



Syllable Division Rules Easy 3 Step Guide

"As seen in Silver Moon Professional Trainings and Workshops."



Syllable Division Rules

Instructor's Guide

This guide is a supplement for the Silver Moon Spelling Rules™ program. The following content is provided as a free electronic download with compliments from READ Learning Educational Services, LLC. Content is used in Silver Moon professional trainings and workshops.

Introduction

“Sound it out” is a common direction that students are given when they can’t read a word. “Sound it out” makes sense to most of us because it’s what most readers do when they can’t read a word. They sound it out. But, what if you don’t read like most readers? What if you are unable to read by sounding out? Or, what if “sounding it out” only works some of the time? That’s when you’ll see students relying on memory, picture clues, context clues, or guessing at words based on the shape and size of a given word or the first letter in the word. These strategies allow students to compensate, for the inability to sound out words, for a short period of time. After awhile though, text will become too advanced for these strategies to work all the time.

Why Teach Syllable Division Rules

If a student can’t read by sounding out, they typically hit a wall by the end of their third grade year, if not sooner. It’s around this time that reading emphasis shifts from learning to read to reading to learn. Vocabulary explodes and students are no longer able to “solve” words, or guess at words, by using strategies other than sounding out. This is why syllable division rules are necessary to teach. This process makes vowel sounds and other units of sound highly predictable which, in turn, makes unknown words easier to read.

What does the research say?

Brain research (modern neuroscience) has proven that struggling readers and spellers decode words using an indirect route in the brain. These children and adults have wiring in their brains that don’t allow them to read by sounding out - unless they are taught necessary prerequisite skills. These skills include understanding letter to sound correspondences, knowing how to apply syllable division rules and how to identify different types of syllables within words. It’s important to note that even before these



Syllable Division Rules

skills, instructors should always make sure students have sufficient auditory discrimination, auditory memory and a solid understanding of phonemic awareness.

When these skills are mastered, students will be able to read by sounding out. But, instead of saying, “sound it out” instructors will say, “divide that word”. Next they will ask what kind of syllables are in the word, and what vowel sounds they contain. Finally, they will say, “sound it out.” A surprising 15-20% of our population requires this type of systematic approach in order to read and spell words accurately.

The Spelling Connection

Many struggling readers also struggle with spelling because reading and spelling go hand in hand. These learners need to be taught step-by-step directions to divide words into syllables when reading (decoding) and to hear each and every syllable when spelling (encoding). When students are taught American English spelling rules, as part of their spelling program, they will be able to spell with a high degree of accuracy. Likewise, teaching students a rule based approach to spelling will improve their reading.

7 Types of Syllables

There are 7 types of syllables found in the American English Language. Request the “7 Types of Syllables Guide” at, www.readlearningservices.com. Use this guide to assist your teaching and enrich student learning.

How To Use This Guide

If you are using this guide with the Silver Moon Spelling Rules Program, you will find information on which types of syllables and which syllable division rules to instruct students on for parts 1, 2, and 3. (see pages 1, 44, and 118 of the Silver Moon Spelling Rules Instructional Manual.)

Teach each rule separately, beginning with the first rule. Provide plenty of modeling and guided practice on real and nonsense words before asking the student to apply the rules independently. Teach each rule to mastery before moving on to the next rule. To improve self-confidence and mastery of material, only practice syllable division rules that contain syllable patterns the student has been taught.

See the following rules in picture format. Request a student friendly version of this guide at www.readlearningservices.com.



Syllable Division Rules

Syllabication Rules: Easy 3 Step Guide

All steps need to be followed from left to right in the same direction we read.

Step #1

1. It's all about the vowels. Every syllable contains at least one vowel.

Identify the vowels. Label them by drawing a dot underneath them.

- Vowel teams* and diphthongs* are usually counted as one vowel and will only need one dot.
- Do not mark silent e. If e is silent it does not create another syllable by itself.

