

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 see super- at the start, I know it means above, beyond, or extremely.

When I see mid- at the start, I know it means middle.

When I split the prefix from the base, I can read and understand the word.

THIS WEEK'S FOCUS

Prefixes super and mid

from “From Tension to Revolution”

This week we study the prefixes super- and mid- using words connected to “From Tension to Revolution.” Super- means above or beyond. Mid- means middle.

This deck teaches **prefixes super and mid** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 5 • Cluster 1 • Syllable Types

TEKS 5.2(B) • Syllable Types • Week 6 of 36 • Cluster 1 • Module 2 • 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 word with super- or mid- syllables. The prefix super- means above, beyond, or extremely. The prefix mid- means middle. Both prefixes add meaning to the base 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 study the prefixes super- and mid- using words connected to “From Tension to Revolution.” Super- means above or beyond. Mid- means middle.”

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

PREP & MATERIALS: the Prefixes super and mid slide deck for Cluster 1 Module 2 . a class or student copy of “From Tension to Revolution” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with super- or mid- from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with super- or mid- pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with super- or mid-."

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 word with super- or mid-.

Read this sentence from the passage. Find the bold word and the prefix and the base word.

"The thirteen colonies were part of Great Britain, a **superpower at the time."**

I CAN | I can notice a word with super- or mid- and name the prefix and the base word.

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Grade 5 · Cluster 1 · Syllable Types · Monday

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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 super- or mid- 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 super- or mid- syllable in superpower."

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

ANSWER KEY: superpower. Super- means above or beyond. Power is the base word. A superpower is a nation with power beyond that of other countries.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with super- or mid- syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the prefix and the base word. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with super- or mid- syllable? Look for the prefix and the base word.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with super- or mid- syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with super- or mid- pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with super- or mid-."

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 word with super- or mid-.

Read the sentence. Which word is a word with super- or mid-? Use the rule.

"Great Britain was a **superpower**, and the colonists wanted to break free."

A colonists • **B** superpower • **C** Britain

I CAN | I can choose the word with super- or mid- and explain how I know.

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Grade 5 · Cluster 1 · 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 super- or mid- 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 super- or mid- pattern."

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

ANSWER KEY: B. midcentury. Mid- means middle. Century is the base word. Midcentury means the middle of the century. Superpower also has a prefix, but the question asks for mid-.

CHECK FOR UNDERSTANDING

Ask a student to name the prefix and the base word in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the prefix and the base word.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the prefix and the base word.

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 super- or mid- syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with super- or mid- 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 word with super- or mid-.

Read the sentence. In the bold word, name the prefix and the base word.

"Riders carried messages through the **midnight** darkness."

I CAN | I can show the prefix and the base word.

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Grade 5 · Cluster 1 · 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 super- or mid- syllable works."

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

"The bold word is **midnight**. Name the prefix and the base word."

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

ANSWER KEY: midnight. Mid- means middle. Night is the base word. Midnight means the middle of the night.

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and the base word 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 super- or mid-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 super- or mid- from the base to read it."

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 prefix and the base word.

supervisor
su / per / vi / sor

I CAN | I can split super- or mid- from the base to read it.

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Grade 5 · Cluster 1 · 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 split super- or mid- from the base to read it."

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

"Supervisor 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: su / per / vi / sor. Super- means above. Vis means to see. - Or means one who. A supervisor is one who oversees from above.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in supervisor 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 has super- or mid-."

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 prefix and the base word.

"By the midpoint of the 1770s, tensions had grown too strong to ignore."

I CAN | I can prove that a word has super- or mid-.

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Grade 5 · Cluster 1 · 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 that a word has super- or mid-."

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

"For midpoint, name the prefix and the base word and prove it."

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

ANSWER KEY: midpoint. Mid- means middle. Point is the base word. Midpoint means the middle point. The prefix tells you exactly where: the middle.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the prefix and the base word. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with super- or mid-? Yes, if it has the prefix and the base word.

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 super- or mid- syllable.

Find a word with super- or mid- on your own.

Go back to the passage. Find one word with super- or mid-. Copy the sentence and name the prefix and the base word.

**Go back to the reading.
Find one word with super- or mid-.
Copy the exact sentence. Then name the prefix and the base word.**

I CAN | I can find a word with super- or mid- and prove it.

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 super- or mid- syllable on your own.”

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

“Copy the exact sentence. Then name the prefix and the base word.”

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

ANSWER KEY: supernatural. Super- means above or beyond. Natural is the base word. Supernatural means beyond what is natural.

CHECK FOR UNDERSTANDING

Scan for students who name the prefix and the base word together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the prefix and the base word.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with super- or mid- and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the prefix and the base word.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE superpower. Super- means above or beyond. Power is the base word. A superpower is a nation with power beyond that of other countries.

CHOOSE B. superpower. Super- means above or beyond. Power is the base word. A superpower is a nation with power beyond others. Colonists and Britain do not have super- or mid-.

SHOW midnight. Mid- means middle. Night is the base word. Midnight means the middle of the night.

OWN su / per / vi / sor. Super- means above. Vis means to see. -Or means one who. A supervisor is one who oversees from above.

DEFEND midpoint. Mid- means middle. Point is the base word. Midpoint means the middle point. The prefix tells you exactly where: the middle.

YOUR TURN supernatural. Super- means above or beyond. Natural is the base word. Supernatural means beyond what is natural.

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 prefix and the base word. 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 prefix and the base word.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“The thirteen colonies were part of Great Britain, a superpower at the time. ... By the midpoint of the 1770s, tensions had grown.”

In which word does the prefix mean middle?

A midpoint

B colonists

C taxes

D freedom

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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 prefix and the base word.

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 midpoint **Correct.**
Mid- means middle. Midpoint means the middle point.

B colonists
Colonists does not begin with super- or mid-.

C taxes
Taxes does not begin with super- or mid-.

D freedom
Freedom does not begin with super- or mid-.

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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 a word with super- or mid- syllable word and prove the rule.