
Syllable Types Scope and Connected Text Practice

The systematic sequence of closed, open, VCe, vowel-team, r-controlled, and final stable syllables, mapped to the Grade 3 spelling decks, with connected text practice for each type

GRADE 3

THE WRITING ACADEMY®, LLC

ABOUT THIS DOCUMENT

The Syllable Type Scope, Grade 3

The Grade 3 spelling decks teach one orthographic pattern every week, all 36 weeks, using words from that week's reading (Grade 3 Scope and Sequence Explanation, page 9). The six syllable types named in TEKS 3.2(B) appear across those weeks in a deliberate order. The sequence moves from closed, to open, to VCe, to vowel teams, to r-controlled, and to final stable syllables.

This document does two jobs. Part One names the sequence, maps it to the actual weeks of the Grade 3 spelling decks, and explains why the order is the one we teach. Part Two adds a short connected text passage for every syllable type, with the target words, a teacher SAY/DO routine, and a quick student check, so the weekly deck lesson ends with students reading and spelling the pattern inside real connected text.

What the criteria ask

Criterion	What the materials must show	Where this document meets it
4.C.3a	A systematic sequence for introducing syllable types and syllable division principles aligned to grade-level TEKS.	Part One, the sequence and the 36-week mapping.
4.C.3b	Explicit instruction in decoding and encoding one-syllable and multisyllabic words using syllable types.	Part Two, the SAY/DO routines.
4.C.3c	Cumulative practice in decoding and encoding in isolation and in connected text.	Part Two, the word lists and passages.

How to use this document

- Teach the weekly deck lesson first, using the Spelling Slide Decks and the Teacher Scripts for that week.
- Follow the routine on the connected text card for the syllable type taught that week. The passage is the connected text step of the week, so the spelling and the reading always agree.
- Keep the quick student check as the exit evidence for the pattern. A student who reads and spells the pattern in the passage has learned the rule, not the list.

THE SEEN AND UNSEEN RULE FROM THE DECKS

Every module's word set mixes five words the class has already seen with five new words that follow the same rule. A student who spells both has learned the rule, not the list. The practice in Part Two follows the same habit.

The Systematic Syllable Sequence

THE STUDENT EXPECTATION, TEKS 3.2(B)

Students demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

Coverage check from the Grade 3 Implementation Guide, covering closed, open, vowel-consonant-e, vowel-team digraphs, vowel-team diphthongs, r-controlled, and final stable.

The Grade 3 Implementation Guide teaches the six syllable types in three teaching steps. First closed, open, and VCe syllables are modeled inside longer words (rabbit, robot, cupcake). Then vowel teams, r-controlled, and final stable syllables are taught (raincoat, cowboy, garden, candle). Then multiple patterns and syllable division are practiced (rab/bit, ro/bot, mon/ster). The weekly spelling decks place each type in the same order across the year.

Order	Syllable type	What the student learns	Example words	Anchor weeks	Deck rule names
1	Closed	A syllable with one vowel followed by a consonant, so the vowel says its short sound.	box, get, sun, ran; map, last, long, past; hop, cup, tin	1, 2, 4	Digraphs sh, ch, th, wh; Beginning and Ending Blends; Short Vowels and CVC Patterns
2	Open	A syllable that ends with a single vowel, so the vowel says its long name. A final open y spells long e or long i.	ro/bot, ba/by, mu/sic; busy, baby, city; sky, fly	12, 29	The Letter y Spelling Long e; Long i Spelled igh and y
3	VCe	A vowel, a consonant, and a silent e make the vowel say its long name.	cake, ride, hope, five, note; safe, time, place	3, 8, 19, 35	Long Vowels with Silent e; Review
4	Vowel teams	Two vowels work together for one vowel sound. Digraphs make one sound; diphthongs glide between two.	sea, beach, team; rain, stay, train; moon, food, glue; down, house, owl	7, 13, 14, 16, 29	Long e ee and ea; Diphthongs ou and ow; Long a ai and ay; The oo Sound oo, ew, ue; Long i igh and y
5	R-controlled	A vowel followed by r changes its sound, as in ar, er, ir, or, and ur.	farm, girl, born, turn, storm, first, garden, part	9, 18, 34	R-Controlled Vowels (ar, er, ir, or, ur); Review
6	Final stable	A consonant plus le forms the final syllable of a longer word.	little, settle, bubble, simple, gentle, cattle, purple, tumble, single	15	Words Ending in Consonant plus le

THE ORDER IN ONE LINE

Single-vowel syllables first (closed, open, VCe), then two-letter vowel spellings (vowel teams, r-controlled), then the syllable ending (final stable), with syllable division running alongside all year long.

