

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by 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 find the vowel pattern, I know which syllable type it is.

Dividing a word at the right place helps me read each syllable.

When I can name the syllable types, I can read and spell longer words.

THIS WEEK'S FOCUS

Syllable Types and Division

from “The Great Chocolate Chip Cookie Mystery”

This week we review all six syllable types using words from “The Great Chocolate Chip Cookie Mystery.”

Every syllable follows one of the six types, and each type has its own vowel rule.

This deck teaches **syllable types and division** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 5 • Prepare Cluster • Syllable Types

TEKS 5.2(B) • Syllable Types • Week 1 of 36 • Prepare Cluster • 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 closed, open, VCe, vowel team, r-controlled, and final stable syllables. Every word has syllable types. Knowing the types helps you divide a word and read it. Closed, open, VCe, vowel team, r-controlled, and final stable syllables each follow a rule.”

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

“This week we review all six syllable types using words from “The Great Chocolate Chip Cookie Mystery.” Every syllable follows one of the six types, and each type has its own vowel rule.”

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

PREP & MATERIALS: the Syllable Types and Division slide deck for Prepare Cluster Module 1 . a class or student copy of “The Great Chocolate Chip Cookie Mystery” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a syllable of each of the six types."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by 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 syllable type.

Read this sentence from the passage. Find the bold word and the vowel pattern and the syllable boundary.

"By 11:42 on Friday morning, fifth grade had a **problem."**

I CAN | I can notice a syllable of each of the six types and name the vowel pattern and the syllable boundary.

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Grade 5 · Prepare Cluster · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 1 of 36 · Prepare Cluster · 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 closed, open, VCe, vowel team, r-controlled, or final stable syllable."

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

"Listen as I read the sentence. I am looking for the closed, open, VCe, vowel team, r-controlled, or final stable syllable in problem."

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

ANSWER KEY: problem. Prob is a closed syllable with the short o. Lem is a closed syllable with the short e. Both vowels are closed in by consonants.

CHECK FOR UNDERSTANDING

Ask a student to explain the closed, open, VCe, vowel team, r-controlled, or final stable syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the vowel pattern and the syllable boundary. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a closed, open, VCe, vowel team, r-controlled, or final stable syllable? Look for the vowel pattern and the syllable boundary.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the closed, open, VCe, vowel team, r-controlled, or final stable syllable. Keep the demand at this level.

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word and name its syllable type."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by 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 syllable type.

Read the sentence. Which word has the syllable type the rule describes? Use the rule.

"Fifth grade had a **problem**, a chocolate-chip-sized emergency with **cookie** trays."

A cookie • **B** problem • **C** tray

I CAN | I can choose the syllable type and explain how I know.

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Grade 5 · Prepare Cluster · 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 closed, open, VCe, vowel team, r-controlled, or final stable syllable."

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

"Read the sentence and all three choices. Only one word matches the syllable type rule."

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

ANSWER KEY: B. problem. Problem has two closed syllables: prob (short o) and lem (short e). Cookie has a vowel team oo. Tray has the vowel team ay.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel pattern and the syllable boundary in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel pattern and the syllable boundary.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel pattern and the syllable boundary.

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 closed, open, VCe, vowel team, r-controlled, or final stable syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a syllable type works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by 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 syllable type.

Read the sentence. In the bold word, name the vowel pattern and the syllable boundary.

"Jordan stared through the **cafeteria** serving window."

I CAN | I can show the vowel pattern and the syllable boundary.

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Grade 5 · Prepare Cluster · 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 closed, open, VCe, vowel team, r-controlled, or final stable syllable works."

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

"The bold word is cafeteria. Name the vowel pattern and the syllable boundary."

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

ANSWER KEY: cafeteria. Caf is closed (short a). E is open (long e). Te is open (long e). Ri is open (long i). A is open (long a). The word has five syllables with a mix of types.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel pattern and the syllable boundary 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 closed, open, VCe, vowel team, r-controlled, or final stable 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 divide a word into its syllable types."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by 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 vowel pattern and the syllable boundary.

investigate
in / ves / ti / gate

I CAN | I can divide a word into its syllable types.

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Grade 5 · Prepare Cluster · Syllable Types · Thursday

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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 divide a word into its syllable types."

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

"Investigate 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: in / ves / ti / gate. In is closed (short i). Ves is closed (short e). Ti is open (long i sound in context). Gate is VCe (long a). The word has four syllables across three types.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in investigate 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 syllable types in a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by 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 vowel pattern and the syllable boundary.

"Every last **chocolate** chip cookie was gone."

I CAN | I can prove the syllable types in a word.

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Grade 5 · Prepare Cluster · 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 the syllable types in a word."

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

"For chocolate, name the vowel pattern and the syllable boundary and prove it."

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

ANSWER KEY: chocolate. Choc is closed (short o). O is open. Late is VCe (but in this word the vowel is reduced). The syllable types help you divide the word to read it.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel pattern and the syllable boundary. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this vowel pattern the same syllable type? Yes, if it has the vowel pattern and the syllable boundary.

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 closed, open, VCe, vowel team, r-controlled, or final stable syllable.

Find a word on your own and name its syllable type.

Go back to the passage. Find one word and name its syllable type. Copy the sentence and name the vowel pattern and the syllable boundary.

Go back to the reading.
Find one word and name its syllable type.
Copy the exact sentence. Then name the vowel pattern and the syllable boundary.

I CAN | I can find a syllable type 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 closed, open, VCe, vowel team, r-controlled, or final stable syllable on your own.”

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

“Copy the exact sentence. Then name the vowel pattern and the syllable boundary.”

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

ANSWER KEY: morning. Mor is r-controlled (the r changes the o). Ning is closed (short i). Two syllable types in one word.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel pattern and the syllable boundary together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel pattern and the syllable boundary.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick one syllable, name its type, and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel pattern and the syllable boundary.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE problem. Prob is a closed syllable with the short o. Lem is a closed syllable with the short e. Both vowels are closed in by consonants.

CHOOSE B. problem. Problem has two closed syllables: prob (short o) and lem (short e). Cookie has a vowel team oo. Tray has the vowel team ay.

SHOW cafeteria. Caf is closed (short a). E is open (long e). Te is open (long e). Ri is open (long i). A is open (long a). The word has five syllables with a mix of types.

OWN in / ves / ti / gate. In is closed (short i). Ves is closed (short e). Ti is open (long i sound in context). Gate is VCe (long a). The word has four syllables across three types.

DEFEND chocolate. Choc is closed (short o). O is open. Late is VCe (but in this word the vowel is reduced). The syllable types help you divide the word to read it.

YOUR TURN morning. Mor is r-controlled (the r changes the o). Ning is closed (short i). Two syllable types in one word.

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 vowel pattern and the syllable boundary. 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 vowel pattern and the syllable boundary.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... Jordan stared through the cafeteria serving window. ... The investigation had already gone completely out of control.”

Which word has two closed syllables?

A cookie

B tray

C Friday

D problem

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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 vowel pattern and the syllable boundary.

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 cookie**
Cookie has a vowel team (oo), not a closed syllable pattern.
- B tray**
Tray is one syllable with the vowel team ay.
- C Friday**
Friday has an open first syllable (Fri, long i) and a vowel team (ay).
- D problem **Correct.****
Problem has two closed syllables: prob (short o) and lem (short e). Both vowels are followed by consonants.

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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 closed, open, VCe, vowel team, r-controlled, or final stable syllable word and prove the rule.