MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX UN-

The prefix **un-** means "not". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "Dream"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix un-. It means not."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Prepare Cluster Module 1 · a class or student copy of "Dream" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

WORD PARTS IN THE READING

unfamiliar (un + familiar): "Some of his words were unfamiliar to me."

uncomfortable (un + comfortable): "Mama noticed my uncomfortable expression and gave my hand a gentle squeeze."

unforgettable (un + forgettable): "I was only eight years old, and everything around me seemed important, exciting, and unforgettable."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix un-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix un-.

"Some of his words were unfamiliar to me."

I CAN I can find a word with the prefix un- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix un- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix un-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has un-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Unfamiliar. It has the prefix un-: un + familiar.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find un-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with un have the prefix un-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what un- means.

The word unfamiliar has the prefix un-. What does un- mean?

unfamiliar = un + familiar

A. again B. not C. before

I CAN I can choose the meaning of the prefix un-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix un-."

DO: *Read the task on the slide aloud: Choose what un- means. The word unfamiliar has the prefix un-. What does un- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding un- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. not. Unfamiliar means not known well; new to me.

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of un- to explain the whole word unfamiliar.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word uncomfortable into parts. What does it mean in this sentence?

"Mama noticed my uncomfortable expression and gave my hand a gentle squeeze."

uncomfortable = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word uncomfortable into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Un + comfortable. In this sentence, uncomfortable means not feeling at ease.

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix un-. Use your new word in a sentence.

un + safe = ? • un + kind = ? • un + lock = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix un- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix un- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix un-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: unsafe, unkind, unlock. Answers vary. Example: The broken swing was unsafe, so we played tag instead.

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what unforgettable means?

"I was only eight years old, and everything around me seemed important, exciting, and unforgettable."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what unforgettable means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: Un- means not, so unforgettable means not able to be forgotten. The sentence says everything seemed important and exciting, things you remember.

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: uncomfortable (un + comfortable), which means not feeling at ease.

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix un- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Unfamiliar. It has the prefix un-: un + familiar.
CHOOSE	B. not. Unfamiliar means not known well; new to me.
SHOW	Un + comfortable. In this sentence, uncomfortable means not feeling at ease.
OWN	unsafe, unkind, unlock. Answers vary. Example: The broken swing was unsafe, so we played tag instead.
DEFEND	Un- means not, so unforgettable means not able to be forgotten. The sentence says everything seemed important and exciting, things you remember.
YOUR TURN	Answers vary. One example: uncomfortable (un + comfortable), which means not feeling at ease.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Unfamiliar. It has the prefix un-: un + familiar. CHOOSE: B. not. Unfamiliar means not known well; new to me. SHOW: Un + comfortable. In this sentence, uncomfortable means not feeling at ease. OWN: unsafe, unkind, unlock. Answers vary. Example: The broken swing was unsafe, so we played tag instead. DEFEND: Un- means not, so unforgettable means not able to be forgotten. The sentence says everything seemed important and exciting, things you remember. YOUR TURN: Answers vary. One example: uncomfortable (un + comfortable), which means not feeling at ease.

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.

The prefix un- helps the reader understand that the narrator feels what?

A comfortable once again after a while

B comfortable before the speech began

C not at ease with what is happening

D very comfortable next to her mother

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix un- helps the reader understand that the narrator feels what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. not at ease with what is happening

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **comfortable once again after a while**
Once again is the meaning of re-, not un-.

B **comfortable before the speech began**
Before is the meaning of pre-, not un-.

C **not at ease with what is happening**
Correct. Un- means not. The gentle squeeze shows Mama was trying to comfort her.

D **very comfortable next to her mother**
Un- does not make a word stronger. It means not.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. comfortable once again after a while: Once again is the meaning of re-, not un-. B. comfortable before the speech began: Before is the meaning of pre-, not un-. C. not at ease with what is happening: Correct. Un- means not. The gentle squeeze shows Mama was trying to comfort her. D. very comfortable next to her mother: Un- does not make a word stronger. It means not.

TEKS 3(C) · PREFIX UN- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix un- in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 2 of 36

Grade 4 · Prepare Cluster · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -FUL

The suffix **-ful** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Dream"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ful. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Prepare Cluster Module 2 · a class or student copy of "Dream" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

WORD PARTS IN THE READING

thoughtful (thought + ful): "She looked at me with a thoughtful expression."

cheerful (cheer + ful): "I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations."

hopeful (hope + ful): "It could begin as a hopeful thought, become a goal, and then grow stronger when people worked toward it together."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ful, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ful.

