

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?

The suffix -tion says /shun/ and turns an action into a thing.

The base word keeps its syllable pattern when -tion is added.

When I can find the base word and the -tion ending, I can read the whole word.

THIS WEEK'S FOCUS

The Suffix -tion

from “Benjamin Franklin and Electricity”

The suffix -tion turns a verb into a noun and says /shun/. The base keeps its pattern, and -tion adds a syllable, as in invent becomes invention. This week we study -tion words from Benjamin Franklin.

This deck teaches the **-tion suffix pattern** 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 word with -tion syllables. The suffix -tion turns a verb into a noun and says /shun/. The base word keeps its syllable pattern, and -tion adds a 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.

“The suffix -tion turns a verb into a noun and says /shun/. The base keeps its pattern, and -tion adds a syllable, as in invent becomes invention. This week we study -tion words from Benjamin Franklin.”

▶ 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 4 Module 1 . a class or student copy of "Benjamin Franklin and Electricity" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -tion."

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 -tion.

Read this sentence from the passage. Find the bold word and the base word and the -tion suffix.

"Throughout his life, he created many **inventions** and ideas that helped communities."

I CAN | I can notice a word with -tion and name the base word and the -tion suffix.

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Grade 3 · Cluster 4 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 17 of 36 · Cluster 4 · 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 a word with -tion 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 -tion syllable in inventions."

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

ANSWER KEY: inventions. The base word invent plus -tion gives invention, and -s makes it plural. The -tion says /shun/. In-ven-tion has three syllables.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the base word and the -tion suffix. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -tion."

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 -tion.

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

"Throughout his life, he created many **inventions** and ideas that helped communities."

A lightning • **B** ground • **C** inventions

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

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Grade 3 • Cluster 4 • Syllable Types • Tuesday

TEKS 3.2(B) • Syllable Types • Week 17 of 36 • Cluster 4 • 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 a word with -tion 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 -tion pattern."

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

ANSWER KEY: C. inventions. Inventions has the suffix -tion, which says /shun/, plus the plural -s. Lightning does not have -tion, and ground is a closed syllable.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -tion suffix in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the -tion suffix.

POSSIBLE STUDENT QUESTION

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

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 -tion syllable in the sentence.

TODAY'S THINKING JOB

SHOW

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

Read the sentence. In the bold word, name the base word and the -tion suffix.

"One of Benjamin Franklin's most famous **inventions** was the lightning rod."

I CAN | I can show the base word and the -tion suffix.

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Grade 3 · Cluster 4 · Syllable Types · Wednesday

TEKS 3.2(B) · Syllable Types · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

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 -tion syllable works."

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

"The bold word is **invention**. Name the base word and the -tion suffix."

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

ANSWER KEY: invention. In-ven-tion. The base word invent has two closed syllables. Adding -tion gives a third syllable. The -tion says /shun/.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -tion suffix 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 -tion 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 -tion 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 -tion suffix.

election
e / lec / tion

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

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Grade 3 · Cluster 4 · Syllable Types · Thursday

TEKS 3.2(B) · Syllable Types · Week 17 of 36 · Cluster 4 · 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 split a word with -tion to read it."

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

"Election 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: e / lec / tion. E is an open syllable. Lec is a closed syllable. Tion says /shun/. The word has three syllables.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in election 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 the -tion suffix."

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 -tion suffix.

"This **invention** helped protect homes, barns, and churches from fires caused by lightning."

I CAN | I can prove that a word has the -tion suffix.

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Grade 3 · Cluster 4 · 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 the -tion suffix."

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

"For protection, name the base word and the -tion suffix and prove it."

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

ANSWER KEY: invention. In-ven-tion. The base word is invent. Adding -tion gives the noun. The -tion says /shun/ and adds a syllable to the base.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the base word and the -tion suffix. Require all parts.

POSSIBLE STUDENT QUESTION

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

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 -tion syllable.

Find a word with -tion on your own.

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

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

I CAN | I can find a word with -tion 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 -tion 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 -tion suffix.”

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

ANSWER KEY: Answers vary. One example: question. Ques-tion. The -tion says /shun/.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -tion suffix together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base word and the -tion suffix.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the -tion suffix.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE inventions. The base word invent plus -tion gives invention, and -s makes it plural. The -tion says /shun/. In-ven-tion has three syllables.

SHOW invention. In-ven-tion. The base word invent has two closed syllables. Adding -tion gives a third syllable. The -tion says /shun/.

DEFEND invention. In-ven-tion. The base word is invent. Adding -tion gives the noun. The -tion says /shun/ and adds a syllable to the base.

CHOOSE C. inventions. Inventions has the suffix -tion, which says /shun/, plus the plural -s. Lightning does not have -tion, and ground is a closed syllable.

OWN e / lec / tion. E is an open syllable. Lec is a closed syllable. Tion says /shun/. The word has three syllables.

YOUR TURN Answers vary. One example: question. Question. The -tion says /shun/.

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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 -tion suffix. 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 -tion suffix.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Throughout his life, he created many inventions and ideas. ... One of his most famous inventions was the lightning rod. ... This invention helped protect homes.”

Which word has the suffix -tion?

A inventions

B lightning

C buildings

D safely

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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 base word and the -tion suffix.

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 inventions **Correct.**
Inventions has the suffix -tion, which says /shun/, plus the plural -s.

B lightning
Lightning does not have the -tion suffix. It ends in -ning.

C buildings
Buildings has the suffix -ing, not -tion.

D safely
Safely has the suffix -ly, not -tion.

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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 word with -tion syllable word and prove the rule.