The Six Syllable Types Mapped to All 36 Weeks

Every Grade 3 spelling deck week is listed with its syllable type. Weeks that teach a spelling pattern outside the six syllable types are marked with their pattern family. Review weeks spiral the syllable types back into the year.

Wk	Module	Spelling rule	Syllable type
1	PREPARE M1	Consonant Digraphs sh, ch, th, wh	Closed
2	PREPARE M2	Beginning and Ending Blends	Closed
3	PREPARE M3	Long Vowels with Silent e	VCe
4	PREPARE M4	Short Vowels and CVC Patterns	Closed
5	C1 M1	Adding -ed to a Base Word	Closed base, suffix
6	C1 M2	Plurals with -s and -es	Closed base, suffix
7	C1 M3	Long e Spelled ee and ea	Vowel team
8	C1 M4	Long Vowels with Silent e	VCe
9	C2 M1	R-Controlled Vowels (ar, er, ir, or, ur)	R-controlled
10	C2 M2	Adding -ing to a Base Word	Closed base, suffix
11	C2 M3	Plurals: Change y to ies	Open
12	C2 M4	The Letter y Spelling Long e	Open
13	C3 M1	Diphthongs ou and ow	Vowel team
14	C3 M2	Long a Spelled ai and ay	Vowel team
15	C3 M3	Words Ending in Consonant plus le	Final stable
16	C3 M4	The oo Sound Spelled oo, ew, and ue	Vowel team
17	C4 M1	The Suffix -tion (the shun sound)	Base plus suffix
18	C4 M2	R-Controlled Vowels (ar, er, ir, or, ur)	R-controlled
19	C4 M3	Long Vowels with Silent e	VCe
20	C4 M4	Adding -ed to a Base Word	Closed base, suffix
21	C5 M1	Homophones (words that sound alike)	Homophones
22	C5 M2	Comparative Endings -er and -est	Base plus suffix
23	C5 M3	Compound Words	Compounds
24	C5 M4	The Suffix -ly	Base plus suffix
25	C6 M1	Contractions	Contractions
26	C6 M2	Soft c and Soft g	Soft c and g
27	C6 M3	Silent Letters kn, wr, and mb	Silent letters
28	C6 M4	Abbreviations	Abbreviations
29	C7 M1	Long i Spelled igh and y	Vowel team, Open
30	C7 M2	Prefixes un, re, and dis	Prefixes
31	C7 M3	Prefixes pre and mis	Prefixes
32	C7 M4	Suffixes ful, less, and ness	Suffixes
33	C8 M1	Plurals Review (s, es, y to ies)	Open
34	C8 M2	R-Controlled Vowels Review (ar, er, ir, or, ur)	R-controlled
35	C8 M3	Long Vowels with Silent e Review	VCe
36	C8 M4	Compound Words Review	Compounds

HOW THE SPIRAL WORKS

Each syllable type returns in review weeks after its first teaching week. VCe returns at Weeks 8, 19, and 35. R-controlled returns at Weeks 18 and 34. Open syllables return through the y-to-ies plural week (Week 11), the long e y week (Week 12), and the long i week (Week 29). Skills are distributed across the 36 weeks and revisited, not taught once and dropped.

Why This Order

The sequence moves from the syllable a student meets most often to the syllables that ask for more pattern knowledge, and it matches the teaching progression in the Grade 3 Implementation Guide. Each step gives the next step a stable base.

1. Closed syllables come first because they are the most common

Closed is the most frequent syllable type in English and the first syllable a student can hear and spell. The decks build it from one-syllable pieces, digraphs (Week 1), blends (Week 2), and short vowels in CVC words (Week 4), so every student has a stable single-syllable base before longer words appear.

2. Open syllables come next to make the closed-open contrast

An open syllable is a closed syllable with the final consonant removed, so the vowel is free to say its long name. Teaching open right after closed gives students the first contrast they use when dividing a longer word. The decks teach the final open y (Week 12) and the long i y (Week 29), and the Implementation Guide models the contrast in rabbit, robot, cupcake.

3. VCe completes the three single-vowel syllable types

VCe, a vowel, a consonant, and a silent e, is the third way a single vowel letter can be spelled. It is introduced at Week 3 and returns at Weeks 8, 19, and 35. The review weeks make the pattern cumulative, so the skill is revisited across the year instead of being taught once.