"She looked at me with a thoughtful expression."

I CAN I can find a word with the suffix -ful in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ful in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ful.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ful?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Thoughtful. It has the suffix -ful: thought + ful.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ful have the suffix -ful? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ful means.

The word thoughtful has the suffix -ful. What does -ful mean?

thoughtful = thought + ful

A. without B. one who C. full of; having

I CAN I can choose the meaning of the suffix -ful.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ful."

DO: *Read the task on the slide aloud: Choose what -ful means. The word thoughtful has the suffix -ful. What does -ful mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. full of; having. Thoughtful means full of careful thinking.

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word thoughtful.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word cheerful into parts. What does it mean in this sentence?

"I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations."

cheerful = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word cheerful into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Cheer + ful. In this sentence, cheerful means full of cheer; happy.

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ful. Use your new word in a sentence.

play + ful = ? • care + ful = ? • joy + ful = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ful and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ful and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ful. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: playful, careful, joyful. Answers vary. Example: Our playful puppy chased the ball around the yard.

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what hopeful means?

"It could begin as a hopeful thought, become a goal, and then grow stronger when people worked toward it together."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what hopeful means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ful means full of, so hopeful means full of hope. The sentence says the thought grows into a goal, which shows hope that things can get better.

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: helpful (help + ful), which means full of help; giving help.

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Thoughtful. It has the suffix -ful: thought + ful.
CHOOSE	C. full of; having. Thoughtful means full of careful thinking.
SHOW	Cheer + ful. In this sentence, cheerful means full of cheer; happy.
OWN	playful, careful, joyful. Answers vary. Example: Our playful puppy chased the ball around the yard.
DEFEND	The suffix -ful means full of, so hopeful means full of hope. The sentence says the thought grows into a goal, which shows hope that things can get better.
YOUR TURN	Answers vary. One example: helpful (help + ful), which means full of help; giving help.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Thoughtful. It has the suffix -ful: thought + ful. CHOOSE: C. full of; having. Thoughtful means full of careful thinking. SHOW: Cheer + ful. In this sentence, cheerful means full of cheer; happy. OWN: playful, careful, joyful. Answers vary. Example: Our playful puppy chased the ball around the yard. DEFEND: The suffix -ful means full of, so hopeful means full of hope. The sentence says the thought grows into a goal, which shows hope that things can get better. YOUR TURN: Answers vary. One example: helpful (help + ful), which means full of help; giving help.

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -FUL

MORPHEMES

WEEK 2 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Perhaps one thoughtful action could encourage another person to act kindly too.

What does the word thoughtful mean in this sentence?

A done without any thought or care at all

B showing care and thought for others

C thinking about the same idea again

D a person who thinks about big ideas

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: What does the word thoughtful mean in this sentence?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. showing care and thought for others

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **done without any thought or care at all**
That is the meaning of thoughtless. The suffix -less means without.

B **showing care and thought for others**
Correct. The suffix -ful means full of. A thoughtful action is full of care, so it can encourage kindness.

C **thinking about the same idea again**
Again is the meaning of re-, not -ful.

D **a person who thinks about big ideas**
The suffix -ful does not name a person. The suffix -er and -or name people.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. done without any thought or care at all: That is the meaning of thoughtless. The suffix -less means without. B. showing care and thought for others: Correct. The suffix -ful means full of. A thoughtful action is full of care, so it can encourage kindness. C. thinking about the same idea again: Again is the meaning of re-, not -ful. D. a person who thinks about big ideas: The suffix -ful does not name a person. The suffix -er and -or name people.

TEKS 3(C) · SUFFIX -FUL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ful in another book they are reading.

TEKS 3(C)
SUFFIX -TION

MORPHEMES

WEEK 3 of 36

Grade 4 · Prepare Cluster · Module 3

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -TION

The suffix **-tion** means "the act of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Serve"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -tion. It means the act of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Prepare Cluster Module 3 · a class or student copy of "Serve" · the student tracking sheet · pencils

WORD PARTS IN THE READING

cooperation (cooperate + tion): "The goal was cooperation."

participation (participate + tion): "It requires participation.""

participation (participate + tion): "It reminded citizens that participation mattered.""

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -tion, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -tion.

"The goal was cooperation."

I CAN I can find a word with the suffix -tion in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -tion in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -tion.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -tion?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Cooperation. It has the suffix -tion: cooperate + tion.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -tion? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with tion have the suffix -tion? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -tion means.

