

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?

I can name and use all the spelling patterns from this year.

Prefixes, suffixes, and roots help me read and understand longer words.

When I see a new word, I use the patterns I have learned to figure it out.

THIS WEEK'S FOCUS

Cumulative Review

from “How Change Happens”

This week we review all the spelling patterns from the year using words from "How Change Happens." We use prefixes, suffixes, roots, and all the tools we have learned.

This deck teaches **all the spelling patterns from this year** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



SYLLABLE TYPES

TODAY'S THINKING JOB

NOTICE

"I can notice a spelling word."

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 spelling word.

Read this sentence from the passage. Find the bold word and the spelling pattern in the word.

"In science, people make an **observation** before forming a question."

I CAN | I can notice a spelling word and name the spelling pattern in the word.



SYLLABLE TYPES

TODAY'S THINKING JOB

CHOOSE

“I can choose a spelling word.”

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 spelling word.

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

“People gather **information**, debate **choices**, and make changes.”

A choices (base + suffix) • **B** debate (base word) • **C** information (prefix + suffix)

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



SYLLABLE TYPES

TODAY'S THINKING JOB

SHOW

"I can show how a spelling word 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 spelling word.

Read the sentence. In the bold word, name the spelling pattern in the word.

"People act and experience consequences."

I CAN | I can show the spelling pattern in the word.



SYLLABLE TYPES

TODAY'S THINKING JOB

OWN

“I can use patterns from the year to spell and read.”

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 spelling pattern in the word.

unexpectedly
un / ex / pect / ed / ly

I CAN | I can use patterns from the year to spell and read.



SYLLABLE TYPES

TODAY'S THINKING JOB

DEFEND

“I can prove the pattern in a review word.”

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 spelling pattern in the word.

“Science and history both show **improvement** through observation and testing.”

I CAN | I can prove the pattern in a review word.



Find a spelling word on your own.

Go back to the passage. Find one spelling word. Copy the sentence and name the spelling pattern in the word.

Go back to the reading.

Find one spelling word.

Copy the exact sentence. Then name the spelling pattern in the word.

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



SYLLABLE TYPES

Answers, across the five thinking levels.

NOTICE observation. Observe is the base verb. The suffix -ation (a form of -tion) means the act of. An observation is the act of observing.

CHOOSE C. information (prefix + suffix). In- is a prefix. Form is the root. -Aion is the suffix. Information is the most complex word, showing both a prefix and a suffix.

SHOW consequences. Con- means together. Sequ means follow. -Ence means the state of. Consequences are the results that follow together from an action.

OWN un / ex / pect / ed / ly. Un- is a prefix (not). Ex- is a prefix (out). Pect is the root (look). -Ed is a suffix (past). -Ly is a suffix (adverb). Five word parts build one word.

DEFEND improvement. Im- (in-) is a prefix (into). Prove is the base word. -Ment is a suffix (the result of). Improvement is the result of making something better. Three parts: prefix + base + suffix.

YOUR TURN international. Inter- means between. Nation is the base. -Al means relating to. Three parts working together.



SYLLABLE TYPES

READ THIS PASSAGE EXCERPT.

“People make an observation before forming a question. ... People gather information and debate choices. ... Science shows improvement through testing.”

Which word has both a prefix and a suffix?

A improvement

B observation

C consequences

D debate



SYLLABLE TYPES

The answer is A.

A **improvement** **Correct.**

Im- is the prefix. Prove is the base. -Ment is the suffix. The word has both a prefix and a suffix.

B **observation**

Observation has the base observe and the suffix -ation, but no prefix.

C **consequences**

Consequences has the prefix con- and suffix -ence, but it uses a Latin root (sequ), making it harder to identify the base.

D **debate**

Debate has the prefix de-, but no clear suffix.