4. Vowel teams follow the single-vowel syllables

A vowel team asks a student to hold two letters for one vowel sound, so it builds on the single-vowel foundation. The decks teach digraphs first, ee and ea (Week 7), ai and ay (Week 14), and oo, ew, and ue (Week 16), then diphthongs, ou and ow (Week 13), where the sound glides between two vowels.

5. R-controlled syllables come after vowel teams

When r follows a vowel, it changes the vowel sound, so the student must hear a new sound and see the r that makes it. The decks teach ar, er, ir, or, and ur at Week 9, return to the pattern at Week 18, and review it at Week 34.

6. Final stable syllables come last

A consonant plus le (ble, tle, gle, ple) is always the final syllable of a longer word, so it asks a student to read and spell the whole word first and then the ending. The decks teach it at Week 15, after all five vowel syllable types are in place.

7. Syllable division runs alongside the whole year

The Implementation Guide teaches VCCV, VCV, and VCCCV division (rab/bit, ro/bot, mon/ster) as the third teaching step, after the syllable types are named. Syllable type knowledge and division habits work together, so a student can decode and encode words in isolation and inside connected text all 36 weeks.

WHY THIS ORDER IS GOOD FOR THE BRAIN

Spacing and spiraling. Skills are distributed across thirty-six weeks and revisited, not taught once and dropped. Each review week reopens a syllable type in new words from a new reading, so the pattern is practiced with fresh text.

Connected Text Practice for Every Syllable Type

Six original passages, one per syllable type, built to load the pattern named in the heading. Each passage uses target words drawn from the actual Grade 3 spelling deck weeks, so the connected text practice stays tied to the week's own reading. Use a card right after that week's Spelling Slide Deck lesson.

1. Closed Syllables

Week 4 · Prepare Module 4 · Short Vowels and CVC Patterns · The Recess Question

At last the bell rang, and the class ran out to the back lot. Sam held the map and the small tin cup. Kim said, we must get past the long jump line and hop to the end. The sun felt hot, but the kids did not stop. They clapped and spun around the flag, and the game went on. When the bell rang again, they sat in the soft grass and drank from the cup. Sam felt glad that his team had won. It was the best part of the day, and it was not even third period yet.

TARGET WORDS (CLOSED)

last map past long hop sun felt glad stop clapped spun cup tin

SAY

This week our spelling rule is Short Vowels and CVC Patterns. A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. Our connected text is a recess game full of closed syllables.

DO

Display the passage. Read it aloud once at a natural pace while students follow along. Then reread it and pause so students can tap the closed-syllable words they hear.

SAY

With your partner, underline every word that has a closed syllable. Be ready to name one and explain how you know.

DO

Partners underline and share. Confirm with the target word list. For each shared word, have the student cover the vowel, say the short sound, and read the word.

SAY

Now we spell. I will say a word from the list. Say it, tap the syllable, and write it on your whiteboard.

DO

Dictate hop, last, and cup. Students write and check against the pattern. Scan for students applying the rule, not guessing by sound.

QUICK STUDENT CHECK

Students read the first two sentences to a partner and point to every closed-syllable word. Then each student spells map and spun on the whiteboard. A student who reads and spells both has the closed syllable pattern.

Connected Text Practice for Every Syllable Type

2. Open Syllables

Week 12 · Cluster 2 Module 4 · The Letter y Spelling Long e · Laura Ingalls Wilder

Every day, Baby Rose had a tiny job. She could open the gate for her mother. She could carry one small cup to the table. It was easy work, and the whole family said she was lucky. Only the baby was too small to help with the heavy pail, so she sang a funny song while the others worked. At night, her father put a penny in the music box. The soft music made her eyes grow heavy, and she felt happy and safe. She fell into a quiet sleep at the end of a busy day. In her dream, she saw a city full of tulips and a friendly robot who waved as she passed.

TARGET WORDS (OPEN, INCLUDING FINAL OPEN Y)

busy easy only carry funny city penny baby lucky robot music tiny

SAY

This week our spelling rule is The Letter y Spelling Long e. An open syllable ends with a single vowel, so the vowel says its long name. A final y is an open syllable that can spell long e, as in baby, or long i, as in sky. Our text is full of open syllables.

DO

Display the passage. Read it aloud once while students follow along, then reread it and pause so students can tap the open syllables they hear.

