

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“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”

WHAT DOES THIS MEAN TO ME?

When I see a vowel followed by a consonant, the vowel says its short sound.

A blend is two or three consonants together, and each one keeps its own sound.

When I can find the vowel and the blend, I can read and spell the word.

THIS WEEK'S FOCUS

Closed Syllables

from “The Recess Question”

Blends are two or three consonants that each keep their own sound, as in best, glad, and jump. The vowel before or after the blend still follows the closed syllable rule. This week we notice, choose, show, own, and defend blends inside closed syllables.

This deck teaches **syllable types** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Prepare Cluster • Syllable Types

TEKS 3.2(B) • Syllable Types • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying syllable types. Our focus is closed syllables. A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. Blends are two or three consonants that each keep their own sound.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Blends are two or three consonants that each keep their own sound, as in best, glad, and jump. The vowel before or after the blend still follows the closed syllable rule. This week we notice, choose, show, own, and defend blends inside closed syllables.”

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, and DEFEND the pattern.

PREP & MATERIALS: the Closed Syllables slide deck for Prepare Cluster Module 2 . a class or student copy of “The Recess Question” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one closed syllable from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the closed syllable pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a closed syllable."

EXACT TEKS WORDING

"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"

Notice the closed syllable.

Read this sentence from the passage. Find the bold word and the vowel, the consonant, and the short sound.

"It was the **best** part of the day."

I CAN | I can notice a closed syllable and name the vowel, the consonant, and the short sound.

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Grade 3 · Prepare Cluster · Syllable Types · Monday

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a closed syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Listen as I read the sentence. I am looking for the closed syllable in best."

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

ANSWER KEY: best. Best has one vowel, e, followed by the blend st, so the e says its short sound. The blend does not change the closed syllable rule.

CHECK FOR UNDERSTANDING

Ask a student to explain the closed syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the vowel, the consonant, and the short sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a closed syllable? Look for the vowel, the consonant, and the short sound.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the closed syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the closed syllable pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a closed syllable."

EXACT TEKS WORDING

"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"

Choose the closed syllable.

Read the sentence. Which word is a closed syllable? Use the rule.

"Sam was **glad** the whistle blew, and the kids ran to the fence."

A blew • **B** day • **C** glad

I CAN | I can choose the closed syllable and explain how I know.

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Grade 3 · Prepare Cluster · Syllable Types · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a word with a closed syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Read the sentence and all three choices. Only one word has the closed syllable pattern."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

ANSWER KEY: C. glad. Glad has one vowel, a, followed by the consonant d, so the a says its short sound. Blew has the vowel team ew, and day has the vowel team ay.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel, the consonant, and the short sound in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel, the consonant, and the short sound.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel, the consonant, and the short sound.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the word the rule fits. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another closed syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a closed syllable works."

EXACT TEKS WORDING

"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"

Show the closed syllable.

Read the sentence. In the bold word, name the vowel, the consonant, and the short sound.

"Sam **felt** the wind on his face."

I CAN | I can show the vowel, the consonant, and the short sound.

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Grade 3 · Prepare Cluster · Syllable Types · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a closed syllable works."

▶ Read the I can statement aloud, then the task on the slide.

"The bold word is **felt**. Name the vowel, the consonant, and the short sound."

▶ Take two or three answers. Push students to name all the parts.

ANSWER KEY: felt. Felt has one vowel, e, followed by the consonants lt, so the e says its short sound. The blend at the end closes the vowel in.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel, the consonant, and the short sound in the word.

COMMON MISCONCEPTION

Students may name only part of the pattern. Require all parts.

POSSIBLE STUDENT QUESTION

Can a word have more than one closed syllable? Yes, a longer word can.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the rule works. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the pattern were different.

TODAY'S THINKING JOB

OWN

"I can use the closed syllable rule to read a longer word."

EXACT TEKS WORDING

"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"

Own it. Read the longer word.

Split the word into its parts. Name the vowel, the consonant, and the short sound.

sunset
sun / set

I CAN | I can use the closed syllable rule to read a longer word.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can use the closed syllable rule to read a longer word."

▶ Read the I can statement aloud, then the task on the slide.

"Sunset is a longer word. Split it and read each syllable."

▶ Model the cover-and-read once, then have students split the word on the OWN row of the tracking sheet.

