

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 -ly at the end, the word tells how something is done.

When I see -y at the end, the word describes something.

The final y says the long e sound. It is an open syllable.

THIS WEEK'S FOCUS

Suffix -ly and -y

from “Four Regions, One Big Adventure”

The suffix -ly makes an adverb (quickly), and -y makes an adjective (rocky). Both end in an open syllable with the long e sound. This week we find -ly and -y words from “Four Regions, One Big Adventure.”

This deck teaches the **-ly and -y 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 19 of 36 • Cluster 4 • 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 word with -ly or -y syllables. The suffix -ly turns an adjective into an adverb. The suffix -y turns a noun into an adjective. Both end in an open 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.

“The suffix -ly makes an adverb (quickly), and -y makes an adjective (rocky). Both end in an open syllable with the long e sound. This week we find -ly and -y words from “Four Regions, One Big Adventure.””

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

PREP & MATERIALS: the Suffix -ly and -y slide deck for Cluster 4 Module 3 . a class or student copy of “Four Regions, One Big Adventure” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -ly or -y."

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 -ly or -y.

Read this sentence from the passage. Find the bold word and the base word and the -ly or -y ending.

"It's **really** hot here," he said."

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

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Grade 4 · Cluster 4 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 19 of 36 · Cluster 4 · 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 word with -ly or -y 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 -ly or -y syllable in really."

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

ANSWER KEY: really. Re-al-ly. The suffix -ly tells how. Real is the base. The final y says long e.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what the word would sound like without the word with -ly or -y pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -ly or -y."

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 -ly or -y.

Read the sentence. Which word is a word with -ly or -y? Use the rule.

"Zavier noticed tall, rocky mountains and dry land."

A rocky • **B** tall • **C** dry

I CAN | I can choose the word with -ly or -y 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 word with -ly or -y 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 -ly or -y pattern."

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

ANSWER KEY: A. rocky. Rock-y. The suffix -y turns the noun rock into an adjective. Tall and dry have no suffix.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -ly or -y ending in the answer.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

TODAY'S THINKING JOB

SHOW

"I can show how a word with -ly or -y 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 -ly or -y.

Read the sentence. In the bold word, name the base word and the -ly or -y ending.

"Finally, they arrived at the Coastal Plains near the Gulf of Mexico."

I CAN | I can show the base word and the -ly or -y 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 word with -ly or -y syllable works."

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

"The bold word is **finally**. Name the base word and the -ly or -y ending."

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

ANSWER KEY: finally. Fi-nal-ly. The suffix -ly turns the adjective final into an adverb. Fi is open. Nal is closed. Ly has the long e.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -ly or -y 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 -ly or -y 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 -ly or -y."

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 -ly or -y ending.

commonly
com / mon / ly

I CAN | I can find the base word behind -ly or -y.

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Grade 4 · Cluster 4 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 19 of 36 · Cluster 4 · 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 find the base word behind -ly or -y."

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

"Commonly 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: com / mon / ly. Com is closed. Mon is closed. Ly is open with the long e. The suffix -ly turns common into an adverb.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in commonly 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 -ly or -y."

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 -ly or -y ending.

"The North Central Plains had **grassy** hills and mild weather."

I CAN | I can prove that a word has -ly or -y.

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Grade 4 · Cluster 4 · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 19 of 36 · Cluster 4 · 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 has -ly or -y."

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

"For greener, name the base word and the -ly or -y ending and prove it."

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

ANSWER KEY: greener is a comparative, not -ly or -y. A better example from the passage: grassy (grass-y). The suffix -y turns the noun grass into an adjective.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -ly or -y? Yes, if it has the base word and the -ly or -y 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 -ly or -y syllable.

Find a word with -ly or -y on your own.

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

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

I CAN | I can find a word with -ly or -y 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 -ly or -y 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 -ly or -y ending."

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

ANSWER KEY: quickly. Quick-ly. The suffix -ly turns quick into an adverb.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -ly or -y ending together.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE really. Re-al-ly. The suffix -ly tells how. Real is the base. The final y says long e.

CHOOSE A. rocky. Rock-y. The suffix -y turns the noun rock into an adjective. Tall and dry have no suffix.

SHOW finally. Fi-nal-ly. The suffix -ly turns the adjective final into an adverb. Fi is open. Nal is closed. Ly has the long e.

OWN com / mon / ly. Com is closed. Mon is closed. Ly is open with the long e. The suffix -ly turns common into an adverb.

DEFEND greener is a comparative, not -ly or -y. A better example from the passage: grassy (grass-y). The suffix -y turns the noun grass into an adjective.

YOUR TURN quickly. Quick-ly. The suffix -ly turns quick into an adverb.

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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 -ly or -y 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 -ly or -y ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“It’s really hot here,” he said. ... Xavier noticed tall, rocky mountains. ... Finally, they arrived at the Coastal Plains.”

Which word from the reading has the suffix -ly, turning an adjective into an adverb?

A finally

B rocky

C different

D important

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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 base word and the -ly or -y 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 A.

- A finally Correct.**
Fi-nal-ly. The suffix -ly turns the adjective final into an adverb meaning at last.
- B rocky**
Rocky has the suffix -y, not -ly. It is an adjective, not an adverb.
- C different**
Different ends in -ent, not -ly.
- D important**
Important ends in -ant, not -ly.

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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 word with -ly or -y syllable word and prove the rule.