

## 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?

**In kn, the k is silent and I hear only /n/.**

**In wr, the w is silent and I hear only /r/.**

**In mb at the end, the b is silent and I hear only /m/.**

## THIS WEEK'S FOCUS

## Silent Letters

from “Crash”

Some words have silent letters. In kn, the k is silent (know, knee). In wr, the w is silent (wrote, wrong). In mb, the b is silent (climb, comb). This week we study silent letters.

This deck teaches **silent letters** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

## TEACHER SAYS &amp; 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 a silent letter syllables. Some words have silent letters. In kn, the k is silent. In wr, the w is silent. In mb, the b is silent.”**

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

**“Some words have silent letters. In kn, the k is silent (know, knee). In wr, the w is silent (wrote, wrong). In mb, the b is silent (climb, comb). This week we study silent letters.”**

▶ 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 3 . a class or student copy of "Crash" . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

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

## RAISE THE THINKING

Ask a student how reading the word would change if the word with a silent letter pattern were different.

TODAY'S THINKING JOB

## NOTICE

"I can notice a word with a silent letter."

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 a silent letter.

Read this sentence from the passage. Find the bold word and the silent letter and the sound that is heard.

**"No one had seen exactly what happened, but Amina **knew**."**

**I CAN** | I can notice a word with a silent letter and name the silent letter and the sound that is heard.

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Grade 3 · Cluster 6 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 27 of 36 · Cluster 6 · 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 word with a silent letter 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 a silent letter syllable in knew."**

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

**ANSWER KEY:** knew. Knew starts with kn. The k is silent, and we hear only /n/. Knew has the vowel team ew.

### CHECK FOR UNDERSTANDING

Ask a student to explain the word with a silent letter syllable in their own words.

### COMMON MISCONCEPTION

Students may not identify the silent letter and the sound that is heard. Guide them to the pattern.

### POSSIBLE STUDENT QUESTION

How do I know it is a word with a silent letter syllable? Look for the silent letter and the sound that is heard.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with a silent letter syllable. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what the word would sound like without the word with a silent letter pattern.

## TODAY'S THINKING JOB

# CHOOSE

"I can choose a word with a silent letter."

### 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 a silent letter.

Read the sentence. Which word is a word with a silent letter? Use the rule.

**"Amina took a deep breath and raised her hand."**

**A** knew • **B** deep • **C** hand

**I CAN** | I can choose the word with a silent letter 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 a silent letter 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 a silent letter pattern."**

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

**ANSWER KEY:** A. knew. Knew has the silent k in kn. We hear only /n/. Deep has the vowel team ee, and hand is a closed syllable.

## CHECK FOR UNDERSTANDING

Ask a student to name the silent letter and the sound that is heard in the answer.

## COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the silent letter and the sound that is heard.

## POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the silent letter and the sound that is heard.

## 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 a silent letter syllable in the sentence.

## TODAY'S THINKING JOB

# SHOW

"I can show how a word with a silent letter 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 a silent letter.

Read the sentence. In the bold word, name the silent letter and the sound that is heard.

"I bumped the table and **knocked** it over."

**I CAN** | I can show the silent letter and the sound that is heard.

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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 a silent letter syllable works."

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

"The bold word is **knocked**. Name the silent letter and the sound that is heard."

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

**ANSWER KEY:** knocked. Knocked starts with kn. The k is silent, and we hear only /n/. Adding -ed gives the past tense.

## CHECK FOR UNDERSTANDING

Ask a student to point to the silent letter and the sound that is heard 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 a silent letter 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 find the silent letter to read the 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 silent letter and the sound that is heard.

**doorknob**  
**door / knob**

**I CAN** | I can find the silent letter to read the word.

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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 find the silent letter to read the word."**

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

**"Doorknob 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:** door / knob. Door has the r-controlled vowel oor. Knob starts with kn where the k is silent. The compound keeps both parts.

## CHECK FOR UNDERSTANDING

Ask a student to name each syllable in doorknob 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 silent letter."

### 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 silent letter and the sound that is heard.

"Later that day, Amina **wrote** about what happened in her journal."

**I CAN** | I can prove that a word has a silent letter.

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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 silent letter."

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

"For wrote, name the silent letter and the sound that is heard and prove it."

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

**ANSWER KEY:** wrote. Wrote starts with wr. The w is silent, and we hear only /r/. Wrote is a VCe syllable where the o says its long name.

## CHECK FOR UNDERSTANDING

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

## COMMON MISCONCEPTION

Students may name the whole word instead of the silent letter and the sound that is heard. Require all parts.

## POSSIBLE STUDENT QUESTION

Is every word with this pattern word with a silent letter? Yes, if it has the silent letter and the sound that is heard.

## 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 a silent letter syllable.

## Find a word with a silent letter on your own.

Go back to the passage. Find one word with a silent letter. Copy the sentence and name the silent letter and the sound that is heard.

**Go back to the reading.**  
**Find one word with a silent letter.**  
**Copy the exact sentence. Then name the silent letter and the sound that is heard.**

**I CAN** | I can find a word with a silent letter 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 a silent letter syllable on your own.”**

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

**“Copy the exact sentence. Then name the silent letter and the sound that is heard.”**

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

**ANSWER KEY:** Answers vary. One example: knee. Knee starts with kn.  
The k is silent.

### CHECK FOR UNDERSTANDING

Scan for students who name the silent letter and the sound that is heard together.

### COMMON MISCONCEPTION

Students may write a word without naming all the parts.  
Require the silent letter and the sound that is heard.

### POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with a silent letter and prove it.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the silent letter and the sound that is heard.

### RAISE THE THINKING

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

## Answers, across the five thinking levels.

**NOTICE knew.** Knew starts with kn. The k is silent, and we hear only /n/. Knew has the vowel team ew.

**CHOOSE A. knew.** Knew has the silent k in kn. We hear only /n/. Deep has the vowel team ee, and hand is a closed syllable.

**SHOW knocked.** Knocked starts with kn. The k is silent, and we hear only /n/. Adding -ed gives the past tense.

**OWN door / knob.** Door has the r-controlled vowel oor. Knob starts with kn where the k is silent. The compound keeps both parts.

**DEFEND wrote.** Wrote starts with wr. The w is silent, and we hear only /r/. Wrote is a VCe syllable where the o says its long name.

**YOUR TURN Answers vary.** One example: knee. Knee starts with kn. The k is silent.

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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 silent letter and the sound that is heard. 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 silent letter and the sound that is heard.

## RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

**“No one had seen exactly what happened, but Amina knew. ... I bumped the table and knocked it over.”**

**In which word is the first letter silent?**

**A** knocked

**B** broken

**C** bumped

**D** class

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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 silent letter and the sound that is heard.

## 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** **knocked** **Correct.**  
Knocked starts with kn. The k is silent, and we hear only /n/.

**B** **broken**  
Broken starts with br. Both letters are heard.

**C** **bumped**  
Bumped starts with b. The b is heard.

**D** **class**  
Class starts with cl. Both letters are heard.

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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 a silent letter syllable word and prove the rule.