Sounds to Stories Syllable Types Pathway

Types introduced at each step, with example pictures • Allowed combinations by step are on page 2

Syllable types Two-syllable decoding

Pictures marked new art were made for this sample and are not Delsi's. Other pictures are cropped from her Alphabet Picture Cards or Decoding Pathway chart.

Step 2
Syllable Focus

Closed Syllable

cat



One vowel followed by one or more consonants.
The vowel is usually short.

Step 4
Syllable Focus

Open Syllable

me



new art
One vowel letter at the end.
The vowel is usually long.

Step 7
Syllable Focus

Silent-e Syllable

cake



A vowel, then a consonant and silent e.
The first vowel is usually long.

Step 9
Syllable Focus

R-Controlled Syllable

car



A vowel is followed by r.
The r affects the vowel sound.

Step 10
Syllable Focus

Vowel-Team Syllable

rain



Two or more letters work together to
spell one vowel sound.

Step 16
Syllable Focus

Consonant-le Syllable

table



A consonant and le form the final,
unstressed syllable.

Step 15 - Flexible Two-Syllable Decoding

Two-Syllable Decoding

ro · bot
Open + Closed



robot

nap · kin
Closed + Closed



napkin

ban · jo
Closed + Open



banjo

sun · set
Closed + Closed



sunset

cup · cake
Closed + Silent-e



cupcake

rain · coat
Vowel Team + Vowel Team



raincoat

Step 16

Two-Syllable Decoding

ta · ble
Open + Consonant-le



table

Sounds to Stories Syllable Types Pathway

Allowed combinations at each step • Earlier permissions continue later when every part has already been taught

☐ No mixed-syllable permission yet ☐ Named combinations the sources allow

An asterisk (*) marks new sample art, not Delsi's. Other pictures are cropped from her Alphabet Picture Cards or Decoding Pathway chart.

Step 2 — Closed syllables

No mixed-syllable permission

Closed one-syllable words only. Story words stay one syllable. Formal open-syllable teaching begins after 4C; there is no general open-word permission in Step 2. Words such as **me** and **go** are taught as individual Heart Words, not as an open-syllable pattern yet.

Step 3 — Transparent compounds

Add: readable part + readable part

Keep closed one-syllable words. At set **3E**, add transparent two-part compounds only when both parts are already readable, divided at the visible compound boundary. This does not authorize general syllable division. Mixed-syllable application remains Step 7. Blend-dependent compounds wait for Step 5.



sunset
Closed + Closed 3E model



catfish*
Closed + Closed supported

Steps 4–5 — Open syllables, still no mixed sets

No new mixed-syllable permission

Step 4, after 4C: introduce open syllables in a short session with familiar one-syllable words (**me, go**; review **he, we, be, no, so, hi, I**). Contrast **met/me**, then **got/go** or **not/no**. Broader mixed-syllable reading remains Step 7. **Step 5:** no new mixed-syllable permission; review open and closed while teaching blends. Compounds still need two readable parts, and blend parts may now be used.

Step 6 — Closed + Closed

Add: noncompound Closed + Closed

No new syllable type. Begin controlled **noncompound Closed + Closed** two-syllable words with taught spellings. Continue earlier compounds. Before Step 16, any reduced vowel is prepared word by word (systematic schwa remains Step 16).



picnic*
Closed + Closed 6I model



napkin
Closed + Closed supported



lemon*
Closed + Closed schwa prep

Step 7 — First mixed combinations

Add: four mixed sets

After Silent-e (VCe) instruction and open-syllable review, teach a small set of mixed two-syllable words with stable pronunciations. Continue authorized compounds and Closed + Closed. Unfamiliar or ambiguous structures remain for Step 15.



robot
Open + Closed 7I model



hotel*
Open + Closed supported



banjo
Closed + Open 7J model



hippo*
Closed + Open supported



sunshine*
Closed + Silent-e 7K model



bedtime*
Closed + Silent-e supported



homesick*
Silent-e + Closed 7L model



sidekick*
Silent-e + Closed supported

Steps 8–14 — Continue Step 7 combinations

Add: a taught set that includes the new pattern

Continue taught mixed two-syllable combinations when every component is authorized. Each step may add a small taught two-syllable set that includes that step's new pattern:

Step 8	plus a soft c/g or final-e pattern
Step 9	plus a vowel-r (r-controlled) syllable
Step 10	plus a common vowel-team syllable
Step 11	plus a diphthong vowel team; a transparent prefix + base may also be a bounded pathway
Step 12	plus an expanded vowel-team spelling
Step 13	plus a named special pattern
Step 14	plus a flexible vowel-team pronunciation

Flag: the sources say "taught combination including" the new pattern. They do not name each new pairing (for example, they do not list "Closed + vowel-r" as a labeled set).

Step 15 — Flexible two-syllable decoding

No new type • flexible use of authorized combinations

This is cumulative decoding, not a new syllable type. Apply a flexible routine to **Open + Closed**, **Closed + Open**, and other previously authorized combinations, including unfamiliar controlled examples. Treat **VC/CV, V/CV, and VC/V** as useful division options, not guaranteed rules. Default story length stays two syllables, except exact approved earlier words. The Working Master also names **basic** and **locate** but does not label their types, so those two are not pictured.



robot
Open + Closed



napkin
Closed + Closed



sunset
Closed + Closed



banjo
Closed + Open



cupcake
Closed + Silent-e



raincoat
Vowel Team + Vowel Team

Step 16 — Consonant-le

Add: authorized first syllable + Consonant-le

Teach Consonant-le as an unstressed final syllable, beginning with the consonant just before **le** (as in ta/ble, ap/ple, lit/tle), with an authorized first syllable. The Decoding Pathway shows **Open + Consonant-le** for **ta · ble**. Also teach word-specific final **al, el, il, ol** endings. Systematic schwa is taught in authorized combinations, word by word. No general three-syllable story release.



table
Open + Consonant-le

Steps 17–21

Step 17: controlled three-syllable words

Step 17: broader controlled three-syllable decoding only when every component is authorized. **Steps 18–21:** continue authorized combinations; new spellings use previously authorized syllable types. Sources do not add new named type pairings in these steps.

Sources: Working Master v1.28 REVIEW (including approved examples 3E, 6I, 7I–7L); Teaching Set Map v2.28 Step Controls; Syllable-Word Structure Bank SW-003, SW-004, SW-009, SW-012–SW-015, SW-018, SW-020, SW-022, SW-028, SW-030, SW-005, SW-031–SW-033, SW-037, SW-045; approved Decoding Pathway. Pictures: cat and cake from Alphabet Picture Cards; car, rain, table, robot, napkin, banjo, sunset, cupcake, and raincoat from the Decoding Pathway. New sample art (not Delsi's): me, catfish, picnic, lemon, hotel, hippo, sunshine, bedtime, homesick, sidekick. Earlier permissions continue later only where the Working Master says to continue them. Nothing here is a new teaching permission.