

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.

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 spelling word syllables. This week reviews all the spelling patterns from the year: prefixes, suffixes, roots, confused words, syllable types, synonyms, antonyms, and unusual patterns.”

▶ 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 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.”

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

PREP & MATERIALS: the Cumulative Review slide deck for Cluster 8 Module 4 . a class or student copy of “How Change Happens” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 8 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · 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 spelling word syllable."

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

"Listen as I read the sentence. I am looking for the spelling word syllable in observation."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the spelling pattern in the word. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a spelling word syllable? Look for the spelling pattern in the word.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 8 · Syllable Types · Tuesday

TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

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 spelling word 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 spelling word pattern."

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

ANSWER KEY: C. information (prefix + suffix). In- is a prefix. Form is the root. -ation is the suffix. Information is the most complex word, showing both a prefix and a suffix.

CHECK FOR UNDERSTANDING

Ask a student to name the spelling pattern in the word in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the spelling pattern in the word.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the spelling pattern in the word.

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 spelling word syllable in the sentence.

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.

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Grade 5 · Cluster 8 · Syllable Types · Wednesday

TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

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 spelling word syllable works."

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

"The bold word is **consequences**. Name the spelling pattern in the word."

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

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

CHECK FOR UNDERSTANDING

Ask a student to point to the spelling pattern in the word 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 spelling word 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 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.

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Grade 5 · Cluster 8 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

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 patterns from the year to spell and read."

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

"Unexpectedly 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: 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.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in unexpectedly 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 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.

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Grade 5 · Cluster 8 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · 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 the pattern in a review word."

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

"For improvement, name the spelling pattern in the word and prove it."

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

ANSWER KEY: 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.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the spelling pattern in the word. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern spelling word? Yes, if it has the spelling pattern in the word.

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 spelling word syllable.

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.

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TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

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 spelling word syllable on your own.”

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

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

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

ANSWER KEY: international. Inter- means between. Nation is the base. - Al means relating to. Three parts working together.

CHECK FOR UNDERSTANDING

Scan for students who name the spelling pattern in the word together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the spelling pattern in the word.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the spelling pattern in the word.

RAISE THE THINKING

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

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. -Ation 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.

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 spelling pattern in the word. 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 spelling pattern in the word.

RAISE THE THINKING

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

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

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TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

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 spelling pattern in the word.

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 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.

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TEKS 5.2(B) · Syllable Types · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

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 spelling word syllable word and prove the rule.