

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 one consonant between two vowels, I try the long vowel first.

If the first syllable is open, the vowel says its long name.

When I can find the single consonant, I know where to try the split.

THIS WEEK'S FOCUS

VCV Syllable Division

from “A Promise Written Long Ago”

In a VCV word, one consonant sits between two vowels. Try the open syllable first (long vowel), as in ru-ler and ci-ti-zen. If it does not sound right, try the closed split (short vowel). This week we study VCV words from “A Promise Written Long Ago.”

This deck teaches the **VCV 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 VCV word syllables. In a VCV word, one consonant sits between two vowels. Try the long vowel first (open syllable). If that does not sound right, try the short vowel (closed 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.

“In a VCV word, one consonant sits between two vowels. Try the open syllable first (long vowel), as in ru-ler and ci-ti-zen. If it does not sound right, try the closed split (short vowel). This week we study VCV 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 VCV Syllable Division slide deck for Cluster 1 Module 2 . 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 VCV word from the reading and tell how they know.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a VCV 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 VCV word.

Read this sentence from the passage. Find the bold word and the single consonant between the vowels.

"At that time, King John was the **ruler** of England."

I CAN | I can notice a VCV word and name the single consonant between the vowels.

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Grade 4 · Cluster 1 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 6 of 36 · Cluster 1 · Module 2 · 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 VCV 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 VCV word syllable in ruler."

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

ANSWER KEY: ruler. Ru-ler has the VCV pattern. One consonant l sits between the vowels u and e. The first syllable ru is open, so the u says its long name.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the single consonant between the vowels. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a VCV word syllable? Look for the single consonant between the vowels.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a VCV 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 VCV word.

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

"The Magna Carta was **created** in a place called Runnymede, England."

A called • **B** place • **C** created

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

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Grade 4 · Cluster 1 · Syllable Types · Tuesday

TEKS 4.2(B) · Syllable Types · Week 6 of 36 · Cluster 1 · Module 2 · 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 **VCV 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 **VCV word pattern**."

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

ANSWER KEY: C. created. Cre-a-ted has the VCV pattern. One consonant sits between vowels, and the first syllable is open with the long e sound. Called is one syllable, and place is VCe.

CHECK FOR UNDERSTANDING

Ask a student to name the single consonant between the vowels in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the single consonant between the vowels.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the single consonant 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 VCV word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a VCV 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 VCV word.

Read the sentence. In the bold word, name the single consonant between the vowels.

"It also **protected** certain rights of the people."

I CAN | I can show the single consonant 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 VCV word syllable works."

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

"The bold word is **protect**. Name the single consonant between the vowels."

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

ANSWER KEY: protected. Pro-tect-ed. The first syllable pro is open with the long o. The consonant t sits between the vowels o and e in a VCV pattern.

CHECK FOR UNDERSTANDING

Ask a student to point to the single consonant 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 VCV 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 VCV word to try the long vowel first."

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 single consonant between the vowels.

citizen
cit / i / zen

I CAN | I can split a VCV word to try the long vowel first.

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Grade 4 · Cluster 1 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 6 of 36 · Cluster 1 · Module 2 · 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 VCV word to try the long vowel first."

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

"Citizen 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: cit / i / zen. Cit is closed with the short i. The VCV pattern here uses the closed split because cit-i-zen sounds right with the short i. Zen is closed.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in citizen 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 VCV 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 single consonant between the vowels.

"The Magna Carta showed that **even** the king must follow the law."

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

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

"For even, name the single consonant between the vowels and prove it."

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

ANSWER KEY: even. E-ven has the VCV pattern. One consonant v sits between the vowels e and e. The first syllable e is open, so it says its long name.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the single consonant between the vowels. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern VCV word? Yes, if it has the single consonant 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 VCV word syllable.

Find a VCV word on your own.

Go back to the passage. Find one VCV word. Copy the sentence and name the single consonant between the vowels.

**Go back to the reading.
Find one VCV word.
Copy the exact sentence. Then name the single consonant
between the vowels.**

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

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

“Copy the exact sentence. Then name the single consonant between the vowels.”

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

ANSWER KEY: treated. Treat-ed. The ea vowel team makes the long e, and -ed adds the past tense.

CHECK FOR UNDERSTANDING

Scan for students who name the single consonant between the vowels together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the single consonant between the vowels.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the single consonant 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 ruler. Ru-ler has the VCV pattern. One consonant l sits between the vowels u and e. The first syllable ru is open, so the u says its long name.

CHOOSE C. created. Cre-a-ted has the VCV pattern. One consonant sits between vowels, and the first syllable is open with the long e sound. Called is one syllable, and place is VCe.

SHOW protected. Pro-tect-ed. The first syllable pro is open with the long o. The consonant t sits between the vowels o and e in a VCV pattern.

OWN cit / i / zen. Cit is closed with the short i. The VCV pattern here uses the closed split because cit-i-zen sounds right with the short i. Zen is closed.

DEFEND even. E-ven has the VCV pattern. One consonant v sits between the vowels e and e. The first syllable e is open, so it says its long name.

YOUR TURN treated. Treat-ed. The ea vowel team makes the long e, and -ed adds the past tense.

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 single consonant 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 single consonant between the vowels.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“At that time, King John ruled England. ... The Magna Carta was created. ... It also protected certain rights of the people.”

Which word from the reading has the VCV syllable division pattern with an open first syllable?

A punished

B created

C king

D sealed

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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 B.

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 single consonant 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 B.

- A punished**
Punished has the VCCV pattern with two consonants between vowels.
- B created **Correct.****
Cre-a-ted has one consonant between vowels. The first syllable cre is open with the long e.
- C king**
King is one closed syllable.
- D sealed**
Sealed is one syllable with a vowel team ea.

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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 B. 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 VCV word syllable word and prove the rule.