

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?

-ful means full of something. -less means without something.

-ness turns a describing word into a naming word.

When I can find the base word and the suffix, I can read the whole word.

THIS WEEK'S FOCUS

Suffixes -ful, -less, -ness

from “MLK - A Dream Can Grow”

The suffix -ful means full of, -less means without, and -ness turns an adjective into a noun. Each adds a syllable, as in hope-ful, fear-less, and kind-ness. This week we study these suffixes from “A Dream Can Grow.”

This deck teaches **suffixes** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Syllable Types

TEKS 3.2(B) • Syllable Types • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

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 a suffix syllables. The suffix -ful means full of, -less means without, and -ness turns an adjective into a noun. Each suffix 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 -ful means full of, -less means without, and -ness turns an adjective into a noun. Each adds a syllable, as in hope-ful, fear-less, and kind-ness. This week we study these suffixes from “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 Closed Syllables slide deck for Cluster 7 Module 4 . 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 word with a suffix 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 suffix pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a 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"

Notice the word with a suffix.

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

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

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

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · 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 a suffix 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 suffix syllable in **hopeful**."

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

ANSWER KEY: hopeful. Hope is a VCe syllable. Adding -ful gives hopeful, meaning full of hope. The suffix adds a syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with a 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"

Choose the word with a suffix.

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

"The future waits for what we do, for dreams need helping hands there too."

A hopeful • **B** helping • **C** future

I CAN | I can choose the word with a suffix and explain how I know.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types · Tuesday

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · 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 a suffix 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 suffix pattern."

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

ANSWER KEY: A. hopeful. Hopeful has the suffix -ful meaning full of. Helping has -ing, and future is its own word.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

TODAY'S THINKING JOB

SHOW

"I can show how a word with a suffix 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 suffix.

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

"Together we can help it grow, by sharing **kindness** as we go."

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

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types · Wednesday

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · 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 a suffix syllable works."

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

"The bold word is **kindness**. Name the base word and the suffix."

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

ANSWER KEY: kindness. Kind is a closed syllable (the i says its long name because of nd). Adding -ness gives kind-ness, a noun meaning the quality of being kind.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the 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 a suffix 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 suffix from the base word 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 suffix.

thankful
thank / ful

I CAN | I can split a suffix from the base word to read it.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types · Thursday

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · 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 suffix from the base word to read it."

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

"Thankful 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: thank / ful. Thank is a closed syllable. Adding -ful gives thank-ful, meaning full of thanks. The suffix adds a syllable.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in thankful 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 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 suffix.

"The marchers were **fearless** in the face of danger."

I CAN | I can prove that a word has a suffix.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types · Friday

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · 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 a suffix."

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

"For fearless, name the base word and the suffix and prove it."

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

ANSWER KEY: fearless. Fear is a vowel team syllable. Adding -less gives fear-less, meaning without fear. The suffix adds a syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Find a word with a suffix on your own.

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

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

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

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

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 suffix 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 suffix.”

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

ANSWER KEY: Answers vary. One example: joyful. Joy is a vowel team syllable. Adding -ful gives joy-ful, meaning full of joy.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

SYLLABLE TYPES

Answers, across the five thinking levels.

NOTICE hopeful. Hope is a VCe syllable. Adding -ful gives hope-ful, meaning full of hope. The suffix adds a syllable.

CHOOSE A. hopeful. Hopeful has the suffix -ful meaning full of. Helping has -ing, and future is its own word.

SHOW kindness. Kind is a closed syllable (the i says its long name because of nd). Adding -ness gives kind-ness, a noun meaning the quality of being kind.

OWN thank / ful. Thank is a closed syllable. Adding -ful gives thank-ful, meaning full of thanks. The suffix adds a syllable.

DEFEND fearless. Fear is a vowel team syllable. Adding -less gives fear-less, meaning without fear. The suffix adds a syllable.

YOUR TURN Answers vary. One example: joyful. Joy is a vowel team syllable. Adding -ful gives joy-ful, meaning full of joy.

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 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 suffix.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“One hopeful word can travel through. ... Together we can help it grow, by sharing kindness as we go.”

Which word has the suffix -ness?

A kindness

B hopeful

C fearless

D helpful

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

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 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 kindness Correct.
Kindness is kind plus -ness. The suffix turns the adjective kind into the noun kindness.

B hopeful
Hopeful has the suffix -ful, not -ness.

C fearless
Fearless has the suffix -less, not -ness.

D helpful
Helpful has the suffix -ful, not -ness.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Syllable Types

TEKS 3.2(B) · Syllable Types · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

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 suffix syllable word and prove the rule.