

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 base word, I can figure out the meaning of the whole word.

Prefixes go before the base and suffixes go after it.

When I can name the base and the parts added to it, I can read the word.

THIS WEEK'S FOCUS

Base Word Building

from “The Fifth-Grade Cookie Commission”

This week we review base word building using words from "The Fifth-Grade Cookie Commission." We find the base word and the parts added to it.

This deck teaches **base word building** 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 4 of 36 • Prepare Cluster • Module 4 • 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 base word with parts syllables. A base word is the main part of a word. Prefixes and suffixes are added to a base word to build longer words. Finding the base helps you read and understand the whole word.”

▶ *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 base word building using words from "The Fifth-Grade Cookie Commission." We find the base word and the parts added to it.”

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

PREP & MATERIALS: the Base Word Building slide deck for Prepare Cluster Module 4 . a class or student copy of "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one base word with parts from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the base word with parts pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a base word with parts."

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 base word with parts.

Read this sentence from the passage. Find the bold word and the base word and the parts added to it.

"Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard."

I CAN | I can notice a base word with parts and name the base word and the parts added to it.

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Grade 5 · Prepare Cluster · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 4 of 36 · Prepare Cluster · Module 4 · 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 base word with parts syllable."

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

"Listen as I read the sentence. I am looking for the base word with parts syllable in clipboard."

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

ANSWER KEY: clipboard. This is a compound word built from two base words: clip and board. A clipboard is a board with a clip on it. Each base word keeps its own meaning.

CHECK FOR UNDERSTANDING

Ask a student to explain the base word with parts syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the base word and the parts added to it. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a base word with parts syllable? Look for the base word and the parts added to it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the base word with parts syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the base word with parts pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a base word with parts."

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 base word with parts.

Read the sentence. Which word is a base word with parts? Use the rule.

"The room **exploded** with **questions** about the new challenge."

A questions • **B** room • **C** exploded

I CAN | I can choose the base word with parts 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 base word with parts 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 base word with parts pattern."

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

ANSWER KEY: C. exploded. The base word is explode. The suffix -ed adds past tense. The silent e is dropped before adding -ed. Questions has the base quest plus -ion and -s, but exploded shows the clearest base-plus-ending pattern.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the parts added to it in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the parts added to it.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base word and the parts added to 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 base word with parts syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a base word with parts 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 base word with parts.

Read the sentence. In the bold word, name the base word and the parts added to it.

"You **surveyed** students, Principal Bennett corrected."

I CAN | I can show the base word and the parts added to it.

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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 base word with parts syllable works."

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

"The bold word is **surveyed**. Name the base word and the parts added to it."

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

ANSWER KEY: surveyed. The base word is survey. The suffix -ed adds past tense. Survey keeps its spelling when -ed is added. The base means to collect information.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the parts added to 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 base word with parts 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 and its parts to read the 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"

Own it. Read the longer word.

Split the word into its parts. Name the base word and the parts added to it.

uncomfortable
un / com / fort / a / ble

I CAN | I can find the base and its parts to read the word.

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Grade 5 · Prepare Cluster · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 4 of 36 · Prepare Cluster · Module 4 · 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 and its parts to read the word."

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

"Uncomfortable 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: un / com / fort / a / ble. The base word is comfort. The prefix un- means not. The suffix -able means able to be. Uncomfortable means not able to be comfortable.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in uncomfortable 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 base word inside a longer 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 base word and the parts added to it.

"Can we **abolish** raisins, one student asked."

I CAN | I can prove the base word inside a longer 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 base word inside a longer word."

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

"For raisins, name the base word and the parts added to it and prove it."

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

ANSWER KEY: abolish. This word does not have a separable prefix or suffix in modern English. It is a single base word meaning to end or do away with. Not every long word is built from parts.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the base word and the parts added to it. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern base word with parts? Yes, if it has the base word and the parts added to 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 base word with parts syllable.

Find a base word with parts on your own.

Go back to the passage. Find one base word with parts. Copy the sentence and name the base word and the parts added to it.

Go back to the reading.
Find one base word with parts.
Copy the exact sentence. Then name the base word and the parts added to it.

I CAN | I can find a base word with parts 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 base word with parts 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 parts added to it."

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

ANSWER KEY: dessert. Dessert is a base word. It does not have a prefix or suffix. Sometimes you just have to learn the base word as a whole.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the parts added to it together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base word and the parts added to it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the parts added to it.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE clipboard. This is a compound word built from two base words: clip and board. A clipboard is a board with a clip on it. Each base word keeps its own meaning.

CHOOSE C. exploded. The base word is explode. The suffix -ed adds past tense. The silent e is dropped before adding -ed. Questions has the base quest plus -ion and -s, but exploded shows the clearest base-plus-ending pattern.

SHOW surveyed. The base word is survey. The suffix -ed adds past tense. Survey keeps its spelling when -ed is added. The base means to collect information.

OWN un / com / fort / a / ble. The base word is comfort. The prefix un- means not. The suffix -able means able to be. Uncomfortable means not able to be comfortable.

DEFEND abolish. This word does not have a separable prefix or suffix in modern English. It is a single base word meaning to end or do away with. Not every long word is built from parts.

YOUR TURN dessert. Dessert is a base word. It does not have a prefix or suffix. Sometimes you just have to learn the base word as a whole.

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 parts added to 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 base word and the parts added to it.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Principal Bennett walked in carrying a clipboard. ... You surveyed students. ... Can we abolish raisins?”

Which word is built from a base word plus a suffix?

A clipboard

B raisins

C surveyed

D challenge

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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 base word and the parts added to 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 C.

A clipboard
Clipboard is a compound word (clip + board), not a base word with a suffix.

B raisins
Raisin is the base word. The -s is a plural marker, not a suffix that changes meaning.

C surveyed Correct.
Survey is the base word. The suffix -ed adds past tense.

D challenge
Challenge is a base word without a suffix in this sentence.

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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 base word with parts syllable word and prove the rule.