

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 -ly tells how something is done.

The y in -ly says the long e sound, making it an open syllable.

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

THIS WEEK'S FOCUS

The Suffix -ly

from “Henry Ford: Visionary of Travel”

The suffix -ly turns an adjective into an adverb and is an open syllable, as in safe becomes safely, final becomes finally. This week we study -ly words from Henry Ford.

This deck teaches **the -ly 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 -ly syllables. The suffix -ly turns an adjective into an adverb. The -ly is an open syllable where the y says the long e sound.”

▶ 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 -ly turns an adjective into an adverb and is an open syllable, as in safe becomes safely, final becomes finally. This week we study -ly words from Henry Ford.”

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

PREP & MATERIALS: the Open Syllables slide deck for Cluster 5 Module 4 . a class or student copy of “Henry Ford: Visionary of Travel” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -ly."

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 -ly.

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

"Franklin studied electricity and wondered if there was a way to guide lightning **safely into the ground."**

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

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Grade 3 • Cluster 5 • Syllable Types • Monday

TEKS 3.2(B) • Syllable Types • Week 24 of 36 • Cluster 5 • Module 4 • 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 -ly 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 -ly syllable in safely."

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

ANSWER KEY: safely. Safe is a VCe syllable. Adding -ly gives safe-ly. The -ly is an open syllable where y says the long e sound.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -ly."

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 -ly.

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

"Many families who had never owned a car before were **finally** able to buy one."

A finally • **B** families • **C** owned

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

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Grade 3 · Cluster 5 · Syllable Types · Tuesday

TEKS 3.2(B) · Syllable Types · Week 24 of 36 · Cluster 5 · Module 4 · 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 -ly 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 -ly pattern."

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

ANSWER KEY: A. finally. Finally is final plus -ly. The -ly is an open syllable. Families is a plural, and owned is past tense.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base word and the -ly 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 -ly syllable in the sentence.

TODAY'S THINKING JOB

SHOW

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

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

"Dusty roads connected many towns, and cars helped people travel across them more quickly."

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

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Grade 3 · Cluster 5 · Syllable Types · Wednesday

TEKS 3.2(B) · Syllable Types · Week 24 of 36 · Cluster 5 · Module 4 · 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 -ly syllable works."

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

"The bold word is quickly. Name the base word and the -ly suffix."

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

ANSWER KEY: quickly. Quick is a closed syllable. Adding -ly gives quickly. The -ly is an open syllable where y says the long e sound.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -ly 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 -ly 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 -ly to find the base."

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 -ly suffix.

especially
e / spe / cial / ly

I CAN | I can split a word with -ly to find the base.

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Grade 3 · Cluster 5 · Syllable Types · Thursday

TEKS 3.2(B) · Syllable Types · Week 24 of 36 · Cluster 5 · Module 4 · 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 -ly to find the base."

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

"Especially 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 / spe / cial / ly. The base is especial. Adding -ly gives an adverb. The -ly at the end is an open syllable.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in especially 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 -ly 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 -ly suffix.

"Cars made it possible to travel **easily** across dusty roads."

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

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Grade 3 · Cluster 5 · Syllable Types · Friday

TEKS 3.2(B) · Syllable Types · Week 24 of 36 · Cluster 5 · Module 4 · 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 the -ly suffix."

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

"For **easily**, name the base word and the -ly suffix and prove it."

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

ANSWER KEY: easily. Easy is the base word. Change y to i and add -ly. Easi-ly means in an easy way. The -ly is an open syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Find a word with -ly on your own.

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

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

I CAN | I can find a word with -ly and prove it.

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 -ly 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 -ly suffix."

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

ANSWER KEY: Answers vary. One example: slowly. Slow is a vowel team syllable. Adding -ly gives slow-ly.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE safely. Safe is a VCe syllable. Adding -ly gives safe-ly. The -ly is an open syllable where y says the long e sound.

CHOOSE A. finally. Finally is final plus -ly. The -ly is an open syllable. Families is a plural, and owned is past tense.

SHOW quickly. Quick is a closed syllable. Adding -ly gives quick-ly. The -ly is an open syllable where y says the long e sound.

OWN e / spe / cial / ly. The base is especial. Adding -ly gives an adverb. The -ly at the end is an open syllable.

DEFEND easily. Easy is the base word. Change y to i and add -ly. Easi-ly means in an easy way. The -ly is an open syllable.

YOUR TURN Answers vary. One example: slowly. Slow is a vowel team syllable. Adding -ly gives slow-ly.

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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 -ly 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 -ly suffix.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“He wondered if there was a way to guide lightning safely. ... Families were finally able to buy one. ... Cars helped people travel more quickly.”

Which word has the suffix -ly that makes an open syllable?

A family

B safely

C only

D early

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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 B.

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 -ly 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 B.

- A family**
Family ends in y, but it is not a base word plus -ly. The y is part of the root word.
- B safely **Correct.****
Safely is safe plus -ly. The -ly is an open syllable where y says the long e sound.
- C only**
Only ends in -ly, but it is its own word, not a base word plus the suffix -ly.
- D early**
Early ends in -ly, but it is its own word, not a clear base plus suffix.

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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 B. 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 -ly syllable word and prove the rule.