

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 add -ing, the base word keeps its syllable pattern.

If the base ends in e, I drop the e before adding -ing.

If the base is CVC, I double the final consonant before adding -ing.

THIS WEEK'S FOCUS

Adding -ing

from “Laura Ingalls Wilder”

Adding -ing keeps the base word's syllable pattern. Drop the e (hope becomes hoping) or double the consonant (run becomes running). This week we study -ing words from the Laura Ingalls reading.

This deck teaches **the -ing spelling pattern** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 2 • Syllable Types

TEKS 3.2(B) • Syllable Types • Week 10 of 36 • Cluster 2 • 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 word with -ing syllables. When you add -ing, the base word keeps its syllable pattern. If the base ends in e, drop the e before adding -ing. If the base is CVC, double the final consonant.”

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

“Adding -ing keeps the base word's syllable pattern. Drop the e (hope becomes hoping) or double the consonant (run becomes running). This week we study -ing words from the Laura Ingalls reading.”

▶ 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 Cluster 2 Module 2 . a class or student copy of "Laura Ingalls Wilder" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with -ing from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with -ing pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -ing."

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 word with -ing.

Read this sentence from the passage. Find the bold word and the base word and the -ing ending.

"The family was **going** to move to a new place."

I CAN | I can notice a word with -ing and name the base word and the -ing ending.

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Grade 3 · Cluster 2 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · Module 2 · 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 a word with -ing syllable."

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

"Listen as I read the sentence. I am looking for the word with -ing syllable in going."

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

ANSWER KEY: going. Go is an open syllable. Adding -ing gives go-ing, two syllables. The o keeps its long sound.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with -ing syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the base word and the -ing ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with -ing syllable? Look for the base word and the -ing ending.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with -ing syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with -ing pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -ing."

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 word with -ing.

Read the sentence. Which word is a word with -ing? Use the rule.

"Laura was **helping** her mother while her father was **growing** the crops."

A mother • **B** crops • **C** helping

I CAN | I can choose the word with -ing and explain how I know.

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Grade 3 · Cluster 2 · 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 word with -ing 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 word with -ing pattern."

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

ANSWER KEY: C. helping. Helping is the base word help plus -ing. Help is a closed syllable. Mother is not a base-plus-ing word, and crops is a plural.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -ing ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the -ing ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base word and the -ing ending.

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 word with -ing syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with -ing 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 word with -ing.

Read the sentence. In the bold word, name the base word and the -ing ending.

"The dogs were **running** alongside the wagon."

I CAN | I can show the base word and the -ing ending.

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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 a word with -ing syllable works."

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

"The bold word is **running**. Name the base word and the -ing ending."

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

ANSWER KEY: running. Run is CVC, so we double the n before adding -ing. Run-ning has two syllables. Both syllables are closed.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -ing ending 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 word with -ing 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 split a word with -ing to read it."

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 base word and the -ing ending.

swimming
swim / ming

I CAN | I can split a word with -ing to read it.

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Grade 3 · Cluster 2 · 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 split a word with -ing to read it."

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

"Swimming 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: swim / ming. Swim is CVC, so we double the m. Both syllables are closed. Swim has the short i, and ming has the short i.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in swimming 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 ends in -ing."

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 base word and the -ing ending.

"They were **living** in a small cabin on the prairie."

I CAN | I can prove that a word ends in -ing.

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Grade 3 · Cluster 2 · Syllable Types · Friday

TEKS 3.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · Module 2 · 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 ends in -ing."

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

"For living, name the base word and the -ing ending and prove it."

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

ANSWER KEY: living. Live is a VCe syllable. Drop the e and add -ing to get liv-ing. The base syllable liv is now closed, with the short i.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the base word and the -ing ending. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -ing? Yes, if it has the base word and the -ing ending.

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 word with -ing syllable.

Find a word with -ing on your own.

Go back to the passage. Find one word with -ing. Copy the sentence and name the base word and the -ing ending.

**Go back to the reading.
Find one word with -ing.
Copy the exact sentence. Then name the base word and the -
ing ending.**

I CAN | I can find a word with -ing 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 word with -ing syllable on your own.”

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

“Copy the exact sentence. Then name the base word and the -ing ending.”

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

ANSWER KEY: jumping. Jump is a closed syllable. Adding -ing gives jump-ing. The base keeps its closed pattern.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -ing ending together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base word and the -ing ending.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the -ing ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE going. Go is an open syllable. Adding -ing gives go-ing, two syllables. The o keeps its long sound.

CHOOSE C. helping. Helping is the base word help plus -ing. Help is a closed syllable. Mother is not a base-plus-ing word, and crops is a plural.

SHOW running. Run is CVC, so we double the n before adding -ing. Run-ning has two syllables. Both syllables are closed.

OWN swim / ming. Swim is CVC, so we double the m. Both syllables are closed. Swim has the short i, and ming has the short i.

DEFEND living. Live is a VCe syllable. Drop the e and add -ing to get liv-ing. The base syllable liv is now closed, with the short i.

YOUR TURN jumping. Jump is a closed syllable. Adding -ing gives jump-ing. The base keeps its closed pattern.

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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 base word and the -ing ending. 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 base word and the -ing ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“The family was going west. ... Laura was helping her mother. ... The dogs were running alongside. ... They were living in a small cabin.”

In which word did you double the consonant before adding -ing?

A going

B helping

C living

D running

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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 base word and the -ing ending.

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 going

Go ends in a vowel, not CVC. We just add -ing.

B helping

Help ends in two consonants (lp), not CVC. We just add -ing.

C living

Live ends in e. We drop the e before adding -ing, not double.

D running Correct.

Run is CVC, so we double the n before adding -ing. Running has two closed syllables.

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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 word with -ing syllable word and prove the rule.