

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 r follows a vowel, it changes the vowel sound.

The vowel in an r-controlled syllable is not short and not long. The r bosses the vowel.

When I can find the vowel and the r, I know the sound and can read the word.

THIS WEEK'S FOCUS

R-Controlled Syllables

from “Laura Ingalls Wilder”

An r-controlled syllable has a vowel followed by r, so the r changes the vowel sound, as in farm, girl, and born. This week we study r-controlled syllables from the Laura Ingalls Wilder reading.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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 r-controlled syllables. An r-controlled syllable has a vowel followed by r, and the r changes the vowel sound. The vowel is neither short nor long.”

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

“An r-controlled syllable has a vowel followed by r, so the r changes the vowel sound, as in farm, girl, and born. This week we study r-controlled syllables from the Laura Ingalls Wilder reading.”

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

PREP & MATERIALS: the R-Controlled Syllables slide deck for Cluster 2 Module 1 . a class or student copy of “Laura Ingalls Wilder” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask a student how reading the word would change if the r-controlled syllable pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice an r-controlled 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 r-controlled syllable.

Read this sentence from the passage. Find the bold word and the vowel and the r that changes its sound.

"Laura grew up on a farm in the middle of the country."

I CAN | I can notice an r-controlled syllable and name the vowel and the r that changes its sound.

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Grade 3 · Cluster 2 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

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 an r-controlled syllable."

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

"Listen as I read the sentence. I am looking for the r-controlled syllable in farm."

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

ANSWER KEY: farm. Farm has the vowel a followed by r. The r changes the a sound. The vowel is neither short nor long.

CHECK FOR UNDERSTANDING

Ask a student to explain the r-controlled syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the vowel and the r that changes its sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is an r-controlled syllable? Look for the vowel and the r that changes its sound.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the r-controlled syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the r-controlled syllable pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose an r-controlled 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 r-controlled syllable.

Read the sentence. Which word is an r-controlled syllable? Use the rule.

"Every **girl** had a job, and **part** of her work was feeding the animals."

A girl • **B** job • **C** had

I CAN | I can choose the r-controlled syllable and explain how I know.

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Grade 3 · Cluster 2 · Syllable Types · Tuesday

TEKS 3.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

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 an r-controlled 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 r-controlled syllable pattern."

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

ANSWER KEY: A. girl. Girl has the vowel i followed by r. The r changes the i sound. Job is a closed syllable with the short o, and had is a closed syllable with the short a.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel and the r that changes its sound in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel and the r that changes its sound.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel and the r that changes its 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 r-controlled syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how an r-controlled 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 r-controlled syllable.

Read the sentence. In the bold word, name the vowel and the r that changes its sound.

"Laura was **born** in a log cabin in Wisconsin."

I CAN | I can show the vowel and the r that changes its sound.

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Grade 3 · Cluster 2 · 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 an r-controlled syllable works."

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

"The bold word is **born**. Name the vowel and the r that changes its sound."

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

ANSWER KEY: born. Born has the vowel o followed by r. The r changes the o sound. The vowel is neither short nor long because the r controls it.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel and the r that changes its 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 r-controlled 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 r-controlled 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 and the r that changes its sound.

garden
gar / den

I CAN | I can use the r-controlled rule to read a longer word.

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Grade 3 · Cluster 2 · Syllable Types · Thursday

TEKS 3.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

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 r-controlled rule to read a longer word."

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

"Garden 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: gar / den. Gar has the vowel a followed by r, an r-controlled syllable. Den is a closed syllable with the short e.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in garden 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 an r-controlled 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 and the r that changes its sound.

"Life on the prairie was **hard**, but the family worked together."

I CAN | I can prove that a word has an r-controlled syllable.

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Grade 3 · Cluster 2 · Syllable Types · Friday

TEKS 3.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

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 an r-controlled syllable."

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

"For hard, name the vowel and the r that changes its sound and prove it."

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

ANSWER KEY: hard. Hard has the vowel a followed by r. The r changes the a sound. This is an r-controlled syllable because the r bosses the vowel.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel and the r that changes its sound. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern r-controlled syllable? Yes, if it has the vowel and the r that changes its 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 an r-controlled syllable.

Find an r-controlled syllable on your own.

Go back to the passage. Find one r-controlled syllable. Copy the sentence and name the vowel and the r that changes its sound.

Go back to the reading.
Find one r-controlled syllable.
Copy the exact sentence. Then name the vowel and the r that changes its sound.

I CAN | I can find an r-controlled 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 an r-controlled syllable on your own."

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

"Copy the exact sentence. Then name the vowel and the r that changes its sound."

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

ANSWER KEY: turn. Turn has the vowel u followed by r. The r changes the u sound.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel and the r that changes its sound together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel and the r that changes its sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel and the r that changes its sound.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE farm. Farm has the vowel a followed by r. The r changes the a sound. The vowel is neither short nor long.

CHOOSE A. girl. Girl has the vowel i followed by r. The r changes the i sound. Job is a closed syllable with the short o, and had is a closed syllable with the short a.

SHOW born. Born has the vowel o followed by r. The r changes the o sound. The vowel is neither short nor long because the r controls it.

OWN gar / den. Gar has the vowel a followed by r, an r-controlled syllable. Den is a closed syllable with the short e.

DEFEND hard. Hard has the vowel a followed by r. The r changes the a sound. This is an r-controlled syllable because the r bosses the vowel.

YOUR TURN turn. Turn has the vowel u followed by r. The r changes the u 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 and the r that changes its 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 and the r that changes its sound.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Laura grew up on a farm. ... Every girl had a job. ... Laura was born in a log cabin. ... Life was hard.”

Which word from the reading has an r-controlled syllable?

A farm

B cabin

C job

D had

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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 and the r that changes its 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 farm Correct.**
Farm has the vowel a followed by r. The r changes the a sound.
- B cabin**
Cabin has two closed syllables. The vowels say their short sounds.
- C job**
Job is a closed syllable. The o says its short sound because b closes it in.
- D had**
Had is a closed syllable. The a says its short sound because d 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 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 an r-controlled syllable word and prove the rule.