SAY

With your partner, underline the words that end in an open syllable or have an open syllable inside, like robot or music. Be ready to name one and explain how you know the syllable is open.

DO

Partners underline and share. Confirm with the target list. For robot, model ro/bot, first syllable open so the o says its name, and for busy, point to the final y spelling long e.

SAY

Now we spell. I will say a word. Say it, tap the syllables, and write it on your whiteboard.

DO

Dictate baby, city, and robot. Students write and check that the open syllable ends with the vowel letter. Scan for the y spelling long e in baby and city.

QUICK STUDENT CHECK

Students read the last two sentences to a partner and point to every open syllable they can find. Then each student spells funny and music on the whiteboard. A student who reads and spells both has the open syllable pattern.

Connected Text Practice for Every Syllable Type

3. VCe Syllables

Week 8 · Cluster 1 Module 4 · Long Vowels with Silent e · The Pilgrims Chose Plymouth

The Pilgrims came to a new place and hoped to make a safe home. It took time, but they chose a spot close to the wide bay. In late spring, they planted corn and wrote notes about each day. By the time the first cold wind came, the harvest was ripe and full. Five families shared one long table, and the smell of fresh cake filled the room. Life felt hard, but the people were brave. They knew that home was more than a place on a map. It was the hope they carried in their hearts, and the fire that kept them warm through the long winter nights.

TARGET WORDS (VCE)

came place make safe home time wrote five cake life brave hope
fire note

SAY

This week our spelling rule is Long Vowels with Silent e. In a VCe syllable, the vowel, the consonant, and the silent e work together so the vowel says its long name. Our text is about the Pilgrims and the home they made.

DO

Display the passage. Read it aloud once while students follow along, then reread it and pause so students can tap the VCe words they hear.

SAY

With your partner, underline every VCe word. Be ready to name one and show the vowel, the consonant, and the silent e.

DO

Partners underline and share. Confirm with the target list. For each shared word, have a student point to the silent e and say the long vowel name, then read the word.

SAY

Now we spell. I will say a word. Say it, tap the syllable, and write it on your whiteboard. Do not forget the silent e.

DO

Dictate safe, hope, and five. Students write and check the vowel-consonant-e shape. Watch for dropped silent e, the common error this week.

QUICK STUDENT CHECK

Students read the first two sentences to a partner and point to every VCe word. Then each student spells came and note on the whiteboard. A student who reads and spells both has the VCe pattern.

Connected Text Practice for Every Syllable Type

4. Vowel Team Syllables

Weeks 7, 13, 14, 16 · ee and ea, ou and ow, ai and ay, oo, ew, and ue

The sea was calm, and the sky was bright and blue. Our team walked down to the beach at the break of day. We saw a gray boat sail out to the bay, and a white owl sat high in a tree. Soon the rain began to fall, so we ran back to the house. We ate warm food and drank from a cup of tea. After the storm, the moon came out, and the light on the water made us dream. We knew we would stay until the last train. It was the best day of the year, and we hoped it would never end.

TARGET WORDS (VOWEL TEAMS)

sea beach team dream rain stay train house food moon knew light

SAY

In our vowel team weeks, two vowels work together to make one sound. The team ee and ea makes long e, ai and ay make long a, oo, ew, and ue make the oo sound, and ou and ow make the sound in house and down. Our text uses many teams.

DO

Display the passage. Read it aloud once while students follow along, then reread it and pause so students can tap the vowel team words they hear.

SAY

With your partner, underline every word with a vowel team. Be ready to name one and say which two letters work together.

DO

Partners underline and share. Confirm with the target list. For each shared word, have a student name the team and the sound, then read the word. Compare team and train so students hear long e and long a in the same position.

SAY

Now we spell. I will say a word. Say it, name the team, and write it on your whiteboard.

DO

Dictate sea, rain, and moon. Students write and check the team letters. Scan for students choosing the team from the word, not a guess by sound alone.

QUICK STUDENT CHECK

Students read the first three sentences to a partner and point to every vowel team word. Then each student spells dream and house on the whiteboard. A student who reads and spells both has the vowel team pattern.

Connected Text Practice for Every Syllable Type

5. R-Controlled Syllables Week 9 · C2 M1 · R-Controlled Vowels (ar, er, ir, or, ur) · Laura Ingalls Wilder

On the farm, every girl had a job from the moment she was born. Laura's first chore was to feed the birds before the sun came up. She would turn the corner of the barn and scatter seed on the hard ground. Part of her work was to guard the garden from the sharp wind. One night a great storm came, and the whole family worked to keep the barns safe. The wind was strong, but the farm stood firm. When morning came, Laura was glad she had done her part. The storm had passed, and her garden was still there, green and growing.

