?  
short→long→ə

sel ect

se lect

sə lect

sə /lect

“ One effective instructional practice focused on word reading fluency is the use of timed reading of **targeted word lists**, which supports students in their reading accuracy and rate. ”


(Toste et al., 2022)

✓ In **Read It!**, students practice reading a **list of words**, first as choral reading, then during independent reading, and finally as a timed reading with a partner. The targeted syllable is read first, then the entire word. This promotes identifying separate syllables and also blending all syllables to form a word.

**D** Read It!

reuse	refuse	rename	replay
collect	wallet	metric	seldom
change	prize	stones	smiles
provide	produce	devote	devise

**Unit Three** **Lesson 3**



**GoGo's Basket of Love**

Jenna wanted to be just like her grandma, GoGo. Jenna loved this name for her grandma. She felt her grandma was just that – always going, always creating.

After school, Jenna raced home and ran to her grandma's workshop. GoGo was a textile artist. Her vivid quilts hung on the walls. Woven baskets sat on the rug.

Music played and her grandma hummed softly. Her hands danced as she wove strands of fabric.

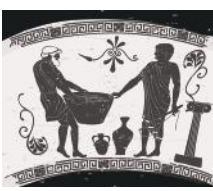
Today she was crafting a small basket. She utilized every scrap of fabric. GoGo held up one strand and said, "This is from your mom's dress."

She lifted a red ribbon, "Your dad got this ribbon for winning a spelling contest."

She produced one more strand. "This scrap is from one of your prized tops."

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**Unit Three** **Lesson 4**



**Baskets**

Humans have made baskets for a long, long time.

In fact, making baskets is the oldest craft. Stone carvings suggest that cavemen made baskets.

People used grass, twigs, and vines to make baskets. The baskets were used to hold objects. They had been used to catch fish. They were also used to prevent animals from escaping.

Most old baskets are not intact when they are dug up. Only fragments have been saved.

As a rule, the plant substances that were used did not last. In 2024, a whole basket with a lid was dug up in the Jude Desert. It was in a dry cave. It was very, very old.

There is a debate about how this basket was kept intact. The dry climate helped. It is impressive that this basket lasted the test of time.

We will keep looking for old relics. Then we will know more about how baskets have been made.

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“ It is important for students to practice reading with **connected text**. Teachers should be purposeful in selecting text for them to read. ”

(Toste et al., 2022)

✓ In **The Six!**, both a fiction and a non-fiction passage are provided with each unit. The passages incorporate many concept words that follow the featured syllable pattern. The texts are decodable with words that have the new syllable pattern and previous patterns.. Content words and sight words are explicitly taught. Students are encouraged to read the text several times, while receiving corrective feedback.



# Partnering with Families

CR Success Learning strongly believes in promoting the school to home communication by keeping parents/guardians informed about what the students are learning. A newsletter has been provided for each unit on the USB Drive provided with the program.

## Features of the Unit One Newsletter

### Home School Newsletter for **The Six!**

Dear Family,  
We are beginning our first unit in *The Six!* The name of this unit is: **Closed Syllables**. Here is a brief summary of what we will be learning.

**Syllable Type:**  
**Closed Syllables**  
When a single vowel is closed in (followed by a consonant), the vowel is short and the syllable is Closed.

Here are examples of one-syllable words with a **Closed Syllable**. Note that there is one vowel followed by at least one consonant:

snack	an	lid	stretch
trust	struck	it	smell

**Prefixes and Suffixes Covered in the Unit**

<p><b>con-</b> /kun/ Meaning: <i>with, together</i> Example: <b>consult</b></p> <p><b>-s</b> /s/ or /z/ <b>-es</b> /ez/ Meaning: <i>more than one</i> Example: <b>boxes</b></p>	<p><b>-ing</b> /Eng/ Meaning: <i>act of doing</i> Example: <b>fishing</b></p> <p><b>-ed</b> /ed/, /d/, /t/ Meaning: <i>puts a word in the past</i> Example: <b>fished</b></p>
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**Syllable Division**  
The first rule we learn about dividing words into syllables is called **Vowel Tag**. When there are two vowels separated by consonants, the vowel will tag the consonant after it and make a closed syllable.

There will be more to learn about dividing words, but **Vowel Tag** always works when there are two consonants between the vowels as long as they are not a team, such as *sh, th, ch, ck*.

in/sect	cam/pus	les/son	den/tist
---------	---------	---------	----------

**Example Words**

admit	album	button	cactus
conduct	contrast	expand	extent
hectic	impress	invent	kitten
napkin	subject	sudden	suggest

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A picture of the syllable type and a simple explanation are provided.

Each affix is shown with a definition and an example. Students learn that affixes are important because they change the meaning of the base/root word.

In each unit, the students learn more and more about how to divide words into syllables.

Example words are given to illustrate the syllable type. Families can use the words to review with their children or to play games.