

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 vowel team igh makes the long i sound.

A final y can also say long i.

When I can find igh or the final y, I know the long i sound.

THIS WEEK'S FOCUS

Vowel Team Syllables

from “MLK - A Dream Can Grow”

The vowel team igh spells the long i sound, and a final y can also spell long i, as in night, light, and fly. This week we study long i from the poem “A Dream Can Grow.”

This deck teaches **syllable types** 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 vowel team syllables. The vowel team igh spells the long i sound, and a final y can also spell long i, as in night, light, and sky.”

▶ 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 vowel team igh spells the long i sound, and a final y can also spell long i, as in night, light, and fly. This week we study long i from the poem “A Dream Can Grow.””

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

PREP & MATERIALS: the Vowel Team Syllables slide deck for Cluster 7 Module 1 . a class or student copy of “MLK - A Dream Can Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask a student how reading the word would change if the vowel team syllable pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a vowel team 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 vowel team syllable.

Read this sentence from the passage. Find the bold word and the vowel team igh or the final y and the long i sound.

"When children listen, hope can shine like a **light that guides."**

I CAN | I can notice a vowel team syllable and name the vowel team igh or the final y and the long i sound.

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Grade 3 · Cluster 7 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 29 of 36 · Cluster 7 · 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 vowel team syllable."

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

"Listen as I read the sentence. I am looking for the vowel team syllable in might."

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

ANSWER KEY: light. Light has the vowel team igh. The three letters i, g, h work together for the long i sound. A vowel team syllable has vowels working together for one sound.

CHECK FOR UNDERSTANDING

Ask a student to explain the vowel team syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the vowel team igh or the final y and the long i sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a vowel team syllable? Look for the vowel team igh or the final y and the long i sound.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the vowel team syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the vowel team syllable pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a vowel team 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 vowel team syllable.

Read the sentence. Which word is a vowel team syllable? Use the rule.

"One hopeful word can travel through, until another dreams it too, through **night and day."**

A dream • **B** grow • **C** night

I CAN | I can choose the vowel team syllable and explain how I know.

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Grade 3 · Cluster 7 · 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 vowel team 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 vowel team syllable pattern."

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

ANSWER KEY: C. night. Night has the vowel team igh, which makes the long i sound. Dream has the vowel team ea, and grow has the long o sound.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel team igh or the final y and the long i sound in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel team igh or the final y and the long i sound.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel team igh or the final y and the long i sound.

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 vowel team syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a vowel team 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 vowel team syllable.

Read the sentence. In the bold word, name the vowel team igh or the final y and the long i sound.

"When children listen, hope can shine."

I CAN | I can show the vowel team igh or the final y and the long i sound.

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Grade 3 · Cluster 7 · 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 vowel team syllable works."

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

"The bold word is shine. Name the vowel team igh or the final y and the long i sound."

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

ANSWER KEY: shine. Shine has the long i sound. While this word uses VCe (not igh), the long i sound is the same sound igh makes in night and light.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel team igh or the final y and the long i sound 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 vowel team 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 long i 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 vowel team igh or the final y and the long i sound.

midnight
mid / night

I CAN | I can use the long i rule to read a longer word.

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Grade 3 · Cluster 7 · 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 long i rule to read a longer word."

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

"Midnight 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: mid / night. Mid is a closed syllable with the short i. Night has the vowel team igh for the long i sound. The compound has both types.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in midnight 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 long i sound."

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 vowel team igh or the final y and the long i sound.

"Your dream can someday join with mine."

I CAN | I can prove that a word has the long i sound.

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Grade 3 · Cluster 7 · 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 long i sound."

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

"For mine, name the vowel team igh or the final y and the long i sound and prove it."

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

ANSWER KEY: mine. Mine has the long i sound from the VCe pattern. The vowel i, the consonant n, and the silent e make the i say its long name.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel team igh or the final y and the long i sound. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern vowel team syllable? Yes, if it has the vowel team igh or the final y and the long i sound.

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 vowel team syllable.

Find a vowel team syllable on your own.

Go back to the passage. Find one vowel team syllable. Copy the sentence and name the vowel team igh or the final y and the long i sound.

Go back to the reading.
Find one vowel team syllable.
Copy the exact sentence. Then name the vowel team igh or the final y and the long i sound.

I CAN | I can find a vowel team 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 vowel team syllable on your own.”

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

“Copy the exact sentence. Then name the vowel team igh or the final y and the long i sound.”

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

ANSWER KEY: Answers vary. One example: sky. Sky ends in y that says the long i sound.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel team igh or the final y and the long i sound together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel team igh or the final y and the long i sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel team igh or the final y and the long i sound.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE light. Light has the vowel team igh. The three letters i, g, h work together for the long i sound. A vowel team syllable has vowels working together for one sound.

CHOOSE C. night. Night has the vowel team igh, which makes the long i sound. Dream has the vowel team ea, and grow has the long o sound.

SHOW shine. Shine has the long i sound. While this word uses VCe (not igh), the long i sound is the same sound igh makes in night and light.

OWN mid / night. Mid is a closed syllable with the short i. Night has the vowel team igh for the long i sound. The compound has both types.

DEFEND mine. Mine has the long i sound from the VCe pattern. The vowel i, the consonant n, and the silent e make the i say its long name.

YOUR TURN Answers vary. One example: sky. Sky ends in y that says the long i sound.

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 vowel team igh or the final y and the long i sound. 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 vowel team igh or the final y and the long i sound.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“When children listen, hope can shine. ... Your dream can someday join with mine. ... One voice may start with words to show.”

Which word has the long i sound?

A dream

B grow

C heart

D shine

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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 vowel team igh or the final y and the long i sound.

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 dream**
Dream has the vowel team ea, which makes the long e sound.
- B grow**
Grow has the long o sound, not the long i sound.
- C heart**
Heart has an r-controlled vowel. The ear makes the ar sound.
- D shine Correct.**
Shine has the long i sound. The VCe pattern makes the i say its long name.

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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 vowel team syllable word and prove the rule.