
Syllable Types Scope and Connected Text Practice

The six syllable types reviewed and applied through syllable division, prefixes, suffixes, and roots, mapped to the Grade 4 spelling decks, with connected text practice for each type

GRADE 4

THE WRITING ACADEMY®, LLC

ABOUT THIS DOCUMENT

The Syllable Type Scope, Grade 4

The Grade 4 spelling decks teach one orthographic pattern every week, all 36 weeks, using words from that week's reading. The six syllable types named in TEKS 4.2(B) appear across those weeks. Grade 4 opens with a full review of the six types, then applies them to syllable division, and then builds them into prefixes, suffixes, and roots.

This document does two jobs. Part One names the sequence, maps it to the actual weeks of the Grade 4 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 and 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 and 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 Type Sequence

THE STUDENT EXPECTATION, TEKS 4.2(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 4 Implementation Guide, covering closed, open, vowel-consonant-e, vowel-team digraphs, vowel-team diphthongs, r-controlled, and final stable, plus syllable division.

Grade 4 opens with a full review of the six syllable types, then applies them to syllable division, and then builds them into morphology. The Prepare set reviews closed, open, VCe, vowel teams, and r-controlled syllables, and adds schwa in unstressed syllables. Cluster 1 then applies the types to the three division patterns, VCCV, VCV, and VCCCV. The rest of the year builds prefixes, suffixes, and roots on top of the six types, so a student reads and spells longer words by parts.

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.	basket, problem, contest, muffin; control, complete, hundred; monster, pilgrim	1, 5, 7	Closed, Open, and VCe Review; VCCV Pattern; VCCCV Pattern
2	Open	A syllable that ends with a single vowel, so the vowel says its long name.	moment, planet, camel, robot, tiger; silent, escape	1, 6	Closed, Open, and VCe Review; VCV Pattern
3	VCe	A vowel, a consonant, and a silent e make the vowel say its long name.	escape, silent, coastline, praise; complete, imagine	1	Closed, Open, and VCe Review
4	Vowel teams	Two vowels work together for one vowel sound. Digraphs make one sound; diphthongs glide between two.	reason, explain, coastline, dream, praise	2	Vowel Team Review
5	R-controlled	A vowel followed by r changes its sound, as in ar, er, ir, or, and ur.	garden, perform, further, market, corner	3	R-Controlled Review
6	Final stable	A consonant plus le or another final syllable pattern forms the last syllable of a longer word.	nation, section, station; capture, mixture, treasure; possible, terrible; safety, activity	9 to 12	Ending tion and sion; Ending ture and sure; Ending able and ible; Ending ty and ity

THE ORDER IN ONE LINE

The six types come first as a review, then syllable division applies them to longer words, and the rest of the year builds prefixes, suffixes, and roots on top, with schwa explaining the unstressed syllable along the way.

The Six Syllable Types Mapped to All 36 Weeks

Every Grade 4 spelling deck week is listed with its syllable type or its morphology focus. Weeks that teach a pattern outside the six syllable types are marked with their pattern family. Review weeks spiral the syllable types and word parts back into the year.

Wk	Module	Spelling rule	Type or focus
1	PREPARE M1	Closed, Open, and VCe Review	Closed, Open, VCe
2	PREPARE M2	Vowel Team Review	Vowel team
3	PREPARE M3	R-Controlled Review	R-controlled
4	PREPARE M4	Schwa in Unstressed Syllables	Schwa
5	C1 M1	VCCV Pattern	Closed division
6	C1 M2	VCV Pattern	Open division
7	C1 M3	VCCCV Pattern	Closed division
8	C1 M4	Multisyllabic Multiple Patterns	Mixed division
9	C2 M1	Ending tion and sion	Final stable
10	C2 M2	Ending ture and sure	Final stable
11	C2 M3	Ending able and ible	Final stable
12	C2 M4	Ending ty and ity	Final stable
13	C3 M1	Prefixes un, re, dis	Prefix
14	C3 M2	Prefixes anti and mis	Prefix
15	C3 M3	Prefixes non and em	Prefix
16	C3 M4	Prefixes ir and in	Prefix
17	C4 M1	Suffix er and est with Changes	Suffix
18	C4 M2	Suffix ing with Base Changes	Suffix
19	C4 M3	Suffix ly and y	Suffix
20	C4 M4	Suffix ful, less, ness Review	Suffix
21	C5 M1	Root terr, meaning earth	Root
22	C5 M2	Root rupt, meaning break	Root
23	C5 M3	Root tract, meaning pull	Root
24	C5 M4	Root port, meaning carry	Root
25	C6 M1	Root bio, meaning life	Root
26	C6 M2	Root phon, meaning sound	Root
27	C6 M3	Root scope, meaning see	Root
28	C6 M4	Root graph, meaning write	Root
29	C7 M1	Homophones there, their, they're	Homophones
30	C7 M2	Homophones two, to, too	Homophones
31	C7 M3	Homophones your, you're, its, it's	Homophones
32	C7 M4	Confused words principal, principle, peace, piece	Confused words
33	C8 M1	Compound Words and Contractions	Compounds
34	C8 M2	Abbreviations	Abbreviations
35	C8 M3	Multiple-Sound Spelling Patterns	Multiple patterns
36	C8 M4	Cumulative Review	Review

