

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 three consonants between two vowels, I look for a blend or digraph.

The blend or digraph stays together in one syllable.

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

THIS WEEK'S FOCUS

VCCCV Syllable Division

from “Morning in the Village”

In a VCCCV word, three consonants sit between two vowels. Keep the blend or digraph together, as in pump-kin, chil-dren, and hun-dred. This week we study VCCCV words from “Morning in the Village.”

This deck teaches **the VCCCV syllable division pattern** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 1 • Syllable Types

TEKS 4.2(B) • Syllable Types • Week 7 of 36 • Cluster 1 • Module 3 • 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 VCCCV word syllables. In a VCCCV word, three consonants sit between two vowels. Look for a blend or digraph that stays together, then split the word.”

▶ 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 VCCCV word, three consonants sit between two vowels. Keep the blend or digraph together, as in pump-kin, chil-dren, and hun-dred. This week we study VCCCV words from “Morning in the Village.””

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

PREP & MATERIALS: the VCCCV Syllable Division slide deck for Cluster 1 Module 3 . a class or student copy of “Morning in the Village” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a VCCCV 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 VCCCV word.

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

"From the top, she could see trees **stretching** far in every direction."

I CAN | I can notice a VCCCV word and name the three consonants between the vowels.

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Grade 4 · Cluster 1 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 VCCCV 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 VCCCV word syllable in stretching."

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

ANSWER KEY: stretching. Stretch-ing has the VCCCV pattern. The three consonants tch sit between vowels. The tch digraph stays together in the first syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a VCCCV 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 VCCCV word.

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

**"Tayanita walked with her mother to the fields where they were
planting corn, beans, and squash."**

A planting • **B** cooking • **C** trees

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

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Grade 4 · Cluster 1 · Syllable Types · Tuesday

TEKS 4.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 VCCCV 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 VCCCV word pattern."

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

ANSWER KEY: A. planting. Plant-ing has three consonants (nti) between vowels. The nt stays with the first syllable. Cooking has the vowel team oo, and trees is one syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the three 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 VCCCV word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a VCCCV 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 VCCCV word.

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

"The Caddo grew corn, beans, squash, and pumpkin in long rows beside the river."

I CAN | I can show the three 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 VCCCV word syllable works."

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

"The bold word is pumpkin. Name the three consonants between the vowels."

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

ANSWER KEY: pumpkin (from related vocabulary). Pump-kin has three consonants (mpk) between vowels. The mp stays together in the first syllable, and k starts the second.

CHECK FOR UNDERSTANDING

Ask a student to point to the three 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 VCCCV 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 VCCCV word to find the blend or digraph."

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 three consonants between the vowels.

something
some / thing

I CAN | I can split a VCCCV word to find the blend or digraph.

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Grade 4 · Cluster 1 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 VCCCV word to find the blend or digraph."

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

"Something 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: some / thing. This compound word has the VCCCV pattern at the boundary. The th digraph stays together to start the second syllable.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in something 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 VCCCV 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 three consonants between the vowels.

"That afternoon, visitors came from **another** village."

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

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Grade 4 · Cluster 1 · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 follows the VCCCV pattern."

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

"For another, name the three consonants between the vowels and prove it."

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

ANSWER KEY: another. An-oth-er has three consonants. The th digraph stays together. An is closed, oth is closed, and er is r-controlled.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is every word with this pattern VCCCV word? Yes, if it has the three 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 VCCCV word syllable.

Find a VCCCV word on your own.

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

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

I CAN | I can find a VCCCV word and prove it.

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 VCCCV word syllable on your own."

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

"Copy the exact sentence. Then name the three consonants between the vowels."

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

ANSWER KEY: everyone. Ev-ry-one. The three consonants vry split so the blend ry stays together.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the three 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 stretching. Stretch-ing has the VCCCV pattern. The three consonants tch sit between vowels. The tch digraph stays together in the first syllable.

SHOW pumpkin (from related vocabulary). Pump-kin has three consonants (mpk) between vowels. The mp stays together in the first syllable, and k starts the second.

DEFEND another. An-oth-er has three consonants. The th digraph stays together. An is closed, oth is closed, and er is r-controlled.

CHOOSE A. planting. Plant-ing has three consonants (nti) between vowels. The nt stays with the first syllable. Cooking has the vowel team oo, and trees is one syllable.

OWN some / thing. This compound word has the VCCCV pattern at the boundary. The th digraph stays together to start the second syllable.

YOUR TURN everyone. Ev-ry-one. The three consonants vry split so the blend ry stays together.

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 three 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 three 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.

“From the top, she could see trees stretching far in every direction. ... That afternoon, visitors came from another village.”

Which word from the reading has three consonants between vowels (VCCCV)?

A another

B village

C people

D river

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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 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 three 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 A.

- A another **Correct.****
An-oth-er has three consonants between vowels. The th digraph stays together.
- B village**
Village has two consonants (ll) between vowels, which is VCCV.
- C people**
People ends with the consonant-le pattern.
- D river**
River has one consonant between vowels, which is VCV.

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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 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 VCCCV word syllable word and prove the rule.