

# **SPLIT**

## **Reading Module**

### **Student Booklet**

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# SB#1: Engage Prior Knowledge—Silent Warm-Up

Directions: Match each underlined syllable on the left with the correct syllable pattern on the right.

Syllables:	Syllable Patterns:
1. bea – <u>GLE</u> (beagle)	a. <u>Closed syllables</u> end in at least one consonant; the vowel is short.
2. de – <u>BATE</u> (debate)	b. <u>Open syllables</u> end in one vowel; the vowel is long.
3. car – <u>TOON</u> (cartoon)	c. <u>Vowel-consonant-e syllables</u> end in one vowel, one consonant, and a final <i>e</i> . The final <i>e</i> is silent and the vowel is long.
4. <u>VE</u> – to (veto)	d. <u>Vowel-r syllables</u> have an <i>r</i> after the vowel; the vowel makes an unexpected sound (neither its short nor its long sound).
5. <u>AB</u> – sent (absent)	e. <u>Vowel pair syllables</u> have two vowels next to each other.
6. en – <u>TER</u> (enter)	f. <u>Final stable syllables</u> have a consonant- <i>l-e</i> combination or a single unit such as <i>tion</i> . Final stable syllables have unexpected pronunciations—that is, they don't match what you might say if you tried to sound them out, but each one is always pronounced the same way.

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(Adams, 1990; Carreker, 1999a; Chard & Osborn, 1999b; Moats, 1995; UTCRLA, 2000b, 2001)

## SB#2: Practice—Syllable Patterns Chart

Syllable Patterns	Examples
<u>Closed syllables</u> end in at least one consonant; the vowel is short.	<ul style="list-style-type: none"> <li>• <u>pan</u></li> <li>• <u>shot</u></li> <li>• <u>mag-net</u></li> <li>• <u>ex-it</u></li> <li>• <u>rab-bit</u></li> <li>• <u>Mon-day</u></li> </ul>
<u>Open syllables</u> end in one vowel; the vowel is long.	<ul style="list-style-type: none"> <li>• <u>so</u></li> <li>• <u>he</u></li> <li>• <u>ba-by</u></li> <li>• <u>la-zy</u></li> <li>• <u>ba-con</u></li> <li>• <u>i-tem</u></li> </ul>
<u>Vowel-consonant-e syllables</u> end in one vowel, one consonant, and a final <i>e</i> ; the final <i>e</i> is silent and the vowel is long.	<ul style="list-style-type: none"> <li>• <u>make</u></li> <li>• <u>ripe</u></li> <li>• <u>lone-ly</u></li> <li>• in-<u>vite</u></li> <li>• pro-<u>file</u></li> <li>• wish-<u>bone</u></li> </ul>
<u>Vowel-r syllables</u> have an <i>r</i> after the vowel; the vowel makes an unexpected sound (neither its short nor its long sound).	<ul style="list-style-type: none"> <li>• <u>star</u></li> <li>• <u>dirt</u></li> <li>• <u>tur-nip</u></li> <li>• <u>per-fect</u></li> <li>• <u>cor-ner</u></li> <li>• <u>car-pool</u></li> </ul>
<u>Vowel pair syllables</u> have two vowels next to each other.	<ul style="list-style-type: none"> <li>• <u>sail</u></li> <li>• <u>seat</u></li> <li>• boy-<u>hood</u></li> <li>• six-<u>teen</u></li> <li>• oat-<u>meal</u></li> <li>• <u>moon</u>-struck</li> </ul>
<u>Final stable syllables</u> have a consonant- <i>l-e</i> combination or a single unit such as <i>tion</i> . Final stable syllables have unexpected pronunciations—that is, they don’t match what you might say if you tried to sound them out, but each one is always pronounced the same way.	<ul style="list-style-type: none"> <li>• puz-<u>zle</u></li> <li>• bub-<u>ble</u></li> <li>• can-<u>dle</u></li> <li>• sta-<u>tion</u></li> <li>• con-trac-<u>tion</u></li> <li>• frac-<u>tion</u></li> </ul>

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 (Adams, 1990; Carreker, 1999a; Chard & Osborn, 1999a, 1999b; Moats, 1995; UTCRLA, 2000b, 2001)

# SB#3: Practice—SPLIT

Directions: For each word below, write the syllables on the lines that follow, and write what type of syllable it is. You might not use every line. The first one is done for you.

## 1. sarcastic

syllable:    sar    syllable type:    vowel-r   

syllable:    cas    syllable type:    closed   

syllable:    tic    syllable type:    closed   

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

## 2. uninterrupted

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

## 3. discrimination

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

## 4. unambiguous

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

Scoring:	
	Points earned (circle one):
Five steps of strategy	0 1 2 3 4 5
Practice strategy	0 2 4
Total points (out of 9):	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## SB#4: Independent Practice

### Part 1: Review the Strategy

What are the five steps in SPLIT?

- |            |            |
|------------|------------|
| 1. S _____ | 4. I _____ |
| 2. P _____ | 5. T _____ |
| 3. L _____ |            |

### Part 2: Apply the Strategy

**Directions:** For each word below, write the syllables on the lines that follow, and write what type of syllable it is. You may not use every line. The first one is done for you.

#### 1. sarcastic

syllable:    sar    syllable type:    vowel-r   

syllable:    cas    syllable type:    closed   

syllable:    tic    syllable type:    closed   

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

#### 2. decoration

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

#### 3. permeate

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_

syllable: \_\_\_\_\_ syllable type: \_\_\_\_\_