

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?

Affect is the action (verb) that influences something.

Effect is the end result (noun) of that action.

RAVEN: Remember Affect = Verb, Effect = Noun.

THIS WEEK'S FOCUS

Confused Words

from “**One Voice Can Start a Wave**”

This week we study the confused pair affect and effect using sentences connected to "One Voice Can Start a Wave."

This deck teaches **affect** and **effect** 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 confused word pair syllables. Affect is usually a verb meaning to influence. Effect is usually a noun meaning the result. Remembering RAVEN helps: Remember Affect Verb Effect Noun.”

▶ 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 confused pair affect and effect using sentences connected to "One Voice Can Start a Wave."”

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

PREP & MATERIALS: the Confused Words slide deck for Cluster 7 Module 2 . a class or student copy of "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one confused word pair from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the confused word pair pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a confused word pair."

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 confused word pair.

Read this sentence from the passage. Find the bold word and the two spellings and the two meanings.

"One voice can **affect** an entire community."

I CAN | I can notice a confused word pair and name the two spellings and the two meanings.

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Grade 5 · Cluster 7 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 30 of 36 · Cluster 7 · 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 confused word pair syllable."

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

"Listen as I read the sentence. I am looking for the confused word pair syllable in affect."

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

ANSWER KEY: affect. Affect is the verb (the action). One voice can influence an entire community. Affect means to influence or change.

CHECK FOR UNDERSTANDING

Ask a student to explain the confused word pair syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the two spellings and the two meanings. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a confused word pair syllable? Look for the two spellings and the two meanings.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the confused word pair syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the confused word pair pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a confused word pair."

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 confused word pair.

Read the sentence. Which word is a confused word pair? Use the rule.

"Speaking up can **affect** how people think, and the **effect** can last for years."

A effect (noun, the result) • **B** affect (verb, to influence) • **C** they mean the same thing

I CAN | I can choose the confused word pair and explain how I know.

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Grade 5 · Cluster 7 · 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 confused word pair 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 confused word pair pattern."

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

ANSWER KEY: B. affect (verb, to influence). In the first blank, affect is the action word (verb) meaning to influence. The second word, effect, is the noun naming the result.

CHECK FOR UNDERSTANDING

Ask a student to name the two spellings and the two meanings in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two spellings and the two meanings.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two spellings and the two meanings.

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 confused word pair syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a confused word pair 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 confused word pair.

Read the sentence. In the bold word, name the two spellings and the two meanings.

"The **effect** of one brave question can reach everyone."

I CAN | I can show the two spellings and the two meanings.

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Grade 5 · Cluster 7 · 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 confused word pair syllable works."

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

"The bold word is **effect**. Name the two spellings and the two meanings."

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

ANSWER KEY: effect. Effect is the noun (the result). The result of one brave question can reach everyone. Effect names what happened.

CHECK FOR UNDERSTANDING

Ask a student to point to the two spellings and the two meanings 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 confused word pair 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 choose affect or effect by checking the 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 two spellings and the two meanings.

affect/effect
af / fect ef / fect

I CAN | I can choose affect or effect by checking the meaning.

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Grade 5 · Cluster 7 · 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 choose affect or effect by checking the meaning."

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

"Affect/effect 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: af / fect is the VERB (A for Action). ef / fect is the NOUN (E for End result). RAVEN: Remember Affect Verb Effect Noun. Test: if you need an action word, use affect. If you need a thing (the result), use effect.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in affect/effect 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 which word fits the sentence."

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 two spellings and the two meanings.

"Sharing kindness has a powerful **effect** on the people around you."

I CAN | I can prove which word fits the sentence.

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Grade 5 · Cluster 7 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 30 of 36 · Cluster 7 · 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 which word fits the sentence."

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

"For **effect**, name the two spellings and the two meanings and prove it."

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

ANSWER KEY: effect. A powerful effect is a thing, a noun. You can put a or the before it: a powerful effect. That proves it is effect (noun), not affect (verb).

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the two spellings and the two meanings. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern confused word pair? Yes, if it has the two spellings and the two meanings.

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 confused word pair syllable.

Find a confused word pair on your own.

Go back to the passage. Find one confused word pair. Copy the sentence and name the two spellings and the two meanings.

**Go back to the reading.
Find one confused word pair.
Copy the exact sentence. Then name the two spellings and the
two meanings.**

I CAN | I can find a confused word pair 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 confused word pair syllable on your own.”

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

“Copy the exact sentence. Then name the two spellings and the two meanings.”

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

ANSWER KEY: affect. How does kindness affect your community? Affect is the verb here, the action of influencing.

CHECK FOR UNDERSTANDING

Scan for students who name the two spellings and the two meanings together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two spellings and the two meanings.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is confused word pair and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two spellings and the two meanings.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE affect. Affect is the verb (the action). One voice can influence an entire community. Affect means to influence or change.

CHOOSE B. affect (verb, to influence). In the first blank, affect is the action word (verb) meaning to influence. The second word, effect, is the noun naming the result.

SHOW effect. Effect is the noun (the result). The result of one brave question can reach everyone. Effect names what happened.

OWN af / fect is the VERB (A for Action). ef / fect is the NOUN (E for End result). RAVEN: Remember Affect Verb Effect Noun. Test: if you need an action word, use affect. If you need a thing (the result), use effect.

DEFEND effect. A powerful effect is a thing, a noun. You can put a or the before it: a powerful effect. That proves it is effect (noun), not affect (verb).

YOUR TURN affect. How does kindness affect your community? Affect is the verb here, the action of influencing.

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 two spellings and the two meanings. 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 two spellings and the two meanings.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“One voice can affect an entire community. ... The effect of one brave question can reach everyone. ... Sharing kindness has a powerful effect.”

Which sentence uses affect correctly as a verb?

- A** The affect was positive.
- B** One voice can affect the whole school.
- C** Kindness has a big affect.
- D** What is the affect of speaking up?

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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 B.

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 two spellings and the two meanings.

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 B.

- A The affect was positive.**
The result is a noun, so it should be effect, not affect.
- B One voice can affect the whole school. Correct.**
Affect is the verb (action word) meaning to influence. One voice can influence the whole school.
- C Kindness has a big affect.**
A big result is a noun, so it should be effect, not affect.
- D What is the affect of speaking up?**
The result of speaking up is a noun, so it should be effect, not affect.

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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 B. 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 confused word pair syllable word and prove the rule.