Step #2

2. ***Underline all of the letters in-between the dotted vowels.***

If there is 1 letter underlined...

- a. Draw a vertical line in front of the letter. This will “push” the underlined letter to the end of the word creating two syllables.
- b. If this doesn't make a word draw a vertical line in behind the letter. This will “push” the underlined letter to the front of the word creating two syllables.

If there are 2 letters underlined...

- a. “Split them” by drawing a vertical line in-between the letters. This pushes one of the letters toward the front and one toward the back.

Watch Out!

- Don't split digraphs or special units of sound*
- The letters R and L are called, “sticky seconds” or “rotten letters”. If they are in the second letters' place, they will usually stay with the other letter instead of being split.



Syllable Division Rules

→ If there are three letters underlined...

- a. give them a “1, 2 split”.

Draw a vertical line after the first letter and in front of the last two underlined letters. If there is a unit or digraph, do not split them apart; instead, treat them as one letter.

→ If there are four letters underlined...

- a. give them a “1, 3 split”.

Draw a vertical line after the first letter and in front of the last three underlined letters. If there is a unit or digraph, do not split them apart; instead, treat them as one letter.

Step #3

Determine the kinds of syllables and what sounds the vowels will make. Mark the vowel sounds using the correct diacritical mark (long, short, schwa, etc). Sound out each syllable and read the word.

Compound words don't need these rules. Identify and pull the individual words apart.

Helpful Hints

When teaching these rules, avoid relying solely on directionality terms such as left and right. Many students are confused about left and right even after years of reminders. Instead, pair your directions with visuals and movement. This will support student learning. For example, use your hands to gesture toward the end of the word. When you say, “split them” make a splitting motion bringing your thumbs together and away from each other. Whatever cues you choose, use them with consistency.



Syllable Division Rules

Give a copy of the **Visual Student Guide** to students. Allow them to use the guide as a visual reminder of the syllable division rules.

A Note About...

***Vowel Teams**

Watch out for vowel combinations that begin with i and u. If a vowel combination starts with either of these letters, it may not create a true vowel team. Remember a vowel team is two vowels that make one sound. If it appears that a word has a vowel team, but the vowels each say a sound, then draw a line between the vowels when dividing words into syllables. Each vowel will be in its own syllable.

Prefixes

When dividing words with prefixes, the prefix will always be in its own syllable. You can draw a syllable division line after the prefix and before the first letter in the base-word. A vowel at the end of a prefix will never create a vowel team with a vowel at the beginning of a base-word.



Syllable Division Rules

Terms

Unit: A term used to describe three or four letters that say an unexpected sound. Basic units look like closed syllables, except the vowel doesn't say it's short vowel sound, as it would in a closed syllable. When a unit is present within a word, it creates a unit syllable. Some units end in silent e and are called silent e units.

The following letter combinations are "units" of sound. They should be directly taught and memorized. Units are never split apart when dividing words into syllables.

<u>3 Letter Units</u>	<u>Silent E Units</u>	<u>4 Letter Units</u>
ang, ing, ong, ung ank, ink, onk, unk all, oll, old, olt, ost, ild, ind	ice, ace, age, ite, ive, ine, ate ture, sure	tion, sion

Digraphs are two letters that make one sound. Digraphs are never split apart when dividing a word into syllables. Digraphs include but are not limited to: sh, ch, th, ph, wh, ck, si, ci, ti, kn, wr, mb, gh, gn

Trigraphs are three letters that make one sound. Trigraphs are also never split apart when dividing words into syllables. Trigraphs include but are not limited to: dge, igh, tch

***Diphthongs** are two letters that make a sliding sound. Diphthongs are not split apart when dividing words into syllables. Examples of diphthongs include: oi as in oil, oy as in boy, ou as in out



Syllable Division Rules

Notes/Examples:

Use this page to record examples while attending the Silver Moon Spelling Spelling Rules professional trainings and workshops.