

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?

Some vowel teams and letter combinations can make more than one sound.

The letters ea can say long e, short e, or long a.

When I try each sound, one will make a real word I recognize.

THIS WEEK'S FOCUS

Multiple Sound Patterns

from “What Shapes a Society? Place, Resources”

Some spellings make multiple sounds. The vowel team ea says long e in team, short e in head, and long a in great. The letters ow say long o in grow and ow in cow. This week we practice these patterns.

This deck teaches **multiple sound spelling patterns** 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 an unusual spelling syllables. Some spelling patterns can make more than one sound. The letters ea can say long e (team), short e (head), or long a (great). Knowing the word helps you choose the right sound.”

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

“Some spellings make multiple sounds. The vowel team ea says long e in team, short e in head, and long a in great. The letters ow say long o in grow and ow in cow. This week we practice these patterns.”

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

PREP & MATERIALS: the Multiple Sound Patterns slide deck for Cluster 8 Module 3 . a class or student copy of “What Shapes a Society? Place, Resources” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with an unusual spelling from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with an unusual spelling pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with an unusual spelling."

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 an unusual spelling.

Read this sentence from the passage. Find the bold word and the spelling and the sound it makes.

"Weather describes conditions at a particular time and place."

I CAN | I can notice a word with an unusual spelling and name the spelling and the sound it makes.

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Grade 4 · Cluster 8 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 35 of 36 · Cluster 8 · 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 an unusual spelling 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 an unusual spelling syllable in weather."

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

ANSWER KEY: weather. Weath-er. The ea says the short e sound here, not the long e. Weather rhymes with feather, not teacher.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with an unusual spelling syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the spelling and the sound it makes. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with an unusual spelling syllable? Look for the spelling and the sound it makes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with an unusual spelling syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with an unusual spelling pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with an unusual spelling."

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 an unusual spelling.

Read the sentence. Which word is a word with an unusual spelling? Use the rule.

"Families grew crops such as corn, beans, and squash."

A beans (long e) • **B** spread (short e) • **C** great (long a)

I CAN | I can choose the word with an unusual spelling 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 word with an unusual spelling 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 an unusual spelling pattern."

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

ANSWER KEY: A. beans. In beans, the ea says the long e sound. In spread the ea says short e, and in great the ea says long a. The same letters make three different sounds.

CHECK FOR UNDERSTANDING

Ask a student to name the spelling and the sound it makes in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the spelling and the sound it makes.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the spelling and the sound it makes.

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 an unusual spelling syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with an unusual spelling 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 an unusual spelling.

Read the sentence. In the bold word, name the spelling and the sound it makes.

"The **head** of the Caddo village led the gathering at the great mound."

I CAN | I can show the spelling and the sound it makes.

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Grade 4 • Cluster 8 • 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 an unusual spelling syllable works."

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

"The bold word is head. Name the spelling and the sound it makes."

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

ANSWER KEY: head (related vocabulary). Head has the vowel team ea, but the ea says short e, not long e. Head rhymes with bed.

CHECK FOR UNDERSTANDING

Ask a student to point to the spelling and the sound it makes 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 an unusual spelling 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 use the pattern to read a tricky 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"

Own it. Read the longer word.

Split the word into its parts. Name the spelling and the sound it makes.

///

I CAN | I can use the pattern to read a tricky word.

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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 use the pattern to read a tricky word."

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

"Great 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: great. Great has the vowel team ea, but the ea says long a. Great rhymes with late. The same spelling ea makes three different sounds.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in great 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 the spelling pattern in a tricky 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"

Defend the rule.

Prove the bold word follows the rule. Name the spelling and the sound it makes.

"Sometimes communities must *break* old patterns and try new ways of living."

I CAN | I can prove the spelling pattern in a tricky word.

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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 the spelling pattern in a tricky word."

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

"For break, name the spelling and the sound it makes and prove it."

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

ANSWER KEY: break (related vocabulary). Break has the vowel team ea saying long a, like great. This is the same spelling but a different sound from team (long e) or head (short e).

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the spelling and the sound it makes. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with an unusual spelling? Yes, if it has the spelling and the sound it makes.

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 an unusual spelling syllable.

Find a word with an unusual spelling on your own.

Go back to the passage. Find one word with an unusual spelling. Copy the sentence and name the spelling and the sound it makes.

Go back to the reading.
Find one word with an unusual spelling.
Copy the exact sentence. Then name the spelling and the sound it makes.

I CAN | I can find a word with an unusual spelling 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 an unusual spelling syllable on your own.”

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

“Copy the exact sentence. Then name the spelling and the sound it makes.”

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

ANSWER KEY: thread. Thread has ea saying short e. Thread rhymes with bed.

CHECK FOR UNDERSTANDING

Scan for students who name the spelling and the sound it makes together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the spelling and the sound it makes.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with an unusual spelling and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the spelling and the sound it makes.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE weather. Weath-er. The ea says the short e sound here, not the long e. Weather rhymes with feather, not teacher.

CHOOSE A. beans. In beans, the ea says the long e sound. In spread the ea says short e, and in great the ea says long a. The same letters make three different sounds.

SHOW head (related vocabulary). Head has the vowel team ea, but the ea says short e, not long e. Head rhymes with bed.

OWN great. Great has the vowel team ea, but the ea says long a. Great rhymes with late. The same spelling ea makes three different sounds.

DEFEND break (related vocabulary). Break has the vowel team ea saying long a, like great. This is the same spelling but a different sound from team (long e) or head (short e).

YOUR TURN thread. Thread has ea saying short e. Thread rhymes with bed.

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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 spelling and the sound it makes. 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 spelling and the sound it makes.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Weather describes conditions at a particular time and place. ... Families grew crops such as corn, beans, and squash.”

In which word does the vowel team ea say the short e sound?

A beans

B great

C weather

D team

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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 C.

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 spelling and the sound it makes.

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 C.

A beans
In beans, the ea says long e, not short e.

B great
In great, the ea says long a, not short e.

C weather Correct.
In weather, the ea says short e. Weather rhymes with feather.

D team
In team, the ea says long e, not short e.

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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 C. 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 an unusual spelling syllable word and prove the rule.