The word cooperation has the suffix -tion. What does -tion mean?

cooperation = cooperate + tion

A. the act of B. full of C. without

I CAN I can choose the meaning of the suffix -tion.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -tion."

DO: *Read the task on the slide aloud: Choose what -tion means. The word cooperation has the suffix -tion. What does -tion mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -tion do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. the act of. Cooperation means the act of working together.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -tion to explain the whole word cooperation.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word participation into parts. What does it mean in this sentence?

"It requires participation.""

participation = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word participation into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Participate + tion. In this sentence, participation means the act of taking part.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -tion. Use your new word in a sentence.

act + tion = ? • educate + tion = ? • celebrate + tion = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -tion and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -tion and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -tion. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: action, education, celebration. Answers vary. Example: Our class had a celebration after the reading contest.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what participation means?

"It reminded citizens that participation mattered.""

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what participation means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -tion means the act of, so participation is the act of taking part. The sentence says citizens were reminded it mattered, so each person should take part.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -tion or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -tion or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: action (act + tion), which means the act of doing something.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -tion and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Cooperation. It has the suffix -tion: cooperate + tion.
CHOOSE	A. the act of. Cooperation means the act of working together.
SHOW	Participate + tion. In this sentence, participation means the act of taking part.
OWN	action, education, celebration. Answers vary. Example: Our class had a celebration after the reading contest.
DEFEND	The suffix -tion means the act of, so participation is the act of taking part. The sentence says citizens were reminded it mattered, so each person should take part.
YOUR TURN	Answers vary. One example: action (act + tion), which means the act of doing something.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Cooperation. It has the suffix -tion: cooperate + tion. CHOOSE: A. the act of. Cooperation means the act of working together. SHOW: Participate + tion. In this sentence, participation means the act of taking part. OWN: action, education, celebration. Answers vary. Example: Our class had a celebration after the reading contest. DEFEND: The suffix -tion means the act of, so participation is the act of taking part. The sentence says citizens were reminded it mattered, so each person should take part. YOUR TURN: Answers vary. One example: action (act + tion), which means the act of doing something.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -TION

MORPHEMES

WEEK 3 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

It showed that cooperation can reach beyond one neighborhood, one city, or even one nation."

The suffix -tion helps the reader understand that cooperation is what?

A a person who works together with others

B working together again and again

C not working together with other people

D the act of working together with others

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -tion helps the reader understand that cooperation is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. the act of working together with others

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **a person who works together with others**
The suffix -tion does not name a person. The suffix -er and -or name people.

B **working together again and again**
Again is the meaning of re-, not -tion.

C **not working together with other people**
Not is the meaning of un- or dis-, not -tion.

D **the act of working together with others**
Correct. The suffix -tion means the act of, and cooperate means to work together.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. a person who works together with others: The suffix -tion does not name a person. The suffix -er and -or name people. B. working together again and again: Again is the meaning of re-, not -tion. C. not working together with other people: Not is the meaning of un- or dis-, not -tion. D. the act of working together with others: Correct. The suffix -tion means the act of, and cooperate means to work together.

TEKS 3(C) · SUFFIX -TION · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -tion in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 4 of 36

Grade 4 · Prepare Cluster · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -MENT

The suffix **-ment** means "the act or result of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Serve"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ment. It means the act or result of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Prepare Cluster Module 4 · a class or student copy of "Serve" · the student tracking sheet · pencils

WORD PARTS IN THE READING

development (develop + ment): "Others helped with agriculture, health, community development, or different kinds of training.""

encouragement (encourage + ment): "People can give their time, energy, ideas, talents, patience, encouragement, and attention."

development (develop + ment): "Others helped communities with health education and local development.""

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ment, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ment.

"Others helped with agriculture, health, community development, or different kinds of training.""

I CAN I can find a word with the suffix -ment in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ment in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ment.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ment?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Development. It has the suffix -ment: develop + ment.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ment? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ment have the suffix -ment? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ment means.

The word development has the suffix -ment. What does -ment mean?

development = develop + ment

A. a person who B. the act or result of C. full of

I CAN I can choose the meaning of the suffix -ment.

Grade 4 · Prepare Cluster · Morphemes · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ment."

DO: *Read the task on the slide aloud: Choose what -ment means. The word development has the suffix -ment. What does -ment mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ment do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. the act or result of. Development means the act of growing and improving.

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ment to explain the whole word development.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word encouragement into parts. What does it mean in this sentence?

"People can give their time, energy, ideas, talents, patience, encouragement, and attention."

encouragement = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word encouragement into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Encourage + ment. In this sentence, encouragement means the act of giving hope or support.

