

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 tract, I know the word relates to pulling or drawing.

When I find port, I know the word relates to carrying.

The prefix and suffix help me understand the whole word.

THIS WEEK'S FOCUS

Roots tract and port**from “Words That Changed a Nation”**

This week we review the roots tract (pull) and port (carry) using words from "Words That Changed a Nation."

This deck teaches **the roots tract and port** 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 tract or port syllables. The root tract means pull or draw. The root port means carry. Words with these roots relate to pulling or carrying.”

▶ 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 the roots tract (pull) and port (carry) using words from "Words That Changed a Nation."”

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

PREP & MATERIALS: the Roots tract and port slide deck for Cluster 4 Module 4 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with tract or port from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with tract or port pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with tract or port."

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 tract or port.

Read this sentence from the passage. Find the bold word and the root and its meaning.

"The Declaration of Independence was an important document."

I CAN | I can notice a word with tract or port and name the root and its meaning.

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Grade 5 · Cluster 4 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 20 of 36 · Cluster 4 · 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 tract or port 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 tract or port syllable in important."

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

ANSWER KEY: important. Im- (in-) means into. Port means carry. -Ant makes it an adjective. Important means carrying weight or significance.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with tract or port syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the root and its meaning. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with tract or port syllable? Look for the root and its meaning.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with tract or port syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with tract or port pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with tract or port."

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 tract or port.

Read the sentence. Which word is a word with tract or port? Use the rule.

"The **report** attracted attention, and leaders began to **extract** key ideas."

A report • **B** attention • **C** extract

I CAN | I can choose the word with tract or port and explain how I know.

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Grade 5 · Cluster 4 · 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 tract or port 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 tract or port pattern."

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

ANSWER KEY: C. extract. Ex- means out. Tract means pull. Extract means to pull out. Report also has port (re- means back, port means carry: carry back information).

CHECK FOR UNDERSTANDING

Ask a student to name the root and its meaning in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the root and its meaning.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the root and its meaning.

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 tract or port syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with tract or port 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 tract or port.

Read the sentence. In the bold word, name the root and its meaning.

"Jefferson's words **attracted** supporters to the cause of independence."

I CAN | I can show the root and its meaning.

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Grade 5 · Cluster 4 · 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 tract or port syllable works."

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

"The bold word is **attract**. Name the root and its meaning."

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

ANSWER KEY: attract. At- (ad-) means toward. Tract means pull. Attract means to pull toward.

CHECK FOR UNDERSTANDING

Ask a student to point to the root and its meaning 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 tract or port 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 use the root to figure out a word's meaning."

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 root and its meaning.

transportation
trans / por / ta / tion

I CAN | I can use the root to figure out a word's meaning.

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Grade 5 · Cluster 4 · 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 use the root to figure out a word's meaning."

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

"Transportation 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: trans / por / ta / tion. Trans- means across. Port means carry. -Tion makes it a noun. Transportation is the act of carrying across from one place to another.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in transportation 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 the root tract or port."

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 root and its meaning.

"Some leaders tried to **distract** the colonists from the cause of freedom."

I CAN | I can prove that a word has the root tract or port.

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Grade 5 · Cluster 4 · 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 the root tract or port."

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

"For distract, name the root and its meaning and prove it."

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

ANSWER KEY: distract. Dis- means away. Tract means pull. Distract means to pull someone's attention away.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the root and its meaning. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with tract or port? Yes, if it has the root and its meaning.

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 tract or port syllable.

Find a word with tract or port on your own.

Go back to the passage. Find one word with tract or port. Copy the sentence and name the root and its meaning.

Go back to the reading.
Find one word with tract or port.
Copy the exact sentence. Then name the root and its meaning.

I CAN | I can find a word with tract or port 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 tract or port syllable on your own.”

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

“Copy the exact sentence. Then name the root and its meaning.”

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

ANSWER KEY: export. Ex- means out. Port means carry. Export means to carry out to another country.

CHECK FOR UNDERSTANDING

Scan for students who name the root and its meaning together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the root and its meaning.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the root and its meaning.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE important. Im- (in-) means into. Port means carry. -Ant makes it an adjective. Important means carrying weight or significance.

CHOOSE C. extract. Ex- means out. Tract means pull. Extract means to pull out. Report also has port (re- means back, port means carry: carry back information).

SHOW attract. At- (ad-) means toward. Tract means pull. Attract means to pull toward.

OWN trans / por / ta / tion. Trans- means across. Port means carry. -Tion makes it a noun. Transportation is the act of carrying across from one place to another.

DEFEND distract. Dis- means away. Tract means pull. Distract means to pull someone's attention away.

YOUR TURN export. Ex- means out. Port means carry. Export means to carry out to another country.

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 root and its meaning. 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 root and its meaning.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“The Declaration was an important document. ... Jefferson's words attracted supporters. ... Some leaders tried to distract the colonists.”

In which word does the root mean pull?

A attract

B important

C report

D document

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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 root and its meaning.

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 attract Correct.
At- means toward. Tract means pull. Attract means to pull toward.

B important
Important has the root port, which means carry, not pull.

C report
Report has the root port, which means carry, not pull.

D document
Document has the root doc (teach), not tract.

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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 tract or port syllable word and prove the rule.