HOW THE SPIRAL WORKS

The six syllable types return as a full review in Week 1 and then inside the division weeks (Weeks 5 to 8). Final stable syllables carry the endings across Weeks 9 to 12. Prefixes, suffixes, and roots each build on the six types for the rest of the year, and the cumulative review at Week 36 brings the whole system back together. Skills are distributed across the 36 weeks and revisited, not taught once and dropped.

Why This Order

The sequence reviews the six syllable types first, applies them to division next, and then builds morphology on top, and it matches the teaching progression in the Grade 4 Implementation Guide. Each step gives the next step a stable base.

1. The six syllable types come first as a full review

Grade 4 opens with a review because the six types are the base a student needs for every longer word. The Prepare set returns to closed, open, and VCe syllables at Week 1, vowel teams at Week 2, and r-controlled syllables at Week 3, so the year starts with the whole system in place.

2. Syllable division applies the types to longer words

Once the types are named, a student can divide a word and label each part. Cluster 1 teaches the VCCV pattern at Week 5, the VCV pattern at Week 6, and the VCCCV pattern at Week 7, using words like basket, robot, and monster. Division turns syllable type knowledge into a reading and spelling habit.

3. Schwa explains the unstressed syllable

Many longer words carry one syllable that is said with a soft, unclear vowel. The Prepare set teaches schwa at Week 4, so a student who hears a lazy vowel in a word like wagon or lemon knows to check the syllable type instead of guessing the letter.

4. Final stable syllables carry the endings

The endings tion, sion, ture, sure, able, ible, ty, and ity are the final stable syllables of longer words. Cluster 2 teaches them across Weeks 9 to 12, after the six types and division are in place, so a student reads and spells the whole word first and then the ending.

5. Prefixes build on the base word

A prefix adds meaning to the front of a word without changing the base. Cluster 3 teaches un, re, dis, anti, mis, non, em, ir, and in across Weeks 13 to 16, so a student sees a known base inside a longer word and reads it by parts.

6. Suffixes change the ending and the job of the word

A suffix changes the ending of a word and often its job in a sentence. Cluster 4 teaches er, est, ing, ly, y, ful, less, and ness across Weeks 17 to 20, with the base changes that go with them, so a student can spell the whole word, not just the base.

7. Roots carry meaning, and the year ends with review

Clusters 5 and 6 teach Greek and Latin roots such as terr, rupt, tract, port, bio, phon, scope, and graph across Weeks 21 to 28. Cluster 7 handles homophones and confused words, and Cluster 8 closes with compounds, abbreviations, multiple patterns, and a cumulative review at Week 36. The whole system is practiced in isolation and inside connected text.

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 new week reopens a known pattern 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 4 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 5 · Cluster 1 Module 1 · VCCV Pattern · The Spring Contest

On the morning of the contest, the whole class was ready. Each student had a basket, a napkin, and a muffin for the picnic lunch. The problem was the wind. It kept flipping the map and rattling the tent. Mr. Bond told the group to sit on the sand and hold the cloth down. They did not quit. They ran, jumped, and clapped as the last team crossed the line. When the sun went down, the class sat on the grass and felt glad. It was a long, hard day, but the contest was the best part of the spring.

TARGET WORDS (CLOSED, INCLUDING VCCV DIVISION)

basket contest problem napkin muffin wind flipping rattling sand hold
cloth quit jumped clapped crossed grass glad long

SAY

This week our spelling rule is the VCCV pattern. A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. When two consonants stand between two vowels, we divide between them, as in bas/ket. Our connected text is a spring contest 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, divide it, and explain how you know.

DO

Partners underline and share. Confirm with the target word list. For each shared word, have the student divide it between the consonants, say the short vowel in each part, and read the whole word.

SAY

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

DO

Dictate basket, problem, and muffin. Students write and check the VCCV division. 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 napkin and contest on the whiteboard. A student who reads, divides, and spells both has the closed syllable pattern.

Connected Text Practice for Every Syllable Type

2. Open Syllables

Week 6 · Cluster 1 Module 2 · VCV Pattern · Milo the Robot

At the moment the robot woke up, the room went silent. It was a small machine built to study the planet. A scientist named Dr. Vega had spent a year on the project. She gave the robot a name, Milo, and a simple job. Milo would roll across the desert and send back data. It could not run or jump, but it could think. It took a photo of a camel and a tiger in the same hour. The data would help the team learn how the land was changing. Milo was more than a tool. It was a partner on a long trip.

