

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?

Adding -er means more. Adding -est means most.

Sometimes I double the last consonant or drop the e before adding -er or -est.

When I find the base word, I can read the comparison.

THIS WEEK'S FOCUS

Suffixes -er and -est

from “The Wealth of Mansa Musa”

The suffixes -er and -est make comparisons. This week we study -er and -est words with base changes, using vocabulary from "The Wealth of Mansa Musa."

This deck teaches **the -er and -est endings** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 4 • Syllable Types

TEKS 4.2(B) • Syllable Types • Week 17 of 36 • Cluster 4 • Module 1 • 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 comparative word syllables. The suffixes -er (more) and -est (most) compare things. Sometimes the base word changes before adding the suffix.”

▶ 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 suffixes -er and -est make comparisons. This week we study -er and -est words with base changes, using vocabulary from "The Wealth of Mansa Musa."”

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

PREP & MATERIALS: the Suffixes -er and -est slide deck for Cluster 4 Module 1 . a class or student copy of "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a comparative 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 comparative word.

Read this sentence from the passage. Find the bold word and the base word and the -er or -est ending.

"He became king in the early 1300s and is often remembered as one of the richest people in history."

I CAN | I can notice a comparative word and name the base word and the -er or -est ending.

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Grade 4 • Cluster 4 • Syllable Types • Monday

TEKS 4.2(B) • Syllable Types • Week 17 of 36 • Cluster 4 • 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 comparative 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 comparative word syllable in richest."

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

ANSWER KEY: richest. Rich-est. The suffix -est means most. Rich is the base. Richest means the most rich.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the base word and the -er or -est ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a comparative word syllable? Look for the base word and the -er or -est ending.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a comparative 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 comparative word.

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

"As trade grew, Mali became **wealthier** than the kingdoms around it."

A wealthier • **B** smart • **C** helped

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

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Grade 4 • Cluster 4 • 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 comparative 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 comparative word pattern."

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

ANSWER KEY: A. wealthier. Wealth-i-er. The suffix -er means more. Wealthy is the base, and the y changes to i before adding -er. Smart has no suffix, and helped has -ed.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -er or -est ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the -er or -est ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base word and the -er or -est 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 comparative word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a comparative 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 comparative word.

Read the sentence. In the bold word, name the base word and the -er or -est ending.

"As more traders arrived, Timbuktu became **busier** and more important."

I CAN | I can show the base word and the -er or -est ending.

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Grade 4 · Cluster 4 · 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 comparative word syllable works."

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

"The bold word is **busier**. Name the base word and the -er or -est ending."

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

ANSWER KEY: busier (from busy). Bus-i-er. The base busy drops the y and adds -ier. The suffix -er means more. Busier means more busy.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -er or -est 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 comparative 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 find the base word behind -er or -est."

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 word and the -er or -est ending.

earliest
ear / li / est

I CAN | I can find the base word behind -er or -est.

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Grade 4 · Cluster 4 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 17 of 36 · Cluster 4 · 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 find the base word behind -er or -est."

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

"Earliest 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: ear / li / est. The base word early drops the y and adds -iest. Ear is r-controlled. Li is open. Est is the suffix meaning most.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in earliest 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 -er or -est."

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 word and the -er or -est ending.

"Mansa Musa's generosity made people notice that Mali was bigger and more powerful than they had thought."

I CAN | I can prove that a word has -er or -est.

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Grade 4 · Cluster 4 · 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 -er or -est."

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

"For bigger, name the base word and the -er or -est ending and prove it."

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

ANSWER KEY: bigger (related vocabulary). Big-ger. The base big doubles the g before adding -er. The suffix -er means more. Bigger means more big.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is every word with this pattern comparative word? Yes, if it has the base word and the -er or -est 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 comparative word syllable.

Find a comparative word on your own.

Go back to the passage. Find one comparative word. Copy the sentence and name the base word and the -er or -est ending.

**Go back to the reading.
Find one comparative word.
Copy the exact sentence. Then name the base word and the -er
or -est ending.**

I CAN | I can find a comparative 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 comparative word syllable on your own."

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

"Copy the exact sentence. Then name the base word and the -er or -est ending."

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

ANSWER KEY: safer. Safe + er. The base drops the e before adding -er. Safer means more safe.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -er or -est ending together.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the -er or -est ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE richest. Rich-est. The suffix -est means most. Rich is the base. Richest means the most rich.

CHOOSE A. wealthier. Wealth-i-er. The suffix -er means more. Wealthy is the base, and the y changes to i before adding -er. Smart has no suffix, and helped has -ed.

SHOW busier (from busy). Bus-i-er. The base busy drops the y and adds -ier. The suffix -er means more. Busier means more busy.

OWN ear / li / est. The base word early drops the y and adds -iest. Ear is r-controlled. Li is open. Est is the suffix meaning most.

DEFEND bigger (related vocabulary). Big-ger. The base big doubles the g before adding -er. The suffix -er means more. Bigger means more big.

YOUR TURN safer. Safe + er. The base drops the e before adding -er. Safer means more safe.

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 word and the -er or -est 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 word and the -er or -est ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“He became king in the early 1300s and is often remembered as one of the richest people in history. ... Cities like Timbuktu became busy and important places.”

Which word from the reading has a suffix meaning most?

A wealthy

B richest

C important

D famous

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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 base word and the -er or -est 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 B.

- A** **wealthy**
Wealthy ends in -y, not -er or -est.
- B** **richest** **Correct.**
Rich-est. The suffix -est means most. Richest means the most rich.
- C** **important**
Important ends in -ant, not -er or -est.
- D** **famous**
Famous ends in -ous, not -er or -est.

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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 comparative word syllable word and prove the rule.