
Syllable Types Scope and Connected Text Practice

The six syllable types reviewed and applied through prefixes, suffixes, roots, and word relationships, mapped to the Grade 5 spelling decks, with connected text practice for each type

GRADE 5

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ABOUT THIS DOCUMENT

The Syllable Type Scope, Grade 5

The Grade 5 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 5.2(B) appear across those weeks. Grade 5 opens with a full review of the six types and syllable division, then applies them to prefixes, suffixes, and roots, and closes with word relationships and a cumulative review.

This document does two jobs. Part One names the sequence, maps it to the actual weeks of the Grade 5 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 5.2(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 5 Implementation Guide, covering closed, open, vowel-consonant-e, vowel-team digraphs, vowel-team diphthongs, r-controlled, and final stable, plus syllable division.

Grade 5 opens with a full review of the six syllable types and syllable division, then applies them to prefixes, suffixes, and roots, and closes with word relationships and a cumulative review. The Prepare set reviews the six types and division, then reviews prefixes and suffixes and base-word building. Clusters 1 through 3 build prefixes and suffixes, Clusters 4 through 6 build Greek and Latin roots, Cluster 7 sharpens confused words, and Cluster 8 closes with word relationships and a cumulative review.

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.	obstacle, complicated, calculate, project; confident, fantastic	1	Syllable Types and Division Review
2	Open	A syllable that ends with a single vowel, so the vowel says its long name.	community, festival, positive, generous, various	1	Syllable Types and Division Review
3	VCe	A vowel, a consonant, and a silent e make the vowel say its long name.	complicate, calculate, celebrate; geode, stone, write	1	Syllable Types and Division Review
4	Vowel teams	Two vowels work together for one vowel sound. Digraphs make one sound; diphthongs glide between two.	peaceful, mislead, treatment, agreement, enjoy	1, 2	Syllable Types and Division Review; Prefix Review
5	R-controlled	A vowel followed by r changes its sound, as in ar, er, ir, or, and ur.	inspector, category, sincerely, guarantee, overwhelm	1	Syllable Types and Division Review
6	Final stable	A consonant plus le or another final syllable pattern forms the last syllable of a longer word.	decision, division, opinion, tension; sensible, believable, invisible	12, 16	Suffix ion, tion, sion; Suffix able and ible

THE ORDER IN ONE LINE

The six types and division come first as a review, then prefixes and suffixes build on the base word, then roots carry meaning, and the year closes with confused words, word relationships, and a cumulative review.

The Six Syllable Types Mapped to All 36 Weeks

Every Grade 5 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	Wk	Module	Spelling rule	Type or focus
1	PREPARE M1	Syllable Types and Division Review	Closed, Open, VCe	19	C4 M3	Roots terr and rupt Review	Root
2	PREPARE M2	Prefix Review	Prefix	20	C4 M4	Roots tract and port Review	Root
3	PREPARE M3	Suffix Review	Suffix	21	C5 M1	Root geo, meaning earth	Root
4	PREPARE M4	Base-Word Building Review	Base plus affix	22	C5 M2	Root chrono, meaning time	Root
5	C1 M1	Prefixes de and trans	Prefix	23	C5 M3	Root audi, meaning hear	Root
6	C1 M2	Prefixes super and mid	Prefix	24	C5 M4	Root photo, meaning light	Root
7	C1 M3	Prefixes semi and anti	Prefix	25	C6 M1	Roots phon and tele	Root
8	C1 M4	Prefixes inter, over, under	Prefix	26	C6 M2	Roots graph and scope	Root
9	C2 M1	Suffix al and ial	Suffix	27	C6 M3	Root meter, meaning measure	Root
10	C2 M2	Suffix ive	Suffix	28	C6 M4	Root spect, meaning look	Root
11	C2 M3	Suffix ous, eous, ious	Suffix	29	C7 M1	Confused its and it's	Confused words
12	C2 M4	Suffix ion, tion, sion	Final stable	30	C7 M2	Confused affect and effect	Confused words
13	C3 M1	Suffix logy	Suffix	31	C7 M3	Confused accept and except	Confused words
14	C3 M2	Suffix ance and ence	Suffix	32	C7 M4	Confused than, then, aloud, allowed	Confused words
15	C3 M3	Suffix ment and ity	Suffix	33	C8 M1	Synonyms and Antonyms in Spelling	Word relationships
16	C3 M4	Suffix able and ible	Final stable	34	C8 M2	Analogies and Word Relationships	Word relationships
17	C4 M1	Root dict, meaning say	Root	35	C8 M3	Unusual and Multiple Patterns	Multiple patterns
18	C4 M2	Root ject, meaning throw	Root	36	C8 M4	Cumulative Review	Review

