

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 two consonants between two vowels, I split between the consonants.

The VCCV pattern gives me two syllables, often two closed syllables.

When I can find the two consonants, I know where to split and can read the word.

THIS WEEK'S FOCUS

VCCV Syllable Division

from “A Promise Written Long Ago”

In a VCCV word, two consonants sit between two vowels, as in hap-pen, hun-dred, and cit-i-zen. Split between the consonants to read each syllable. This week we study VCCV words from “A Promise Written Long Ago.”

This deck teaches the **VCCV syllable division pattern** 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 VCCV word syllables. In a VCCV word, two consonants sit between two vowels. Split between the consonants to divide the word into syllables.”

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

“In a VCCV word, two consonants sit between two vowels, as in hap-pen, hun-dred, and cit-i-zen. Split between the consonants to read each syllable. This week we study VCCV words from “A Promise Written Long Ago.””

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

PREP & MATERIALS: the VCCV Syllable Division slide deck for Cluster 1 Module 1 . a class or student copy of “A Promise Written Long Ago” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a VCCV 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"

Notice the VCCV word.

Read this sentence from the passage. Find the bold word and the two consonants between the vowels.

"The **happening** that brought the barons together at Runnymede changed England forever."

I CAN | I can notice a VCCV word and name the two consonants between the vowels.

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Grade 4 · Cluster 1 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 5 of 36 · Cluster 1 · 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 VCCV 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 VCCV word syllable in happen."

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

ANSWER KEY: happen. Hap-pen has the VCCV pattern. The two consonants pp sit between the vowels a and e. Split between them to get hap and pen, two closed syllables.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the two consonants between the vowels. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a VCCV word syllable? Look for the two consonants between the vowels.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a VCCV 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"

Choose the VCCV word.

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

"Many people, especially powerful landowners called **barons, were unhappy with how he treated them."**

A people • **B** barons • **C** how

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

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Grade 4 · Cluster 1 · 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 VCCV 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 VCCV word pattern."

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

ANSWER KEY: B. barons. Bar-ons has a consonant between vowels, but barons follows VCCV in its r-controlled first syllable. People follows a different pattern, and how is one syllable.

CHECK FOR UNDERSTANDING

Ask a student to name the two consonants between the vowels in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two consonants between the vowels.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two consonants between the vowels.

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 VCCV word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a VCCV word 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 VCCV word.

Read the sentence. In the bold word, name the two consonants between the vowels.

"Hundreds of years later, the ideas from the Magna Carta influenced other governments."

I CAN | I can show the two consonants between the vowels.

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Grade 4 · Cluster 1 · 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 VCCV word syllable works."

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

"The bold word is hundred. Name the two consonants between the vowels."

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

ANSWER KEY: hundred. Hun-dred has the VCCV pattern. The consonants nd sit between the vowels u and e. Split between them to get hun (closed) and dred (closed).

CHECK FOR UNDERSTANDING

Ask a student to point to the two consonants between the vowels 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 VCCV 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 VCCV word between the consonants."

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 two consonants between the vowels.

important
im / por / tant

I CAN | I can split a VCCV word between the consonants.

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Grade 4 · Cluster 1 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 5 of 36 · Cluster 1 · 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 split a VCCV word between the consonants."

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

"Important 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: im / por / tant. Im is a closed syllable. Por is r-controlled. Tant is closed. The word has two VCCV splits: between m and p, and between r and t.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in important 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 follows the VCCV pattern."

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 two consonants between the vowels.

"It said that free men could not be **punished** without a lawful judgment."

I CAN | I can prove that a word follows the VCCV pattern.

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Grade 4 · Cluster 1 · 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 follows the VCCV pattern."

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

"For **punished**, name the two consonants between the vowels and prove it."

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

ANSWER KEY: punished. Pun-ish-ed has the VCCV pattern. The consonants n and sh sit between vowels. Split between them to get pun (closed, short u) and ished.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the two consonants between the vowels. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern VCCV word? Yes, if it has the two consonants between the vowels.

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 VCCV word syllable.

Find a VCCV word on your own.

Go back to the passage. Find one VCCV word. Copy the sentence and name the two consonants between the vowels.

**Go back to the reading.
Find one VCCV word.
Copy the exact sentence. Then name the two consonants
between the vowels.**

I CAN | I can find a VCCV 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 VCCV 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 consonants between the vowels.”

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

ANSWER KEY: unfair. Un-fair has the VCCV pattern. The consonants n and f sit between vowels u and ai.

CHECK FOR UNDERSTANDING

Scan for students who name the two consonants between the vowels together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two consonants between the vowels.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two consonants between the vowels.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE happen. Hap-pen has the VCCV pattern. The two consonants pp sit between the vowels a and e. Split between them to get hap and pen, two closed syllables.

CHOOSE B. barons. Bar-ons has a consonant between vowels, but barons follows VCCV in its r-controlled first syllable. People follows a different pattern, and how is one syllable.

SHOW hundred. Hun-dred has the VCCV pattern. The consonants nd sit between the vowels u and e. Split between them to get hun (closed) and dred (closed).

OWN im / por / tant. Im is a closed syllable. Por is r-controlled. Tant is closed. The word has two VCCV splits: between m and p, and between r and t.

DEFEND punished. Pun-ished has the VCCV pattern. The consonants n and sh sit between vowels. Split between them to get pun (closed, short u) and ished.

YOUR TURN unfair. Un-fair has the VCCV pattern. The consonants n and f sit between vowels u and ai.

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 consonants between the vowels. 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 consonants between the vowels.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Many people, especially powerful landowners called barons, were unhappy with how he treated them. ... It said that free men could not be punished without a lawful judgment.”

Which word from the reading follows the VCCV syllable division pattern?

A ideas

B people

C rules

D punished

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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 two consonants between the vowels.

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 ideas

Ideas has two vowels next to each other, not consonants between vowels.

B people

People ends with a consonant-le pattern, not VCCV.

C rules

Rules is one syllable with a VCe pattern.

D punished Correct.

Pun-ish-ed has two consonants between vowels. Split between them to get pun and ished.

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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 VCCV word syllable word and prove the rule.