

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 -ture at the end, it says /chur/ and adds a syllable.

When I see -sure at the end, it says /zhur/ and adds a syllable.

When I can find the base word and the ending, I can read and spell the word.

THIS WEEK'S FOCUS

Endings -ture and -sure

from “The Energy We Use Everyday”

The endings -ture and -sure form final stable syllables. This week we find -ture and -sure words in and around “The Energy We Use Everyday,” such as nature, future, and measure.

This deck teaches **the -ture and -sure endings** 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 word with -ture or -sure syllables. The endings -ture and -sure form final stable syllables. The -ture says /chur/ and -sure says /zhur/.”

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

“The endings -ture and -sure form final stable syllables. This week we find -ture and -sure words in and around “The Energy We Use Everyday,” such as nature, future, and measure.”

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

PREP & MATERIALS: the Endings -ture and -sure slide deck for Cluster 2 Module 2 . a class or student copy of “The Energy We Use Everyday” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with -ture or -sure from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with -ture or -sure pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -ture or -sure."

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 word with -ture or -sure.

Read this sentence about the passage. Find the bold word and the base and the -ture or -sure ending.

"The nature of renewable resources means they can be replaced over time."

I CAN | I can notice a word with -ture or -sure and name the base and the -ture or -sure ending.

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Grade 4 · Cluster 2 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · 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 word with -ture or -sure syllable."

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

"Listen as I read the sentence. I am looking for the word with -ture or -sure syllable in nature."

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

ANSWER KEY: nature (related vocabulary). Na-ture. Na is open with the long a. Ture is the final stable syllable saying /chur/.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with -ture or -sure syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the base and the -ture or -sure ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with -ture or -sure syllable? Look for the base and the -ture or -sure ending.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with -ture or -sure syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with -ture or -sure pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -ture or -sure."

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 word with -ture or -sure.

Read the sentence. Which word is a word with -ture or -sure? Use the rule.

"Understanding energy resources helps us plan for the future."

A several • **B** resources • **C** future

I CAN | I can choose the word with -ture or -sure and explain how I know.

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Grade 4 · Cluster 2 · 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 word with -ture or -sure 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 word with -ture or -sure pattern."

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

ANSWER KEY: C. future. Fu-ture. Fu is open with the long u. Ture is the final stable syllable saying /chur/. Several has the VCV pattern, and resources ends in -es.

CHECK FOR UNDERSTANDING

Ask a student to name the base and the -ture or -sure ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base and the -ture or -sure ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base and the -ture or -sure ending.

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 word with -ture or -sure syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with -ture or -sure 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 word with -ture or -sure.

Read the sentence. In the bold word, name the base and the -ture or -sure ending.

"A **mixture** of renewable and nonrenewable resources powers our daily lives."

I CAN | I can show the base and the -ture or -sure ending.

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Grade 4 · Cluster 2 · 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 word with -ture or -sure syllable works."

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

"The bold word is mixture. Name the base and the -ture or -sure ending."

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

ANSWER KEY: mixture (related vocabulary). Mix-ture. Mix is a closed syllable with the short i. Ture is the final stable syllable saying /chur/.

CHECK FOR UNDERSTANDING

Ask a student to point to the base and the -ture or -sure ending 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 word with -ture or -sure 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 find the base behind -ture or -sure."

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 base and the -ture or -sure ending.

temperature
tem / per / a / ture

I CAN | I can find the base behind -ture or -sure.

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Grade 4 · Cluster 2 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · 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 find the base behind -ture or -sure."

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

"Temperature 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: tem / per / a / ture. Tem is closed. Per is r-controlled. A is the schwa. Ture is the final stable syllable.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in temperature 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 has a -ture or -sure ending."

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 base and the -ture or -sure ending.

"Scientists **measure** the amount of energy each resource can provide."

I CAN | I can prove that a word has a -ture or -sure ending.

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Grade 4 · Cluster 2 · 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 has a -ture or -sure ending."

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

"For measure, name the base and the -ture or -sure ending and prove it."

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

ANSWER KEY: measure (related vocabulary). Mea-sure. Mea has the vowel team ea. Sure is the final stable syllable saying /zhur/.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the base and the -ture or -sure ending. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -ture or -sure? Yes, if it has the base and the -ture or -sure ending.

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 word with -ture or -sure syllable.

Find a word with -ture or -sure on your own.

Go back to the passage. Find one word with -ture or -sure. Copy the sentence and name the base and the -ture or -sure ending.

Go back to the reading.
Find one word with -ture or -sure.
Copy the exact sentence. Then name the base and the -ture or -sure ending.

I CAN | I can find a word with -ture or -sure 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 word with -ture or -sure syllable on your own.”

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

“Copy the exact sentence. Then name the base and the -ture or -sure ending.”

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

ANSWER KEY: adventure. Ad-ven-ture. Ture is the final stable syllable saying /chur/.

CHECK FOR UNDERSTANDING

Scan for students who name the base and the -ture or -sure ending together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base and the -ture or -sure ending.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with -ture or -sure and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base and the -ture or -sure ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE nature (related vocabulary). Na-ture. Na is open with the long a. Ture is the final stable syllable saying /chur/.

CHOOSE C. future. Fu-ture. Fu is open with the long u. Ture is the final stable syllable saying /chur/. Several has the VCV pattern, and resources ends in -es.

SHOW mixture (related vocabulary). Mix-ture. Mix is a closed syllable with the short i. Ture is the final stable syllable saying /chur/.

OWN tem / per / a / ture. Tem is closed. Per is r-controlled. A is the schwa. Ture is the final stable syllable.

DEFEND measure (related vocabulary). Mea-sure. Mea has the vowel team ea. Sure is the final stable syllable saying /zhur/.

YOUR TURN adventure. Ad-ven-ture. Ture is the final stable syllable saying /chur/.

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 base and the -ture or -sure ending. 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 base and the -ture or -sure ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Renewable resources can be replaced over time and used again. ... Nonrenewable resources provide a large and steady supply of energy.”

Which word ends in -ture, a final stable syllable saying /chur/?

A resources

B energy

C damage

D nature

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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 base and the -ture or -sure ending.

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 resources
Resources ends in -es, a plural ending.

B energy
Energy ends in -y, not -ture.

C damage
Damage ends in -age, not -ture.

D nature Correct.
Na-ture. The ending -ture says /chur/ and forms a final stable syllable.

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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 word with -ture or -sure syllable word and prove the rule.