

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 -able or -ible, I know the word means able to be.

The suffix turns a verb into an adjective.

When I find the base verb, I understand what the word means.

THIS WEEK'S FOCUS

Suffixes -able and -ible

from **“A Voice of Their Own”**

This week we study the suffixes -able and -ible using words from "A Voice of Their Own."

This deck teaches **the -able and -ible endings** 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 -able or -ible syllables. The suffix -able means able to be or worthy of. The suffix -ible is an older form with the same meaning. Both turn a verb 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 suffixes -able and -ible using words from "A Voice of Their Own."”

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

PREP & MATERIALS: the Suffixes -able and -ible slide deck for Cluster 3 Module 4 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -able or -ible."

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 -able or -ible.

Read this sentence from the passage. Find the bold word and the base and the -able or -ible ending.

"Thomas thought the colonists had a **reasonable** argument."

I CAN | I can notice a word with -able or -ible and name the base and the -able or -ible ending.

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Grade 5 · Cluster 3 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · 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 word with -able or -ible 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 -able or -ible syllable in reasonable."

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

ANSWER KEY: reasonable. Reason is the base. The suffix -able means able to be. Reasonable means able to be supported by reason.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the base and the -able or -ible ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what the word would sound like without the word with -able or -ible pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -able or -ible."

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 -able or -ible.

Read the sentence. Which word is a word with -able or -ible? Use the rule.

"The idea of self-rule was **admirable** to many colonists."

A colonists • **B** idea • **C** admirable

I CAN | I can choose the word with -able or -ible and explain how I know.

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Grade 5 · Cluster 3 · Syllable Types · Tuesday

TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

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 -able or -ible 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 -able or -ible pattern."

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

ANSWER KEY: C. admirable. Admire is the base (the e is dropped). The suffix -able means worthy of. Admirable means worthy of admiration.

CHECK FOR UNDERSTANDING

Ask a student to name the base and the -able or -ible ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base and the -able or -ible ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base and the -able or -ible 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 -able or -ible syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with -able or -ible 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 -able or -ible.

Read the sentence. In the bold word, name the base and the -able or -ible ending.

"Every citizen should feel **responsible** for the community."

I CAN | I can show the base and the -able or -ible ending.

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Grade 5 · Cluster 3 · Syllable Types · Wednesday

TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

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 -able or -ible syllable works."

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

"The bold word is **responsible**. Name the base and the -able or -ible ending."

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

ANSWER KEY: responsible. Respond is the base (the d changes). The suffix -ible means able to be. Responsible means able to respond or account for actions.

CHECK FOR UNDERSTANDING

Ask a student to point to the base and the -able or -ible 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 -able or -ible 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 -able or -ible."

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 and the -able or -ible ending.

uncomfortable
un / com / fort / a / ble

I CAN | I can find the base behind -able or -ible.

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Grade 5 · Cluster 3 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · 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 behind -able or -ible."

▶ 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. Comfort is the base. The suffix -able means able to be. The prefix un- means not. 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 that a word has -able or -ible."

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 and the -able or -ible ending.

"A good law must be **flexible** enough to serve all people."

I CAN | I can prove that a word has -able or -ible.

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Grade 5 · Cluster 3 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · 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 -able or -ible."

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

"For flexible, name the base and the -able or -ible ending and prove it."

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

ANSWER KEY: flexible. Flex is the base (meaning to bend). The suffix -ible means able to be. Flexible means able to bend or change.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -able or -ible? Yes, if it has the base and the -able or -ible 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 -able or -ible syllable.

Find a word with -able or -ible on your own.

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

Go back to the reading.
Find one word with -able or -ible.
Copy the exact sentence. Then name the base and the -able or -ible ending.

I CAN | I can find a word with -able or -ible and prove it.

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TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

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 -able or -ible syllable on your own.”

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

“Copy the exact sentence. Then name the base and the -able or -ible ending.”

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

ANSWER KEY: valuable. Value is the base. The suffix -able means worthy of. Valuable means worthy of value.

CHECK FOR UNDERSTANDING

Scan for students who name the base and the -able or -ible ending together.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base and the -able or -ible ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE reasonable. Reason is the base. The suffix -able means able to be. Reasonable means able to be supported by reason.

CHOOSE C. admirable. Admire is the base (the e drops). The suffix -able means worthy of. Admirable means worthy of admiration. Colonists and idea do not end in -able or -ible.

SHOW responsible. Respond is the base (the d changes). The suffix -ible means able to be. Responsible means able to respond or account for actions.

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

DEFEND flexible. Flex is the base (meaning to bend). The suffix -ible means able to be. Flexible means able to bend or change.

YOUR TURN valuable. Value is the base. The suffix -able means worthy of. Valuable means worthy of value.

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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 base and the -able or -ible 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 and the -able or -ible ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Thomas thought the colonists had a reasonable argument. ... Every citizen should feel responsible. ... A good law must be flexible.”

In which word does the suffix mean able to be?

A government

B argument

C colonists

D reasonable

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TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

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 base and the -able or -ible 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 D.

A government
Government has -ment, not -able.

B argument
Argument has -ment, not -able.

C colonists
Colonists has -ist, not -able.

D reasonable Correct.
Reason is the base. The suffix -able means able to be reasoned or supported by reason.

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TEKS 5.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

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 word with -able or -ible syllable word and prove the rule.