TARGET WORDS (OPEN, INCLUDING VCV DIVISION)

moment robot silent machine planet scientist Vega project Milo simple
data photo camel tiger hour partner

SAY

This week our spelling rule is the VCV pattern. An open syllable ends with a single vowel, so the vowel says its long name. When one consonant stands between two vowels, we often divide before the consonant, as in ro/bot. 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 silent, model si/lent, first syllable open.

SAY

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

DO

Dictate robot, silent, and planet. Students write and check that the open syllable ends with the vowel letter. Scan for the long vowel sound in the first syllable.

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 robot and moment 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 1 · Prepare Module 1 · Closed, Open, and VCe Review · A Day at the Lake

On the last day of school, the class planned a picnic by the lake. They hoped to escape the heat and spend the whole afternoon outside. Each student wrote a note and packed a snack in a white case. A huge shade tree kept the table cool while the sun climbed. The class told jokes and sang songs until the sky turned pink. It was a fine time, and no one wanted to leave the place. They made a plan to come back the next spring and bring the same wide smiles.

TARGET WORDS (VCE)

lake hoped escape whole wrote note white case huge shade while
fine time made place wide

SAY

This week our spelling rule reviews 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 a class picnic by the lake.

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 escape, note, and white. Students write and check the vowel-consonant-e shape. Watch for a 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 lake and hope 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

Week 2 · Prepare Module 2 · Vowel Team Review · The Trip to the Island

From the coastline, the team could see the wide blue sea. A gray boat sailed past the beach and out toward the deep. The captain would explain the plan to the crew before they raised the sail. The reason for the trip was simple. They hoped to find the lost island they had seen in a dream. Rain began to fall, so they ate warm food below the deck. The moon came out and lit the water like a lane of gold. They praised the crew and stayed up late. It was a day they would always keep.

TARGET WORDS (VOWEL TEAMS)

coastline team sea blue gray sailed beach explain crew raised sail
reason island dream rain moon gold praised

SAY

This week our spelling rule reviews vowel teams. Two vowels work together to make one sound. The team ee and ea makes long e, ai and ay make long a, oo and ew 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 sea and sail so students hear long e and long a.

SAY

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

DO

Dictate coastline, explain, and dream. 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 beach and explain 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 3 · Prepare Module 3 · R-Controlled Review · The Storm on the Farm

On the corner of the farm, a garden grew in neat rows. The farmer would perform the same work every morning before the sun came up. She turned the hard dirt and scattered seed on the ground. Further down the path, the market was already full of carts and people. A storm came in the first week of June, and the wind was strong. The barns held firm, and the horses were safe. When the worst was over, the farmer walked her field and checked each plant. The corn had survived, and the market would have fresh food that day.

TARGET WORDS (R-CONTROLLED)

corner farm garden farmer perform morning hard dirt further market
carts storm first strong barns horses survived fresh

SAY

This week our spelling rule reviews 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 corner and garden so students hear or and ar.

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 garden, perform, 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 corner and further 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

Weeks 9 to 12 · Cluster 2 · Endings tion, sion, ture, sure, able, ible, ty, ity · The Treasure in the Station

The nation was buzzing with a great question. A team had found a treasure in a section of the old station. It was a mixture of gold coins and silver rings. The discovery was a pleasure to study, but it was not possible to keep it all. The law said the treasure belonged to the nation. The team would capture every detail in a report for the museum. It was a real adventure, and the safety of each item came first. The curator praised their honesty and their ability to work as a group. Their curiosity had led to a moment the whole country would remember.

TARGET WORDS (FINAL STABLE ENDINGS)

nation question treasure section station mixture pleasure possible capture
adventure safety honesty ability curiosity

SAY

This week our spelling rule is the final stable ending. A consonant plus le, and the endings tion, sion, ture, sure, able, ible, ty, and ity, form the last syllable of a longer word. Our text is about a treasure found in an old station.

DO

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

SAY

With your partner, underline every word that ends in one of our final stable endings. 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 syllable, for example na/tion and treas/ure.

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 final stable ending.

DO

Dictate nation, capture, and possible. Students write and check the final syllable. Watch for the tion and able spelling in the ending.

QUICK STUDENT CHECK

Students read the first two sentences to a partner and point to every final stable ending word. Then each student spells section and mixture 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, 5, 7	The Spring Contest
2	Open	1, 6	Milo the Robot
3	VCe	1	A Day at the Lake
4	Vowel teams	2	The Trip to the Island
5	R-controlled	3	The Storm on the Farm
6	Final stable	9 to 12	The Treasure in the Station

Where this document lives in the program

- The sequence in Part One matches the Grade 4 Implementation Guide and the weekly rule table for the Grade 4 spelling decks.
- The week names and target words come from the Grade 4 Spelling Lists, Module by Module, and the Grade 4 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 ASSESSMENT

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 reviewed and applied through division, prefixes, suffixes, and roots, practiced in isolation and in connected text, and spiraled back so the learning sticks.