

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?

An abbreviation is a short form of a word, like Dr. for Doctor.

Most abbreviations end with a period.

When I see an abbreviation, I read the full word it stands for.

THIS WEEK'S FOCUS

Abbreviations

from “What Shapes a Society?”

An abbreviation is a shortened form of a word, like Dr. for Doctor, St. for Street, and U.S. for United States. This week we practice abbreviations.

This deck teaches **abbreviations** 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 abbreviation syllables. An abbreviation is a shortened form of a word. It usually ends with a period. Abbreviations stand for full words.”

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

“An abbreviation is a shortened form of a word, like Dr. for Doctor, St. for Street, and U.S. for United States. This week we practice abbreviations.”

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

PREP & MATERIALS: the Abbreviations slide deck for Cluster 8 Module 2
 . a class or student copy of “What Shapes a Society?” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an abbreviation."

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 abbreviation.

Read this sentence from the passage. Find the bold word and the short form and the full word it stands for.

**"Leaders in the United States used similar ideas when creating the
U.S. Constitution."**

I CAN | I can notice an abbreviation and name the short form and the full word it stands for.

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Grade 4 · Cluster 8 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 34 of 36 · Cluster 8 · 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 an abbreviation syllable."

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

"Listen as I read the sentence. I am looking for the abbreviation syllable in U.S.."

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

ANSWER KEY: U.S. stands for United States. Each letter represents a word. The periods show it is an abbreviation.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the short form and the full word it stands for. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is an abbreviation syllable? Look for the short form and the full word it stands for.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose an abbreviation."

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 abbreviation.

Read the sentence. Which word is an abbreviation? Use the rule.

"Dr. Martin Luther King Jr. spoke about freedom and justice."

A decide • **B** People • **C** Dr. (Doctor)

I CAN | I can choose the abbreviation 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 an abbreviation 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 abbreviation pattern."

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

ANSWER KEY: C. Dr. Dr. is the abbreviation for Doctor. It ends with a period. Decide and People are full words, not abbreviations.

CHECK FOR UNDERSTANDING

Ask a student to name the short form and the full word it stands for in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the short form and the full word it stands for.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the short form and the full word it stands for.

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 abbreviation syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how an abbreviation 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 abbreviation.

Read the sentence. In the bold word, name the short form and the full word it stands for.

"The Caddo village was near the river on **St. Augustine Road**."

I CAN | I can show the short form and the full word it stands for.

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Grade 4 • Cluster 8 • Syllable Types • Wednesday

TEKS 4.2(B) • Syllable Types • Week 34 of 36 • Cluster 8 • Module 2 • 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 an abbreviation syllable works."

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

"The bold word is **St.**. Name the short form and the full word it stands for."

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

ANSWER KEY: St. (related vocabulary). St. is the abbreviation for Street or Saint. The period shows it is shortened.

CHECK FOR UNDERSTANDING

Ask a student to point to the short form and the full word it stands for 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 abbreviation 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 read the full word behind an abbreviation."

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 short form and the full word it stands for.

///

I CAN | I can read the full word behind an abbreviation.

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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 read the full word behind an abbreviation."

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

"Etc. 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: etc. is the abbreviation for et cetera, which means and so on. It is used at the end of a list.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in etc. 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 an abbreviation."

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 short form and the full word it stands for.

"Mr. Patel opened his store with help from a bank loan."

I CAN | I can prove that a word is an abbreviation.

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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 is an abbreviation."

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

"For Mr., name the short form and the full word it stands for and prove it."

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

ANSWER KEY: Mr. (related vocabulary). Mr. is the abbreviation for Mister. The period shows it is shortened from a longer word.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the short form and the full word it stands for. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern abbreviation? Yes, if it has the short form and the full word it stands for.

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 an abbreviation syllable.

Find an abbreviation on your own.

Go back to the passage. Find one abbreviation. Copy the sentence and name the short form and the full word it stands for.

**Go back to the reading.
Find one abbreviation.
Copy the exact sentence. Then name the short form and the full word it stands for.**

I CAN | I can find an abbreviation 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 an abbreviation syllable on your own.”

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

“Copy the exact sentence. Then name the short form and the full word it stands for.”

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

ANSWER KEY: Ave. is the abbreviation for Avenue. The period shows it is shortened.

CHECK FOR UNDERSTANDING

Scan for students who name the short form and the full word it stands for together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the short form and the full word it stands for.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the short form and the full word it stands for.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE U. S. stands for United States. Each letter represents a word. The periods show it is an abbreviation.

CHOOSE C. Dr. Dr. is the abbreviation for Doctor. It ends with a period. Decide and People are full words, not abbreviations.

SHOW St. (related vocabulary). St. is the abbreviation for Street or Saint. The period shows it is shortened.

OWN etc. is the abbreviation for et cetera, which means and so on. It is used at the end of a list.

DEFEND Mr. (related vocabulary). Mr. is the abbreviation for Mister. The period shows it is shortened from a longer word.

YOUR TURN Ave. is the abbreviation for Avenue. The period shows it is shortened.

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 short form and the full word it stands for. 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 short form and the full word it stands for.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Leaders in the United States used similar ideas when creating the U.S. Constitution. ... People observe the world around them.”

Which is an abbreviation for United States?

A U.S.

B us

C USA

D Unite

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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 short form and the full word it stands for.

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 U.S. Correct.**
U.S. stands for United States. Each letter represents a word, and the periods show it is an abbreviation.
- B us**
Us is a pronoun meaning we, not an abbreviation.
- C USA**
USA is an acronym (no periods), not the standard abbreviation U.S.
- D Unite**
Unite is a verb, not an abbreviation.

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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 an abbreviation syllable word and prove the rule.