

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?

A long word can have closed, open, VCe, vowel team, and r-controlled syllables inside it.

I split the word at each division point and name each syllable type.

When I can name the syllable types, I can read and spell the word.

THIS WEEK'S FOCUS

Multisyllabic Words

from **“Morning in the Village”**

A multisyllabic word may hold several syllable types. This week we split longer words from "Morning in the Village" into their parts and name each syllable type.

This deck teaches **multisyllabic words** 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 8 of 36 • Cluster 1 • Module 4 • 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 multisyllabic word syllables. A multisyllabic word can have several syllable types inside it. Use the division patterns to split the word and read each part.”

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

“A multisyllabic word may hold several syllable types. This week we split longer words from "Morning in the Village" into their parts and name each syllable type.”

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

PREP & MATERIALS: the Multisyllabic Words slide deck for Cluster 1 Module 4 . a class or student copy of "Morning in the Village" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a multisyllabic 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 multisyllabic word.

Read this sentence from the passage. Find the bold word and the syllable types inside the word.

"Their homes were built close **together**, and everyone knew each other."

I CAN | I can notice a multisyllabic word and name the syllable types inside the word.

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Grade 4 · Cluster 1 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 8 of 36 · Cluster 1 · 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 multisyllabic 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 multisyllabic word syllable in together."

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

ANSWER KEY: together. To-geth-er. To is an open syllable (long o). Geth is a closed syllable (short e). Er is r-controlled. Three syllable types in one word.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the syllable types inside the word. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a multisyllabic word syllable? Look for the syllable types inside the word.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a multisyllabic 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 multisyllabic word.

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

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

A important • **B** grow • **C** direction

I CAN | I can choose the multisyllabic 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 multisyllabic 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 multisyllabic word pattern."

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

ANSWER KEY: C. direction. Di-rec-tion. Di is open (long i). Rec is closed (short e). Tion is a final stable syllable. Important also has multiple syllable types, but direction is the clearest example from the passage.

CHECK FOR UNDERSTANDING

Ask a student to name the syllable types inside the word in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the syllable types inside the word.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the syllable types inside the word.

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 multisyllabic word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a multisyllabic 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 multisyllabic word.

Read the sentence. In the bold word, name the syllable types inside the word.

"In the village, **everybody** knew each other and worked together."

I CAN | I can show the syllable types inside the word.

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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 multisyllabic word syllable works."

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

"The bold word is **everybody**. Name the syllable types inside the word."

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

ANSWER KEY: everybody (from related vocabulary). Ev-ry-bod-y. Ev is closed. Ry is r-controlled. Bod is closed. Y is open. Four syllable types.

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable types inside the word 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 multisyllabic 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 multisyllabic word into its syllable types."

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 syllable types inside the word.

celebration
cel / e / bra / tion

I CAN | I can split a multisyllabic word into its syllable types.

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Grade 4 · Cluster 1 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 8 of 36 · Cluster 1 · Module 4 · 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 multisyllabic word into its syllable types."

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

"Celebration 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: cel / e / bra / tion. Cel is closed. E is open. Bra is open. Tion is the final stable syllable saying /shun/.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in celebration 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 types in a long 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 syllable types inside the word.

"It felt like everyone was **connected** somehow."

I CAN | I can prove the syllable types in a long word.

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Grade 4 · Cluster 1 · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 8 of 36 · Cluster 1 · Module 4 · 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 types in a long word."

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

"For **connected**, name the syllable types inside the word and prove it."

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

ANSWER KEY: connected. Con-nect-ed. Con is closed (short o). Nect is closed (short e). Ed is the past-tense ending. Two closed syllables plus the -ed.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the syllable types inside the word. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern multisyllabic word? Yes, if it has the syllable types inside the word.

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 multisyllabic word syllable.

Find a multisyllabic word on your own.

Go back to the passage. Find one multisyllabic word. Copy the sentence and name the syllable types inside the word.

**Go back to the reading.
Find one multisyllabic word.
Copy the exact sentence. Then name the syllable types inside
the word.**

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

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

“Copy the exact sentence. Then name the syllable types inside the word.”

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

ANSWER KEY: grandmother. Grand-moth-er. Grand is closed. Moth is closed. Er is r-controlled.

CHECK FOR UNDERSTANDING

Scan for students who name the syllable types inside the word together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the syllable types inside the word.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the syllable types inside the word.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE together. To-gether-er. To is an open syllable (long o). Geth is a closed syllable (short e). Er is r-controlled. Three syllable types in one word.

CHOOSE C. direction. Di-rec-tion. Di is open (long i). Rec is closed (short e). Tion is a final stable syllable. Important also has multiple syllable types, but direction is the clearest example from the passage.

SHOW everybody (from related vocabulary). Ev-ry-bod-y. Ev is closed. Ry is r-controlled. Bod is closed. Y is open. Four syllable types.

OWN cel / e / bra / tion. Cel is closed. E is open. Bra is open. Tion is the final stable syllable saying /shun/.

DEFEND connected. Con-nect-ed. Con is closed (short o). Nect is closed (short e). Ed is the past-tense ending. Two closed syllables plus the -ed.

YOUR TURN grandmother. Grand-moth-er. Grand is closed. Moth is closed. Er is r-controlled.

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 syllable types inside the word. 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 syllable types inside the word.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Their homes were built close together, and everyone knew each other. ... It felt like everyone was connected somehow.”

Which word from the reading has more than one syllable type inside it?

A homes

B grew

C together

D near

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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 syllable types inside the word.

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 homes
Homes is one VCe syllable.

B grew
Grew is one syllable with the vowel team ew.

C together Correct.
To-geth-er has an open syllable (to), a closed syllable (geth), and an r-controlled syllable (er).

D near
Near is one syllable with the vowel team ea plus r.

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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 multisyllabic word syllable word and prove the rule.