

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 compound word is two smaller words joined together, like farmland.

A contraction shortens two words with an apostrophe, like doesn't.

When I find the two parts, I can read and spell the word.

THIS WEEK'S FOCUS

Compounds and Contractions

from “What Shapes a Society?”

Compound words join two smaller words (farmland). Contractions shorten two words with an apostrophe (doesn't). This week we find compounds and contractions in “What Shapes a Society?”

This deck teaches **compound words and contractions** 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 compound word or contraction syllables. A compound word is two smaller words put together. A contraction is two words shortened with an apostrophe. Both keep the syllable types of their parts.”

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

“Compound words join two smaller words (farmland). Contractions shorten two words with an apostrophe (doesn't). This week we find compounds and contractions in “What Shapes a Society?””

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

PREP & MATERIALS: the Compounds and Contractions slide deck for Cluster 8 Module 1 . a class or student copy of “What Shapes a Society?” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask a student how reading the word would change if the compound word or contraction pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a compound word or contraction."

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 compound word or contraction.

Read this sentence about the passage. Find the bold word and the two words inside it.

"The Caddo people used the rich **farmland** near the rivers to grow crops."

I CAN | I can notice a compound word or contraction and name the two words inside it.

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Grade 4 · Cluster 8 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 33 of 36 · Cluster 8 · 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 compound word or contraction syllable."

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

"Listen as I read the sentence. I am looking for the compound word or contraction syllable in farmland."

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

ANSWER KEY: farmland (related vocabulary). Farm-land. Farm is r-controlled. Land is closed. Two words joined to make one compound word meaning land for farming.

CHECK FOR UNDERSTANDING

Ask a student to explain the compound word or contraction syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the two words inside it. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a compound word or contraction syllable? Look for the two words inside it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the compound word or contraction syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the compound word or contraction pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a compound word or contraction."

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 compound word or contraction.

Read the sentence. Which word is a compound word or contraction? Use the rule.

"The land did not build Caddo communities by itself."

A itself • **B** sunlight • **C** communities

I CAN | I can choose the compound word or contraction and explain how I know.

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Grade 4 · Cluster 8 · 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 compound word or contraction 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 compound word or contraction pattern."

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

ANSWER KEY: A. itself. It-self. Two smaller words joined together. It is a closed syllable. Self is a closed syllable. Sunlight is also compound, but itself appears in the passage.

CHECK FOR UNDERSTANDING

Ask a student to name the two words inside it in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two words inside it.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two words inside it.

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 compound word or contraction syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a compound word or contraction 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 compound word or contraction.

Read the sentence. In the bold word, name the two words inside it.

"These include coal, oil, and natural gas, which form deep **underground** over millions of years."

I CAN | I can show the two words inside it.

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Grade 4 • Cluster 8 • Syllable Types • Wednesday

TEKS 4.2(B) · Syllable Types · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

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 compound word or contraction syllable works."

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

"The bold word is **underground**. Name the two words inside it."

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

ANSWER KEY: underground. Un-der-ground. Three parts: under and ground combine into a compound. Under is a closed syllable. Ground has the diphthong ou.

CHECK FOR UNDERSTANDING

Ask a student to point to the two words inside it 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 compound word or contraction 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 compound or contraction to read it."

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 two words inside it.

doesn't
does / n't

I CAN | I can split a compound or contraction to read it.

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Grade 4 · Cluster 8 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 33 of 36 · Cluster 8 · 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 split a compound or contraction to read it."

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

"Doesn't 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: doesn't. Does + not = doesn't. The apostrophe replaces the o in not. A contraction shortens two words.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in doesn't 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 is a compound or contraction."

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 two words inside it.

"Because they take so long to develop, they cannot be replaced quickly once they are used."

I CAN | I can prove that a word is a compound or contraction.

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Grade 4 · Cluster 8 · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 33 of 36 · Cluster 8 · Module 1 · 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 is a compound or contraction."

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

"For cannot, name the two words inside it and prove it."

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

ANSWER KEY: cannot. Can-not. Two words joined together. Can is closed. Not is closed. Cannot means not able to.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved cannot follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the two words inside it. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern compound word or contraction? Yes, if it has the two words inside it.

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 compound word or contraction syllable.

Find a compound word or contraction on your own.

Go back to the passage. Find one compound word or contraction. Copy the sentence and name the two words inside it.

Go back to the reading.
Find one compound word or contraction.
Copy the exact sentence. Then name the two words inside it.

I CAN | I can find a compound word or contraction 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 compound word or contraction syllable on your own.”

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

“Copy the exact sentence. Then name the two words inside it.”

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

ANSWER KEY: sunlight. Sun-light. Two words joined. Sun is closed. Light has the vowel team igh.

CHECK FOR UNDERSTANDING

Scan for students who name the two words inside it together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two words inside it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two words inside it.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE farmland (related vocabulary). Farm-land. Farm is r-controlled. Land is closed. Two words joined to make one compound word meaning land for farming.

CHOOSE A. itself. It-self. Two smaller words joined together. It is a closed syllable. Self is a closed syllable. Sunlight is also compound, but itself appears in the passage.

SHOW underground. Un-der-ground. Three parts: under and ground combine into a compound. Under is a closed syllable. Ground has the diphthong ou.

OWN doesn't. Does + not = doesn't. The apostrophe replaces the o in not. A contraction shortens two words.

DEFEND cannot. Can-not. Two words joined together. Can is closed. Not is closed. Cannot means not able to.

YOUR TURN sunlight. Sun-light. Two words joined. Sun is closed. Light has the vowel team igh.

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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 two words inside it. 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 two words inside it.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“The land did not build Caddo communities by itself. ... Because they take so long to develop, they cannot be replaced quickly.”

Which word from the reading is a compound word?

A communities

B develop

C replaced

D itself

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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 two words inside it.

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 communities**
Communities is not a compound. It is a base word with a suffix.
- B develop**
Develop is not a compound word.
- C replaced**
Replaced is a base word (replace) with the suffix -ed.
- D itself **Correct.****
It-self. Two smaller words joined together. It + self = itself.

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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 compound word or contraction syllable word and prove the rule.