

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?

An analogy compares two pairs of words.

The relationship between the first pair matches the second pair.

When I name the relationship, I can complete the analogy.

THIS WEEK'S FOCUS

Word Relationships

from “How Change Happens”

This week we study analogies and word relationships using words from "How Change Happens."

This deck teaches **word relationships** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



SYLLABLE TYPES

TODAY'S THINKING JOB

NOTICE

"I can notice a word relationship."

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 relationship.

Read this sentence from the passage. Find the bold word and the two words and their connection.

"First you **observe**, then you question, then you test."

I CAN

I can notice a word relationship and name the two words and their connection.



SYLLABLE TYPES

TODAY'S THINKING JOB

CHOOSE

“I can choose a word relationship.”

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 relationship.

Read the sentence. Which word is a word relationship? Use the rule.

“People **adapt** to change the way scientists **revise** a hypothesis.”

A adapt is to change as revise is to edit • **B** adapt is to keep as revise is to save • **C** adapt is to break as revise is to end

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



SYLLABLE TYPES

TODAY'S THINKING JOB

SHOW

“I can show how a word relationship 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 relationship.

Read the sentence. In the bold word, name the two words and their connection.

“People observe, adapt, test, and improve.”

I CAN | I can show the two words and their connection.



SYLLABLE TYPES

TODAY'S THINKING JOB

OWN

“I can use word relationships to understand new words.”

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 words and their connection.

evidence
ev / i / dence

I CAN | I can use word relationships to understand new words.



SYLLABLE TYPES

TODAY'S THINKING JOB

DEFEND

“I can prove the relationship between two words.”

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 words and their connection.

“A challenge is to overcome as a question is to answer.”

I CAN

I can prove the relationship between two words.



SYLLABLE TYPES

Find a word relationship on your own.

Go back to the passage. Find one word relationship. Copy the sentence and name the two words and their connection.

Go back to the reading.

Find one word relationship.

Copy the exact sentence. Then name the two words and their connection.

I CAN | I can find a word relationship and prove it.



SYLLABLE TYPES

Answers, across the five thinking levels.

NOTICE observe. Observe is to look as listen is to hear. The relationship is sense verb to sense organ. Knowing the relationship helps you understand unfamiliar pairs.

CHOOSE A. adapt is to change as revise is to edit. Both pairs show a word and its close synonym. Adapt means to change. Revise means to edit.

SHOW improve. Improve is to better as worsen is to worse. The relationship is a verb to the direction of change. Improve moves toward better. Worsen moves toward worse.

OWN ev / i / dence. Evidence is to prove as clue is to solve. The first word helps you do the second word. Evidence helps you prove something. A clue helps you solve something.

DEFEND challenge. Challenge is to overcome as question is to answer. The relationship is a problem to what you do with it. You overcome a challenge and answer a question.

YOUR TURN cause is to effect as question is to answer. The first word leads to the second word in each pair.



SYLLABLE TYPES

READ THIS PASSAGE EXCERPT.

“First you observe, then you question. ... People adapt to change. ... People observe, adapt, test, and improve.”

Which analogy shows the correct relationship?

A observe is to see as listen is to taste

B observe is to see as listen is to hear

C adapt is to stay as revise is to keep

D improve is to worsen as help is to help



SYLLABLE TYPES

The answer is B.

A **observe is to see as listen is to taste**
Listen relates to hearing, not tasting. The senses do not match.

B **observe is to see as listen is to hear **Correct.****
Both pairs show a general verb and a specific sense. Observe uses sight. Listen uses hearing.

C **adapt is to stay as revise is to keep**
Adapt means to change, not to stay. The relationship is wrong.

D **improve is to worsen as help is to help**
Improve and worsen are antonyms, but help and help are the same word, not antonyms.

