

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by: (i) 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?

When I see a vowel followed by a consonant, the vowel says its short sound (closed).

When I see a vowel, then a consonant, then a silent e, the vowel says its long name (VCe).

When a syllable ends with a vowel, the vowel says its long name (open).

THIS WEEK'S FOCUS

Syllable Types Review

from “Dream”

This week we review three syllable types from the passage “Dream.” A closed syllable is one vowel closed in by a consonant, as in held. A VCe syllable has a silent e that makes the vowel long, as in came. An open syllable ends with a vowel that says its name, as in she.

This deck teaches **syllable types** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Prepare Cluster · Syllable Types

TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 closed, open, and VCe syllables. A closed syllable has one vowel followed by a consonant, so the vowel says its short sound. A VCe syllable has a vowel, a consonant, and a silent e, so the vowel says its long name. An open syllable ends with a vowel that says its long name.”

▶ 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 we review three syllable types from the passage “Dream.” A closed syllable is one vowel closed in by a consonant, as in held. A VCe syllable has a silent e that makes the vowel long, as in came. An open syllable ends with a vowel that says its name, as in she.”

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

PREP & MATERIALS: the Syllable Types Review slide deck for Prepare Cluster Module 1 . a class or student copy of “Dream” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a closed, open, or VCe syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 syllable type.

Read this sentence from the passage. Find the bold word and the vowel pattern and the sound it makes.

"I held Mama's hand tightly as we moved through the enormous crowd."

I CAN | I can notice a closed, open, or VCe syllable and name the vowel pattern and the sound it makes.

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Grade 4 · Prepare Cluster · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · 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 closed, open, or VCe syllable."

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

"Listen as I read the sentence. I am looking for the closed, open, or VCe syllable in held."

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

ANSWER KEY: held. Held has one vowel, e, followed by the consonants ld, so the e says its short sound. This is a closed syllable.

CHECK FOR UNDERSTANDING

Ask a student to explain the closed, open, or VCe syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the vowel pattern and the sound it makes. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a closed, open, or VCe syllable? Look for the vowel pattern and the sound it makes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the closed, open, or VCe syllable. Keep the demand at this level.

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word and name its syllable type."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 syllable type.

Read the sentence. Which word has the syllable type the rule describes? Use the rule.

"The crowd became still."

A came • **B** still • **C** she

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

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Grade 4 · Prepare Cluster · Syllable Types · Tuesday

TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 closed, open, or VCe syllable."

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

"Read the sentence and all three choices. Only one word matches the syllable type rule."

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

ANSWER KEY: B. still. Still has one vowel, i, followed by ll, so the i says its short sound. Became has a VCe pattern in its second syllable, and she is an open syllable.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel pattern and the sound it makes in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel pattern and the sound it makes.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel pattern and the sound it makes.

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 closed, open, or VCe syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a syllable type works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 syllable type.

Read the sentence. In the bold word, name the vowel pattern and the sound it makes.

"I imagined neighborhoods where people were judged by their kindness instead of the color of their skin."

I CAN | I can show the vowel pattern and the sound it makes.

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Grade 4 · Prepare Cluster · Syllable Types · Wednesday

TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 closed, open, or VCe syllable works."

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

"The bold word is skin. Name the vowel pattern and the sound it makes."

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

ANSWER KEY: skin. Skin has one vowel, i, followed by the consonant n, so the i says its short sound. The consonant closes the vowel in.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel pattern and the sound it makes 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 closed, open, or VCe 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 syllable types to read a longer word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 pattern and the sound it makes.

imagine
i / mag / ine

I CAN | I can use syllable types to read a longer word.

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Grade 4 · Prepare Cluster · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 use syllable types to read a longer word."

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

"Imagine 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: i / mag / ine. I is an open syllable with the long i. Mag is a closed syllable with the short a. Ine is a VCe syllable with the long i. The word has all three syllable types.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in imagine 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 the syllable type of a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 pattern and the sound it makes.

"The August sun **felt** hot on my face."

I CAN | I can prove the syllable type of a word.

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Grade 4 · Prepare Cluster · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 the syllable type of a word."

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

"For felt, name the vowel pattern and the sound it makes and prove it."

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

ANSWER KEY: felt. Felt has one vowel, e, followed by lt, so the e says its short sound. A closed syllable ends in a consonant that closes in the vowel.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel pattern and the sound it makes. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this vowel pattern the same syllable type? Yes, if it has the vowel pattern and the sound it makes.

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 closed, open, or VCe syllable.

Find a word on your own and name its syllable type.

Go back to the passage. Find one word and name its syllable type. Copy the sentence and name the vowel pattern and the sound it makes.

Go back to the reading.
Find one word and name its syllable type.
Copy the exact sentence. Then name the vowel pattern and the sound it makes.

I CAN | I can find a syllable type and prove it.

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TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 closed, open, or VCe syllable on your own.”

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

“Copy the exact sentence. Then name the vowel pattern and the sound it makes.”

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

ANSWER KEY: hot. Hot has one vowel, o, followed by the consonant t, so the o says its short sound.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel pattern and the sound it makes together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel pattern and the sound it makes.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick one syllable, name its type, and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel pattern and the sound it makes.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE held. Held has one vowel, e, followed by the consonants ld, so the e says its short sound. This is a closed syllable.

CHOOSE B. still. Still has one vowel, i, followed by ll, so the i says its short sound. Became has a VCe pattern in its second syllable, and she is an open syllable.

SHOW skin. Skin has one vowel, i, followed by the consonant n, so the i says its short sound. The consonant closes the vowel in.

OWN i / mag / ine. I is an open syllable with the long i. Mag is a closed syllable with the short a. Ine is a VCe syllable with the long i. The word has all three syllable types.

DEFEND felt. Felt has one vowel, e, followed by lt, so the e says its short sound. A closed syllable ends in a consonant that closes in the vowel.

YOUR TURN hot. Hot has one vowel, o, followed by the consonant t, so the o says its short 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 pattern and the sound it makes. 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 pattern and the sound it makes.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

"I held Mama's hand tightly as we moved through the enormous crowd. ... The crowd became still. ... The August sun felt hot on my face."

Which word from the reading has a closed syllable?

A felt

B came

C she

D dreams

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TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 vowel pattern and the sound it makes.

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 felt Correct.**
Felt has one vowel, e, followed by lt, so the e says its short sound.
- B came**
Came is a VCe syllable. The silent e makes the a say its long name.
- C she**
She is an open syllable. The vowel e is at the end and says its long name.
- D dreams**
Dream has the vowel team ea. Two vowels work together for one sound.

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TEKS 4.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · Module 1 · 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 closed, open, or VCe syllable word and prove the rule.