ANSWER KEY: sun / set. Both syllables are closed. Sun has one vowel, u, followed by n. Set has one vowel, e, followed by t. Each blend keeps its consonant sounds.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in sunset and its type.

COMMON MISCONCEPTION

Students may read the first syllable with the wrong vowel sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know where to split the word? Look for the syllable boundary.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about using the rule inside a longer word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to apply the rule to another longer word.

TODAY'S THINKING JOB

DEFEND

"I can prove that a word has a closed syllable."

EXACT TEKS WORDING

"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"

Defend the rule.

Prove the bold word follows the rule. Name the vowel, the consonant, and the short sound.

"Kim said, we must get past the long **jump** line."

I CAN | I can prove that a word has a closed syllable.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can prove that a word has a closed syllable."

▶ Read the I can statement aloud, then the task on the slide.

"For jump, name the vowel, the consonant, and the short sound and prove it."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: jump. Jump has one vowel, u, followed by the blend mp, so the u says its short sound. The consonants after the vowel close the syllable.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved jump follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel, the consonant, and the short sound. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern closed syllable? Yes, if it has the vowel, the consonant, and the short sound.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving the rule. Keep the demand at this level.

RAISE THE THINKING

Ask a student to defend why another word in the sentence is NOT a closed syllable.

Find a closed syllable on your own.

Go back to the passage. Find one closed syllable. Copy the sentence and name the vowel, the consonant, and the short sound.

**Go back to the reading.
Find one closed syllable.
Copy the exact sentence. Then name the vowel, the consonant,
and the short sound.**

I CAN | I can find a closed syllable and prove it.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find a closed syllable on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the exact sentence. Then name the vowel, the consonant, and the short sound.”

▶ Circulate and note who can name all the parts without help.

ANSWER KEY: stop. Stop has one vowel, o, followed by the consonant p, so the o says its short sound.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel, the consonant, and the short sound together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel, the consonant, and the short sound.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is closed syllable and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel, the consonant, and the short sound.

RAISE THE THINKING

Ask an early finisher to check their word by reading it aloud.

Answers, across the five thinking levels.

NOTICE best. Best has one vowel, e, followed by the blend st, so the e says its short sound. The blend does not change the closed syllable rule.

CHOOSE C. glad. Glad has one vowel, a, followed by the consonant d, so the a says its short sound. Blew has the vowel team ew, and day has the vowel team ay.

SHOW felt. Felt has one vowel, e, followed by the consonants lt, so the e says its short sound. The blend at the end closes the vowel in.

OWN sun / set. Both syllables are closed. Sun has one vowel, u, followed by n. Set has one vowel, e, followed by t. Each blend keeps its consonant sounds.

DEFEND jump. Jump has one vowel, u, followed by the blend mp, so the u says its short sound. The consonants after the vowel close the syllable.

YOUR TURN stop. Stop has one vowel, o, followed by the consonant p, so the o says its short sound.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time. Have students check their own tracking sheets.

"If you missed one, that is where your learning is. Go back to the word and find the pattern."

▶ Celebrate students who explained the rule, not only students who named the word.

CHECK FOR UNDERSTANDING

Students can explain the rule, not just name the word.

COMMON MISCONCEPTION

Naming the word without the vowel, the consonant, and the short sound. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not just memorize the list? Because readers meet new words in books and tests, and the rule reads them.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the vowel, the consonant, and the short sound.

RAISE THE THINKING

Ask a student to explain what would change if the syllable type were different.

READ THIS PASSAGE EXCERPT.

“It was the best part of the day. ... Sam felt glad that his team had won. ... The kids did not stop until the bell rang.”

Which word from the reading has a closed syllable with a blend?

A glad

B team

C game

D line

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the excerpt and the question aloud.

“Read all four choices before you decide. The best answer is the one the rule fits.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students choose by the rule, not by which word looks familiar.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the pattern in each choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Check for the vowel, the consonant, and the short sound.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

A **glad** **Correct.**
Glad has one vowel, a, followed by the consonant d, and the blend gl at the start. The a says its short sound.

B **team**
Team has the vowel team ea. Two vowels work together for one sound.

C **game**
Game is a VCe syllable. The silent e makes the a say its long name.

D **line**
Line is a VCe syllable. The silent e makes the i say its long name.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice is a real word from the reading, but it does not fit the pattern."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the rule.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is the second choice wrong? Because it has a different syllable type.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence using a closed syllable word and prove the rule.