

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 -ble, -tle, -gle, or -ple at the end, that is a final stable syllable.

The consonant before le is part of the last syllable.

When I can find the consonant and the le ending, I can split and read the word.

THIS WEEK'S FOCUS

Final Stable Syllables

from “Why We Need Laws”

A consonant plus le is a final stable syllable. The consonant and le form the last syllable of the word, as in lit-tle, brit-tle, and tum-ble. This week we study consonant-le words from “Why We Need Laws.”

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 3 • Syllable Types

TEKS 3.2(B) • Syllable Types • Week 15 of 36 • Cluster 3 • Module 3 • 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 final stable syllables. A final stable syllable ends in a consonant plus le. The consonant and the le form the last syllable of the word.”

▶ 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 consonant plus le is a final stable syllable. The consonant and le form the last syllable of the word, as in lit-tle, brit-tle, and tum-ble. This week we study consonant-le words from “Why We Need Laws.”

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

PREP & MATERIALS: the Final Stable Syllables slide deck for Cluster 3 Module 3 . a class or student copy of “Why We Need Laws” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a final stable 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 final stable syllable.

Read this sentence from the passage. Find the bold word and the consonant and the le ending.

"Some took more food while others had too little."

I CAN | I can notice a final stable syllable and name the consonant and the le ending.

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Grade 3 · Cluster 3 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 15 of 36 · Cluster 3 · Module 3 · 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 final stable syllable."

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

"Listen as I read the sentence. I am looking for the final stable syllable in little."

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

ANSWER KEY: little. Little ends in -tle, a consonant plus le. The t and le form the last syllable. Split it: lit-tle. The first syllable lit is closed.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the consonant and the le ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a final stable syllable? Look for the consonant and the le ending.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a final stable 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 final stable syllable.

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

"Strong voices won while quiet ones stayed brittle."

A voices • **B** brittle • **C** quiet

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

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Grade 3 · Cluster 3 · 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 final stable 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 final stable syllable pattern."

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

ANSWER KEY: B. brittle. Brittle ends in -tle, a consonant plus le. The t and le form the last syllable. Voices has a VCe first syllable, and quiet has two vowel sounds.

CHECK FOR UNDERSTANDING

Ask a student to name the consonant and the le ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the consonant and the le ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the consonant and the le 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 final stable syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a final stable 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 final stable syllable.

Read the sentence. In the bold word, name the consonant and the le ending.

"And fairness often seemed to **tumble** down."

I CAN | I can show the consonant and the le ending.

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Grade 3 · Cluster 3 · 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 final stable syllable works."

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

"The bold word is **tumble**. Name the consonant and the le ending."

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

ANSWER KEY: tumble. Tumble ends in -ble, a consonant plus le. The b and le form the last syllable. Split it: tum-ble. The first syllable tum is closed.

CHECK FOR UNDERSTANDING

Ask a student to point to the consonant and the le 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 final stable 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 consonant-le 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 consonant and the le ending.

purple
pur / ple

I CAN | I can use the consonant-le rule to read a longer word.

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Grade 3 · Cluster 3 · 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 consonant-le rule to read a longer word."

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

"Purple 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: pur / ple. Purple ends in -ple, a consonant plus le. The p and le form the last syllable. The first syllable pur is r-controlled.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in purple 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 final stable 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 consonant and the le ending.

"So **people** gathered, searching for a way."

I CAN | I can prove that a word has a final stable syllable.

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Grade 3 · Cluster 3 · Syllable Types · Friday

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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 final stable syllable."

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

"For people, name the consonant and the le ending and prove it."

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

ANSWER KEY: people. People ends in -ple, a consonant plus le. The p and le form the last syllable. Split it: peo-ple. The first syllable has the long e sound.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the consonant and the le ending. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern final stable syllable? Yes, if it has the consonant and the le 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 final stable syllable.

Find a final stable syllable on your own.

Go back to the passage. Find one final stable syllable. Copy the sentence and name the consonant and the le ending.

**Go back to the reading.
Find one final stable syllable.
Copy the exact sentence. Then name the consonant and the le ending.**

I CAN | I can find a final stable 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 final stable syllable on your own.”

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

“Copy the exact sentence. Then name the consonant and the le ending.”

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

ANSWER KEY: Answers vary. One example: simple. Simple ends in -ple. The p and le form the last syllable.

CHECK FOR UNDERSTANDING

Scan for students who name the consonant and the le ending together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the consonant and the le ending.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the consonant and the le ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE little. Little ends in -tle, a consonant plus le. The t and le form the last syllable. Split it: lit-tle. The first syllable lit is closed.

CHOOSE B. brittle. Brittle ends in -tle, a consonant plus le. The t and le form the last syllable. Voices has a VCe first syllable, and quiet has two vowel sounds.

SHOW tumble. Tumble ends in -ble, a consonant plus le. The b and le form the last syllable. Split it: tum-ble. The first syllable tum is closed.

OWN pur / ple. Purple ends in -ple, a consonant plus le. The p and le form the last syllable. The first syllable pur is r-controlled.

DEFEND people. People ends in -ple, a consonant plus le. The p and le form the last syllable. Split it: peo-ple. The first syllable has the long e sound.

YOUR TURN Answers vary. One example: simple. Simple ends in -ple. The p and le form the last syllable.

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 consonant and the le 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 consonant and the le ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Some took more food while others had too little. ... Strong voices won while quiet ones stayed brittle. ... And fairness often seemed to tumble down.”

Which word from the poem ends in a consonant plus le?

A grew

B town

C true

D tumble

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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 consonant and the le 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 **grew**

Grew ends in ew, a vowel team, not consonant plus le.

B **town**

Town ends in wn, a closed syllable, not consonant plus le.

C **true**

True ends in ue, a vowel team, not consonant plus le.

D **tumble** **Correct.**

Tumble ends in -ble. The b and le form the final stable syllable.

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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 final stable syllable word and prove the rule.