

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 -ive at the end, I know the word means tending to or having the quality of the base.

The suffix -ive turns a verb into an adjective.

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

THIS WEEK’S FOCUS

Suffix -ive

from “Spanish Rule in Early Texas”

This week we study the suffix -ive using words from “Spanish Rule in Early Texas.” The suffix -ive means tending to or having the quality of.

This deck teaches **the -ive ending** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 5 • Cluster 2 • Syllable Types

TEKS 5.2(B) • Syllable Types • Week 10 of 36 • Cluster 2 • 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 -ive syllables. The suffix -ive means tending to or having the quality of. It turns a verb or noun into an adjective.”

▶ 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 suffix -ive using words from “Spanish Rule in Early Texas.” The suffix -ive means tending to or having the quality of.”

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

PREP & MATERIALS: the Suffix -ive slide deck for Cluster 2 Module 2 . a class or student copy of “Spanish Rule in Early Texas” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -ive."

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 -ive.

Read this sentence from the passage. Find the bold word and the base word and the -ive ending.

"Presidios were **protective** forts built by Spanish soldiers."

I CAN | I can notice a word with -ive and name the base word and the -ive ending.

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Grade 5 · Cluster 2 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · 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 a word with -ive 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 -ive syllable in protective."

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

ANSWER KEY: protective. The base is protect. The suffix -ive means tending to. Protective means tending to protect.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with -ive syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the base word and the -ive ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with -ive syllable? Look for the base word and the -ive ending.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what the word would sound like without the word with -ive pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -ive."

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 -ive.

Read the sentence. Which word is a word with -ive? Use the rule.

"Presidios were protective forts built by Spanish soldiers."

A soldiers • **B** Spanish • **C** protective

I CAN | I can choose the word with -ive and explain how I know.

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Grade 5 · Cluster 2 · 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 -ive 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 -ive pattern."

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

ANSWER KEY: C. productive. Produce is the base. The suffix -ive means tending to. Productive means tending to produce results. Active also has -ive, but productive is choice C.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -ive ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the -ive ending.

POSSIBLE STUDENT QUESTION

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

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 -ive syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with -ive 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 -ive.

Read the sentence. In the bold word, name the base word and the -ive ending.

"The missionaries found **creative** ways to teach farming and building."

I CAN | I can show the base word and the -ive ending.

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Grade 5 · Cluster 2 · 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 -ive syllable works."

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

"The bold word is **creative**. Name the base word and the -ive ending."

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

ANSWER KEY: creative. Create is the base. The suffix -ive means having the quality of. Creative means having the quality of creating.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -ive ending 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 -ive 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 behind -ive."

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 -ive ending.

representative
rep / re / sen / ta / tive

I CAN | I can find the base behind -ive.

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Grade 5 · Cluster 2 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · Module 2 · 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 behind -ive."

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

"Representative 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: rep / re / sen / ta / tive. Represent is the base. The suffix -ative (a form of -ive) means one who or tending to. A representative is one who represents.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in representative 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 -ive."

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 -ive ending.

"The presidios served a **defensive** purpose against enemies."

I CAN | I can prove that a word has -ive.

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Grade 5 · Cluster 2 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

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 -ive."

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

"For defensive, name the base word and the -ive ending and prove it."

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

ANSWER KEY: defensive. Defense is the base (the e is dropped). The suffix -ive means tending to. Defensive means tending to defend.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the base word and the -ive ending. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -ive? Yes, if it has the base word and the -ive ending.

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 -ive syllable.

Find a word with -ive on your own.

Go back to the passage. Find one word with -ive. Copy the sentence and name the base word and the -ive ending.

**Go back to the reading.
Find one word with -ive.
Copy the exact sentence. Then name the base word and the -ive ending.**

I CAN | I can find a word with -ive 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 -ive 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 -ive ending.”

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

ANSWER KEY: attractive. Attract is the base. The suffix -ive means having the quality of. Attractive means having the quality of attracting.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -ive ending together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base word and the -ive ending.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the -ive ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE protective. The base is protect. The suffix -ive means tending to. Protective means tending to protect.

CHOOSE C. protective. Protect is the base. The suffix -ive means tending to. Protective means tending to protect. Soldiers and Spanish do not end in -ive.

SHOW creative. Create is the base. The suffix -ive means having the quality of. Creative means having the quality of creating.

OWN rep / re / sen / ta / tive. Represent is the base. The suffix -ative (a form of -ive) means one who or tending to. A representative is one who represents.

DEFEND defensive. Defense is the base (the e is dropped). The suffix -ive means tending to. Defensive means tending to defend.

YOUR TURN attractive. Attract is the base. The suffix -ive means having the quality of. Attractive means having the quality of attracting.

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 -ive ending. 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 -ive ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Presidios were protective forts. ... The missionaries found creative ways to teach. ... The presidios served a defensive purpose.”

In which word does the suffix -ive mean tending to?

A protective

B soldiers

C settlements

D missionaries

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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 base word and the -ive ending.

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 protective Correct.
Protect is the base. The suffix -ive means tending to. Protective means tending to protect.

B soldiers
Soldiers has -er, not -ive.

C settlements
Settlements has -ment, not -ive.

D missionaries
Missionaries has -ary, not -ive.

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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 -ive syllable word and prove the rule.