

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.

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 relationship syllables. An analogy shows a relationship between two pairs of words. For example, hot is to cold as day is to night. The relationship in the first pair matches the relationship in the second pair.”

▶ 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 analogies and word relationships using words from "How Change Happens."”

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

PREP & MATERIALS: the Word Relationships slide deck for Cluster 8 Module 2 . a class or student copy of "How Change Happens" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 8 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 34 of 36 · Cluster 8 · 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 relationship 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 relationship syllable in observe."

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

ANSWER KEY: 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.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the two words and their connection. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word relationship syllable? Look for the two words and their connection.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 8 · 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 relationship 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 relationship pattern."

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

ANSWER KEY: 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.

CHECK FOR UNDERSTANDING

Ask a student to name the two words and their connection in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two words and their connection.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two words and their connection.

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 relationship syllable in the sentence.

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.

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Grade 5 · Cluster 8 · 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 relationship syllable works."

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

"The bold word is **improve**. Name the two words and their connection."

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

ANSWER KEY: 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.

CHECK FOR UNDERSTANDING

Ask a student to point to the two words and their connection 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 relationship 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 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.

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Grade 5 · Cluster 8 · 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 word relationships to understand new words."

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

"Evidence 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: 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.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in evidence 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 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.

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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 the relationship between two words."

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

"For challenge, name the two words and their connection and prove it."

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

ANSWER KEY: 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.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the two words and their connection. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word relationship? Yes, if it has the two words and their connection.

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 relationship syllable.

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.

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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 relationship syllable on your own.”

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

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

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

ANSWER KEY: cause is to effect as question is to answer. The first word leads to the second word in each pair.

CHECK FOR UNDERSTANDING

Scan for students who name the two words and their connection together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two words and their connection.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two words and their connection.

RAISE THE THINKING

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

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.

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 words and their connection. 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 words and their connection.

RAISE THE THINKING

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

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

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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 words and their connection.

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 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.

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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 word relationship syllable word and prove the rule.