TARGET WORDS (R-CONTROLLED)

born farm girl hard part bird turn storm first garden work barns

SAY

This week our spelling rule is R-Controlled Vowels, ar, er, ir, or, and ur. When r follows a vowel, it changes the vowel sound. Our text is about a farm family and a storm.

DO

Display the passage. Read it aloud once while students follow along, then reread it and pause so students can tap the r-controlled words they hear.

SAY

With your partner, underline every r-controlled word. Be ready to name one and show the vowel plus the r.

DO

Partners underline and share. Confirm with the target list. For each shared word, have a student name the vowel-r pair and the sound, then read the word. Contrast part and farm so students hear ar in two words.

SAY

Now we spell. I will say a word. Say it, tap the syllable, and write it on your whiteboard. Remember the r that changes the sound.

DO

Dictate girl, turn, and storm. Students write and check the vowel plus r. Scan for students who leave out the r or guess the vowel by sound.

QUICK STUDENT CHECK

Students read the first two sentences to a partner and point to every r-controlled word. Then each student spells first and garden on the whiteboard. A student who reads and spells both has the r-controlled pattern.

Connected Text Practice for Every Syllable Type

6. Final Stable Syllables

Week 15 · Cluster 3 Module 3 · Words Ending in Consonant plus le · Why We Need Laws

In a little town, the people met to settle a single question. How should the town keep the cattle from the main road? It was a simple problem, but the answer was not easy to find. The gentle leader asked everyone to speak. Some said a low fence would work, and others wanted a purple gate. The crowd began to bubble with ideas, and a small boy started to tumble off the bench. A kind farmer caught her before she fell. At last the town agreed to plant a row of trees. The people were proud of the simple plan, and the town grew quiet and peaceful.

TARGET WORDS (FINAL STABLE)

little people settle single tumble purple simple gentle cattle bubble

SAY

This week our spelling rule is Words Ending in Consonant plus le. A consonant plus le, like ble, tle, gle, and ple, is the final syllable of a longer word. Our text is about a little town making a plan.

DO

Display the passage. Read it aloud once while students follow along, then reread it and pause so students can tap the consonant-le words they hear.

SAY

With your partner, underline every word that ends in consonant plus le. Be ready to name one and show the final syllable.

DO

Partners underline and share. Confirm with the target list. For each shared word, have a student read the whole word, then show the final le syllable, for example lit/tle and sim/ple.

SAY

Now we spell. I will say a word. Say it, tap the syllables, and write it on your whiteboard. The last syllable is the consonant plus le.

DO

Dictate little, bubble, and gentle. Students write and check the final le. Watch for the doubled consonant before le in little and bubble.

QUICK STUDENT CHECK

Students read the first two sentences to a partner and point to every final stable syllable word. Then each student spells settle and purple on the whiteboard. A student who reads and spells both has the final stable pattern.

Putting the Six Types Together

The six connected text passages can also be read in sequence as a cumulative review. Each passage after the first carries some words from earlier syllable types, so a student who finishes all six has met every syllable type in connected text and in spelling. Use the passages in order as a mid-year or end-of-year review, or use each one in its own week.

Card	Syllable type	Anchor weeks	Passage
1	Closed	1, 2, 4	The Recess Game
2	Open	12, 29	Baby Rose's Busy Day
3	VCe	3, 8, 19, 35	The Pilgrims' New Home
4	Vowel teams	7, 13, 14, 16, 29	A Day at the Beach
5	R-controlled	9, 18, 34	The Storm on the Farm
6	Final stable	15	The Little Town Meets

Where this document lives in the program

- The sequence in Part One matches the Grade 3 Implementation Guide, Spelling Implementation Section 1, and the weekly rule table on page 6 of that guide.
- The week names and target words come from the Grade 3 Spelling Lists, Module by Module, and the Grade 3 Spelling Slide Decks.
- Each connected text card follows the deck routine, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, with the seen and unseen habit from the module word sets.

WHY THIS MATTERS FOR THE STATE TEST

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

THE TEACHING PROMISE

One rule a week, 36 weeks, every word drawn from that week's reading. Syllable types taught in a systematic order, practiced in isolation and in connected text, and spiraled back so the learning sticks.