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ment. Use your new word in a sentence.

pay + ment = ? • enjoy + ment = ? • agree + ment = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ment and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ment and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ment. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: payment, enjoyment, agreement. Answers vary. Example: We reached an agreement about which game to play.

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what development means?

"Others helped communities with health education and local development.""

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what development means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ment means the act or result of, so development is the act of growing. Volunteers helped with education, which helps a place grow and improve.

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: government (govern + ment), which means the group that runs a country or state.

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ment and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Development. It has the suffix -ment: develop + ment.
CHOOSE	B. the act or result of. Development means the act of growing and improving.
SHOW	Encourage + ment. In this sentence, encouragement means the act of giving hope or support.
OWN	payment, enjoyment, agreement. Answers vary. Example: We reached an agreement about which game to play.
DEFEND	The suffix -ment means the act or result of, so development is the act of growing. Volunteers helped with education, which helps a place grow and improve.
YOUR TURN	Answers vary. One example: government (govern + ment), which means the group that runs a country or state.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Development. It has the suffix -ment: develop + ment. CHOOSE: B. the act or result of. Development means the act of growing and improving. SHOW: Encourage + ment. In this sentence, encouragement means the act of giving hope or support. OWN: payment, enjoyment, agreement. Answers vary. Example: We reached an agreement about which game to play. DEFEND: The suffix -ment means the act or result of, so development is the act of growing. Volunteers helped with education, which helps a place grow and improve. YOUR TURN: Answers vary. One example: government (govern + ment), which means the group that runs a country or state.

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

People can give their time, energy, ideas, talents, patience, encouragement, and attention.

The suffix -ment helps the reader understand that encouragement is what?

A a person who gives others hope and support

B the act of giving someone hope and support

C hope and support given once again later

D without any hope or support for others

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ment helps the reader understand that encouragement is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. the act of giving someone hope and support

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **a person who gives others hope and support**
The suffix -ment does not name a person. The suffix -er and -or name people.

B **the act of giving someone hope and support**
Correct. The suffix -ment means the act of. People give encouragement to help others keep going.

C **hope and support given once again later**
Again is the meaning of re-, not -ment.

D **without any hope or support for others**
Without is the meaning of -less, not -ment.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. a person who gives others hope and support: The suffix -ment does not name a person. The suffix -er and -or name people. B. the act of giving someone hope and support: Correct. The suffix -ment means the act of. People give encouragement to help others keep going. C. hope and support given once again later: Again is the meaning of re-, not -ment. D. without any hope or support for others: Without is the meaning of -less, not -ment.

TEKS 3(C) · SUFFIX -MENT · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ment in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX UN-

The prefix **un-** means "not". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "A Promise Written Long Ago"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix un-. It means not."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 1 Module 1 · a class or student copy of "A Promise Written Long Ago" · the student tracking sheet · pencils

WORD PARTS IN THE READING

unfair (un + fair): "The king collected heavy taxes and made unfair decisions."

unhappy (un + happy): "Many people, especially powerful landowners called barons, were unhappy with how he treated them."

unlimited (un + limited): "The Magna Carta challenged the belief that rulers should have unlimited authority."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix un-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix un-.

"The king collected heavy taxes and made unfair decisions."

I CAN I can find a word with the prefix un- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix un- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix un-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has un-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Unfair. It has the prefix un-: un + fair.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find un-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with un have the prefix un-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what un- means.

The word unfair has the prefix un-. What does un- mean?

unfair = un + fair

A. again B. under C. not

I CAN I can choose the meaning of the prefix un-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix un-."

DO: *Read the task on the slide aloud: Choose what un- means. The word unfair has the prefix un-. What does un- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding un- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. not. Unfair means not fair; not treating people equally.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of un- to explain the whole word unfair.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word unhappy into parts. What does it mean in this sentence?

"Many people, especially powerful landowners called barons, were unhappy with how he treated them."

unhappy = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word unhappy into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Un + happy. In this sentence, unhappy means not happy; upset.

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix un-. Use your new word in a sentence.

un + able = ? • un + known = ? • un + tie = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix un- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix un- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix un-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: unable, unknown, untie. Answers vary. Example: I was unable to reach the top shelf without a stool.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what unlimited means?