HOW THE SPIRAL WORKS

The six syllable types and division return as a full review at Week 1 and then live inside every longer word all year. Final stable endings carry the suffix weeks at Week 12 and Week 16. Prefixes, suffixes, and roots each build on the six types across 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 and division first, builds prefixes and suffixes next, then roots, and closes with word relationships and review, and it matches the teaching progression in the Grade 5 Implementation Guide. Each step gives the next step a stable base.

1. The six types and division come first as a full review

Grade 5 opens with a review because the six types and division are the base a student needs for every longer word. The Prepare set returns to the six types and syllable division at Week 1, so the year starts with the whole system in place before new word parts arrive.

2. Prefixes build on the base word

A prefix adds meaning to the front of a word without changing the base. Cluster 1 teaches de, trans, super, mid, semi, anti, inter, over, and under across Weeks 5 to 8, so a student sees a known base inside a longer word and reads it by parts.

3. 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. Clusters 2 and 3 teach al, ial, ive, ous, eous, ious, ion, tion, sion, logy, ance, ence, ment, ity, able, and ible across Weeks 9 to 16, so a student can spell the whole word, not just the base.

4. Final stable endings carry the suffix

The endings ion, tion, sion, able, and ible are the final stable syllables of longer words. They anchor at Week 12 and Week 16, after the six types and division are in place, so a student reads and spells the whole word first and then the ending.

5. Roots carry meaning

Clusters 4 through 6 teach Greek and Latin roots such as dict, ject, terr, rupt, tract, port, geo, chrono, audi, photo, phon, tele, graph, scope, meter, and spect across Weeks 17 to 28. A student who knows a root can read and spell a whole family of words by meaning.

6. Confused words sharpen spelling

Cluster 7 teaches the pairs that sound alike or look alike, such as its and it's, affect and effect, accept and except, and than, then, aloud, and allowed, across Weeks 29 to 32. The pairs ask a student to hold meaning and spelling together.

7. The year ends with word relationships and review

Cluster 8 teaches synonyms, antonyms, analogies, and unusual patterns across Weeks 33 to 35, then closes with 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 5 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 1 · Prepare Module 1 · Syllable Types and Division Review · The Science Fair Obstacle

Before the science fair, our class had to overcome one huge obstacle. The project was complicated, and the deadline was close. We had to calculate the cost, build the model, and rewrite the plan three times. Our teacher would not let us quit. She said that a difficult problem is just a chance to learn. We worked through lunch and stayed after school. On the final day, we set up our display in the gym and held our breath. The judges walked by and asked us to explain our method. When they smiled, we knew we had done it. The prize was not the point. The hard work was.

TARGET WORDS (CLOSED, INCLUDING MULTISYLLABIC DIVISION)

obstacle project complicated calculate rewrite difficult problem chance lunch
stayed final display judges explain method prize

SAY

This week our spelling rule reviews the syllable types and division. A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. In a long word, we divide between the consonants, as in ob/sta/cle. Our connected text is a science fair 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 into syllables, say the short vowel in each closed 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 obstacle, complicated, and calculate. Students write and check the 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 project and problem 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 1 · Prepare Module 1 · Syllable Types and Division Review · The Central Park Festival

Every spring, our community holds a festival in the central park. The committee starts to plan in January, long before the first bud appears. Local artists bring their work, and a famous chef cooks a special dish. Last year a photographer showed a series of photos of the bay. The mood was positive, and the crowd was generous. A student from our school read a poem about the sea. No one wanted the evening to end. The festival gives everyone a reason to celebrate the place we call home. It is a tradition that brings the whole town together.

