

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?

A compound word is two words joined into one.

Each smaller word keeps its own syllable type.

When I can split the compound into its two words, I can read each part.

THIS WEEK'S FOCUS

Compound Words

from “Small Choices, Strong Communities”

This week reviews compound words. A compound word is two smaller words put together, as in become, someone, and outside. Each part keeps its own syllable type.

This deck teaches **compound words** 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 compound word syllables. A compound word is two smaller words put together. Each keeps its own syllable type. This week reviews compound words.”

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

“This week reviews compound words. A compound word is two smaller words put together, as in become, someone, and outside. Each part keeps its own syllable type.”

▶ 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 8 Module 4 . a class or student copy of "Small Choices, Strong Communities" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask a student how reading the word would change if the compound word pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a compound 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"

Notice the compound word.

Read this sentence from the passage. Find the bold word and the two smaller words inside it.

"A small act can **become** a big change."

I CAN | I can notice a compound word and name the two smaller words inside it.

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Grade 3 · Cluster 8 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · 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 compound word syllable."

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

"Listen as I read the sentence. I am looking for the compound word syllable in become."

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

ANSWER KEY: become. Be + come. Be is an open syllable with the long e. Come is a VCe-style syllable. The compound keeps both parts.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the two smaller words inside it. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a compound word syllable? Look for the two smaller words inside it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the compound word syllable. Keep the demand at this level.

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a compound 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"

Choose the compound word.

Read the sentence. Which word is a compound word? Use the rule.

"Someone always steps up to lead."

A always • **B** steps • **C** someone

I CAN | I can choose the compound word and explain how I know.

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Grade 3 · Cluster 8 · 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 compound word 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 compound word pattern."

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

ANSWER KEY: C. someone. Someone is some + one, a compound word. Always and steps are not compound words.

CHECK FOR UNDERSTANDING

Ask a student to name the two smaller words inside it in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two smaller words inside it.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two smaller words inside 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 compound word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a compound word 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 compound word.

Read the sentence. In the bold word, name the two smaller words inside it.

"Something as simple as kindness matters."

I CAN | I can show the two smaller words inside it.

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Grade 3 · Cluster 8 · 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 compound word syllable works."

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

"The bold word is something. Name the two smaller words inside it."

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

ANSWER KEY: something. Some + thing. Some is a VCe-style syllable. Thing is a closed syllable. The compound keeps both parts.

CHECK FOR UNDERSTANDING

Ask a student to point to the two smaller words inside 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 compound word 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 compound word to read each part."

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 two smaller words inside it.

outside
out / side

I CAN | I can split a compound word to read each part.

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Grade 3 · Cluster 8 · 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 split a compound word to read each part."

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

"Outside 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: out / side. Out has the diphthong ou. Side is a VCe syllable with the long i. The compound keeps both syllable types.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in outside 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 is a compound."

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 two smaller words inside it.

"The meeting moved **inside** when it rained."

I CAN | I can prove that a word is a compound.

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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 is a compound."

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

"For inside, name the two smaller words inside it and prove it."

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

ANSWER KEY: inside. In + side. In is a closed syllable with the short i. Side is a VCe syllable with the long i. The compound keeps both parts.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the two smaller words inside it. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern compound word? Yes, if it has the two smaller words inside 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 compound word syllable.

Find a compound word on your own.

Go back to the passage. Find one compound word. Copy the sentence and name the two smaller words inside it.

**Go back to the reading.
Find one compound word.
Copy the exact sentence. Then name the two smaller words
inside it.**

I CAN | I can find a compound word 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 compound word syllable on your own.”

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

“Copy the exact sentence. Then name the two smaller words inside it.”

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

ANSWER KEY: Answers vary. One example: cannot. Can + not. Both parts are closed syllables.

CHECK FOR UNDERSTANDING

Scan for students who name the two smaller words inside it together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two smaller words inside it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two smaller words inside it.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE become. Be + come. Be is an open syllable with the long e. Come is a VCe-style syllable. The compound keeps both parts.

CHOOSE C. someone. Someone is some + one, a compound word. Always and steps are not compound words.

SHOW something. Some + thing. Some is a VCe-style syllable. Thing is a closed syllable. The compound keeps both parts.

OWN out / side. Out has the diphthong ou. Side is a VCe syllable with the long i. The compound keeps both syllable types.

DEFEND inside. In + side. In is a closed syllable with the short i. Side is a VCe syllable with the long i. The compound keeps both parts.

YOUR TURN Answers vary. One example: cannot. Can + not. Both parts are closed syllables.

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 two smaller words inside 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 two smaller words inside it.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“A small act can become a big change. ... Someone always steps up to lead. ... Something as simple as kindness matters.”

Which word is a compound word?

A kindness

B simple

C someone

D matters

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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 C.

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 two smaller words inside 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 C.

- A kindness**
Kindness is kind plus the suffix -ness. It is not two words put together.
- B simple**
Simple is one word with a consonant-le ending. It is not a compound.
- C someone Correct.**
Someone is some + one. Each part keeps its own syllable type.
- D matters**
Matters is matter plus -s. It is not a compound word.

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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 C. 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 compound word syllable word and prove the rule.