

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 consonant, a vowel, and a consonant, that is a CVC word.

The vowel in a CVC word says its short sound because the consonant closes it in.

When I can name the pattern, I can read and spell the word.

THIS WEEK'S FOCUS

Closed Syllables

from “The Mystery of the Traveling Shell”

A CVC pattern is the simplest closed syllable. The vowel is closed in by the consonants around it, so it says its short sound, as in map, tin, and cup. This week we review closed syllables in CVC words.

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 4 of 36 • Prepare Cluster • Module 4 • 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. The CVC pattern is the simplest closed syllable.”

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

“A CVC pattern is the simplest closed syllable. The vowel is closed in by the consonants around it, so it says its short sound, as in map, tin, and cup. This week we review closed syllables in CVC words.”

▶ 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 4 . a class or student copy of “The Mystery of the Traveling Shell” . 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.

"Sam held the **map** and led the way."

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 map."

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

ANSWER KEY: map. Map is CVC: the consonant m, the vowel a, the consonant p. The a says its short sound because the p closes it in.

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.

"The path was long, but the **tin** cup kept them going past the play area."

A play • B way • C tin

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. tin. Tin is CVC: t, i, n. The i says its short sound. Play has the vowel team ay, and way 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 drank from the small **cup."**

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 cup. Name the vowel, the consonant, and the short sound."

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

ANSWER KEY: cup. Cup is CVC: c, u, p. The vowel u is followed by the consonant p, so the u says its short sound.

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.

napkin
nap / kin

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

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Grade 3 · Prepare Cluster · Syllable Types · Thursday

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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.

"Napkin 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: nap / kin. Both syllables are closed. Nap has one vowel, a, followed by p. Kin has one vowel, i, followed by n.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in napkin 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.

"The children would **hop** over every rock on the trail."

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 hop, 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: hop. Hop is CVC: h, o, p. The vowel o is followed by the consonant p, so the o says its short sound. The consonant closes the syllable.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved hop 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: fan. Fan is CVC: f, a, n. The vowel a says its short sound because n closes it in.

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 map. Map is CVC: the consonant m, the vowel a, the consonant p. The a says its short sound because the p closes it in.

CHOOSE C. tin. Tin is CVC: t, i, n. The i says its short sound. Play has the vowel team ay, and way has the vowel team ay.

SHOW cup. Cup is CVC: c, u, p. The vowel u is followed by the consonant p, so the u says its short sound.

OWN nap / kin. Both syllables are closed. Nap has one vowel, a, followed by p. Kin has one vowel, i, followed by n.

DEFEND hop. Hop is CVC: h, o, p. The vowel o is followed by the consonant p, so the o says its short sound. The consonant closes the syllable.

YOUR TURN fan. Fan is CVC: f, a, n. The vowel a says its short sound because n closes it in.

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.

“Sam held the map and led the way. ... The path was long. ... Sam drank from the small cup and felt glad.”

Which word from the reading is a CVC closed syllable?

A game

B team

C play

D cup

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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 D.

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 D.

A game

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

B team

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

C play

Play has the vowel team ay. Two letters work together for the long a sound.

D cup Correct.

Cup is CVC: c, u, p. The vowel u says its short sound because the consonant p closes it in.

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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 D. 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.