TARGET WORDS (OPEN)

community festival central committee January artists famous special
photographer series photos positive generous poem evening tradition

SAY

This week our spelling rule reviews the syllable types. An open syllable ends with a single vowel, so the vowel says its long name, as in com/mu/ni/ty. 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 community or festival. 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 community, model com/mu/ni/ty, showing the open mu and ni. For festival, model fes/ti/val, showing the open ti.

SAY

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

DO

Dictate community, festival, and positive. Students write and check that the open syllable ends with the vowel letter. Scan for the long vowel sound in the open 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 central and generous 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 · Syllable Types and Division Review · The Geode Hunt

The geologist climbed the ridge to study the stone below. She hoped to find a clue about the age of the land. A huge geode lay inside the rock, and its crystals shone like white fire. She wrote a note in her case and made a sketch of the site. The sun was hot, but the wind kept her cool. She had come a long way to see this place. At the end of the day, she drove back to the base and shared her data. The discovery would take time to explain, but she was sure it was a real find. It was a fine day for science.

TARGET WORDS (VCe)

ridge stone hoped clue age huge geode inside shone white fire wrote
note case made site place drove time fine

SAY

This week our spelling rule reviews the syllable types. 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 geologist on a hunt for a geode.

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 stone, geode, and inside. 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 huge 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 1 and 2 · Prepare Modules 1 and 2 · Syllable Types and Prefix Review · The Lighthouse Journey

The team set out at dawn to explore the coastline. The sky was clear, and the breeze was cool. A sailboat moved across the bay, its white sail bright in the sun. The crew would explain the route to each new member before they left the dock. Their goal was to reach the old lighthouse by noon. Rain began to fall, so they ate a meal below the deck and told stories. When the clouds cleared, a rainbow arched over the sea. They cheered and raised a toast to the day. It was a journey they would always remember.

TARGET WORDS (VOWEL TEAMS)

team dawn coastline sky clear breeze sailboat bay sail bright crew
explain route reach noon rain meal rainbow sea cheered raised

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 team 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 reach. 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 breeze 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 1 · Prepare Module 1 · Syllable Types and Division Review · The Harvest Morning

In the early morning, the farmer walked her field before the heat arrived. She checked the corn and turned the hard earth near the border. A storm had passed in the night, and the wind had torn a corner of the barn. She would need to perform the repairs before the market opened. Further down the road, a neighbor waved from his porch and offered to help. Together they fixed the door and secured the horses. The work was hard, but the farm was safe. By noon, the first cart rolled toward town. The harvest would reach the market on time.

TARGET WORDS (R-CONTROLLED)

early morning farmer field before hard earth border storm night torn
corner barn perform market further neighbor porch offered secured horses

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 farmer and a storm on a harvest morning.

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 further so students hear or and er.

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 farmer, morning, 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 12 and 16 · Clusters 2 and 3 · Endings ion, tion, sion, able, ible · The Community Decision

The decision came after a long debate in the community. The question was whether to build a new station near the section of town that needed it most. Some people felt a strong connection to the old building and wanted to keep it. Others said the structure was not sensible and would not survive another winter. The committee asked for patience and a plan. In the end, they reached a solution that honored both sides. The old station would become a museum, and a new one would rise nearby. It was a peaceful agreement, and the whole community celebrated their ability to listen.

TARGET WORDS (FINAL STABLE ENDINGS)

decision community question station section connection sensible survive
patience solution museum peaceful agreement ability celebrated

SAY

This week our spelling rule is the final stable ending. A consonant plus le, and the endings ion, tion, sion, able, and ible, form the last syllable of a longer word. Our text is about a community that makes a decision together.

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 de/ci/sion and sen/si/ble.

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 decision, sensible, and solution. Students write and check the final syllable. Watch for the sion and ible 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 sensible 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	The Science Fair Obstacle
2	Open	1	The Central Park Festival
3	VCe	1	The Geode Hunt
4	Vowel teams	1, 2	The Lighthouse Journey
5	R-controlled	1	The Harvest Morning
6	Final stable	12, 16	The Community Decision

Where this document lives in the program

- The sequence in Part One matches the Grade 5 Implementation Guide and the weekly rule table for the Grade 5 spelling decks.
- The week names and target words come from the Grade 5 Spelling Lists, Module by Module, and the Grade 5 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 prefixes, suffixes, roots, and word relationships, practiced in isolation and in connected text, and spiraled back so the learning sticks.