

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?

C says /s/ before e, i, or y. **G** says /j/ before e, i, or y.

These are called soft sounds because they are softer than the hard /k/ and /g/.

When I see c or g before e, i, or y, I try the soft sound first.

THIS WEEK'S FOCUS

Soft c and Soft g

from “Crash”

The letter c says /s/ before e, i, or y (as in race and ice). The letter g says /j/ before e, i, or y (as in page and gem). This week we study soft c and g from “Crash.”

This deck teaches **the soft c and soft g 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 soft c or g syllables. The letter c says /s/ before e, i, or y. The letter g says /j/ before e, i, or y. These are soft c and soft g.”

▶ 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 letter c says /s/ before e, i, or y (as in race and ice). The letter g says /j/ before e, i, or y (as in page and gem). This week we study soft c and g from “Crash.””

▶ 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 6 Module 2 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with soft c or g from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with soft c or g pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with soft c or g."

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 soft c or g.

Read this sentence from the passage. Find the bold word and the letter c or g and the vowel that follows it.

"Amina's heart started to race."

I CAN | I can notice a word with soft c or g and name the letter c or g and the vowel that follows it.

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Grade 3 · Cluster 6 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 26 of 36 · Cluster 6 · 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 soft c or g 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 soft c or g syllable in race."

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

ANSWER KEY: race. Race has a soft c because the c comes before e. The c says /s/. Race is a VCe syllable.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with soft c or g syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the letter c or g and the vowel that follows it. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with soft c or g syllable? Look for the letter c or g and the vowel that follows it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with soft c or g syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with soft c or g pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with soft c or g."

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 soft c or g.

Read the sentence. Which word is a word with soft c or g? Use the rule.

"Mrs. Ramirez walked over and looked at the mess on the floor."

A glass • **B** race • **C** class

I CAN | I can choose the word with soft c or g and explain how I know.

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Grade 3 · Cluster 6 · 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 soft c or g 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 soft c or g pattern."

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

ANSWER KEY: B. race. Race has a soft c (c before e says /s/). Glass has a hard g, and class has a hard c (c before l says /k/).

CHECK FOR UNDERSTANDING

Ask a student to name the letter c or g and the vowel that follows it in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the letter c or g and the vowel that follows it.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the letter c or g and the vowel that follows it.

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 soft c or g syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with soft c or g 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 soft c or g.

Read the sentence. In the bold word, name the letter c or g and the vowel that follows it.

"Her teacher asked the students to work quietly on a science project about plants."

I CAN | I can show the letter c or g and the vowel that follows it.

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Grade 3 · Cluster 6 · 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 soft c or g syllable works."

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

"The bold word is science. Name the letter c or g and the vowel that follows it."

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

ANSWER KEY: science. Science has two soft c sounds. The first c comes before i and says /s/. The second c comes before e and says /s/.

CHECK FOR UNDERSTANDING

Ask a student to point to the letter c or g and the vowel that follows it 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 soft c or g 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 soft c and g rule to read a 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 letter c or g and the vowel that follows it.

except
ex / cept

I CAN | I can use the soft c and g rule to read a word.

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Grade 3 · Cluster 6 · 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 soft c and g rule to read a word."

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

"Except 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: ex / cept. The c in cept comes before e and says /s/. Ex is a closed syllable. Cept is a closed syllable with the soft c.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in except 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 soft c or soft g."

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 letter c or g and the vowel that follows it.

"Mrs. Ramirez asked everyone to go back to their place."

I CAN | I can prove that a word has a soft c or soft g.

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Grade 3 · Cluster 6 · 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 soft c or soft g."

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

"For place, name the letter c or g and the vowel that follows it and prove it."

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

ANSWER KEY: place. Place has a soft c because the c comes before e. The c says /s/. Place is a VCe syllable where the a says its long name.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the letter c or g and the vowel that follows it. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with soft c or g? Yes, if it has the letter c or g and the vowel that follows it.

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 soft c or g syllable.

Find a word with soft c or g on your own.

Go back to the passage. Find one word with soft c or g. Copy the sentence and name the letter c or g and the vowel that follows it.

Go back to the reading.
Find one word with soft c or g.
Copy the exact sentence. Then name the letter c or g and the vowel that follows it.

I CAN | I can find a word with soft c or g 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 soft c or g syllable on your own.”

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

“Copy the exact sentence. Then name the letter c or g and the vowel that follows it.”

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

ANSWER KEY: Answers vary. One example: ice. Ice has a soft c because the c comes before e.

CHECK FOR UNDERSTANDING

Scan for students who name the letter c or g and the vowel that follows it together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the letter c or g and the vowel that follows it.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with soft c or g and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the letter c or g and the vowel that follows it.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE race. Race has a soft c because the c comes before e. The c says /s/. Race is a VCe syllable.

CHOOSE B. race. Race has a soft c (c before e says /s/). Glass has a hard g, and class has a hard c (c before l says /k/).

SHOW science. Science has two soft c sounds. The first c comes before i and says /s/. The second c comes before e and says /s/.

OWN ex / cept. The c in cept comes before e and says /s/. Ex is a closed syllable. Cept is a closed syllable with the soft c.

DEFEND place. Place has a soft c because the c comes before e. The c says /s/. Place is a VCe syllable where the a says its long name.

YOUR TURN Answers vary. One example: ice. Ice has a soft c because the c comes before e.

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 letter c or g and the vowel that follows it. 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 letter c or g and the vowel that follows it.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Amina’s heart started to race. ... Her teacher asked the students to work on a science project. ... Mrs. Ramirez walked over and looked at the mess.”

In which word does c say /s/ because it comes before e?

A class

B clean

C could

D race

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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 letter c or g and the vowel that follows it.

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 class

Class has a hard c. The c comes before l and says /k/.

B clean

Clean has a hard c. The c comes before l and says /k/.

C could

Could has a hard c. The c comes before o and says /k/.

D race Correct.

Race has a soft c. The c comes before e and says /s/.

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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 soft c or g syllable word and prove the rule.