"The Magna Carta challenged the belief that rulers should have unlimited authority."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what unlimited means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: Un- means not, so unlimited means not limited. The sentence says the Magna Carta challenged that belief, so rulers should have limits on their power.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: unusual (un + usual), which means not usual; rare.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix un- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Unfair. It has the prefix un-: un + fair.
CHOOSE	C. not. Unfair means not fair; not treating people equally.
SHOW	Un + happy. In this sentence, unhappy means not happy; upset.
OWN	unable, unknown, untie. Answers vary. Example: I was unable to reach the top shelf without a stool.
DEFEND	Un- means not, so unlimited means not limited. The sentence says the Magna Carta challenged that belief, so rulers should have limits on their power.
YOUR TURN	Answers vary. One example: unusual (un + usual), which means not usual; rare.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Unfair. It has the prefix un-: un + fair. CHOOSE: C. not. Unfair means not fair; not treating people equally. SHOW: Un + happy. In this sentence, unhappy means not happy; upset. OWN: unable, unknown, untie. Answers vary. Example: I was unable to reach the top shelf without a stool. DEFEND: Un- means not, so unlimited means not limited. The sentence says the Magna Carta challenged that belief, so rulers should have limits on their power. YOUR TURN: Answers vary. One example: unusual (un + usual), which means not usual; rare.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

At the time, this idea was unusual because many rulers believed they could govern however they wished.

Based on the prefix un- and the sentence, unusual means the idea was what?

- **A** usual again after many long years
- **B** usual before the king came to power
- **C** not common for people of that time
- **D** very usual for rulers everywhere

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: Based on the prefix un- and the sentence, unusual means the idea was what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. not common for people of that time

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **usual again after many long years**
Again is the meaning of re-, not un-.

B **usual before the king came to power**
Before is the meaning of pre-, not un-.

C **not common for people of that time**
Correct. Un- means not. Most rulers believed something different, so the idea was not usual.

D **very usual for rulers everywhere**
The sentence says rulers believed the opposite, so the idea was not usual.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. usual again after many long years: Again is the meaning of re-, not un-. B. usual before the king came to power: Before is the meaning of pre-, not un-. C. not common for people of that time: Correct. Un- means not. Most rulers believed something different, so the idea was not usual. D. very usual for rulers everywhere: The sentence says rulers believed the opposite, so the idea was not usual.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix un- in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX DIS-

The prefix **dis-** means "not; the opposite of". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "A Promise Written Long Ago"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix dis-. It means not; the opposite of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 1 Module 2 · a class or student copy of "A Promise Written Long Ago" · the student tracking sheet · pencils

WORD PARTS IN THE READING

dissatisfied (dis + satisfied): "Among the most dissatisfied people were the barons."

disagreements (dis + agreements): "As disagreements increased, tensions between King John and the barons became more serious."

dissatisfied (dis + satisfied): "Among the most dissatisfied people were the barons."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix dis-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix dis-.

"Among the most dissatisfied people were the barons."

I CAN I can find a word with the prefix dis- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix dis- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has dis-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Dissatisfied. It has the prefix dis-: dis + satisfied.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find dis-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with dis have the prefix dis-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what dis- means.

The word dissatisfied has the prefix dis-. What does dis- mean?

dissatisfied = dis + satisfied

A. not; the opposite of B. again C. before

I CAN I can choose the meaning of the prefix dis-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix dis-."

DO: *Read the task on the slide aloud: Choose what dis- means. The word dissatisfied has the prefix dis-. What does dis- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding dis- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. not; the opposite of. Dissatisfied means not satisfied; unhappy with something.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of dis- to explain the whole word dissatisfied.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word disagreements into parts. What does it mean in this sentence?

"As disagreements increased, tensions between King John and the barons became more serious."

disagreements = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word disagreements into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Dis + agreements. In this sentence, disagreements means times when people do not agree.

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix dis-. Use your new word in a sentence.

dis + like = ? • dis + obey = ? • dis + appear = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix dis- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix dis- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix dis-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: dislike, disobey, disappear. Answers vary. Example: My dog will sometimes disobey when he sees a squirrel.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what dissatisfied means?

"Among the most dissatisfied people were the barons."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what dissatisfied means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: Dis- means not, so dissatisfied means not satisfied. The barons were the people most upset with the king, which shows they were not pleased.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix dis- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix dis- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: dissatisfied (dis + satisfied), which means not satisfied.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix dis- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Dissatisfied. It has the prefix dis-: dis + satisfied.
CHOOSE	A. not; the opposite of. Dissatisfied means not satisfied; unhappy with something.
SHOW	Dis + agreements. In this sentence, disagreements means times when people do not agree.
OWN	dislike, disobey, disappear. Answers vary. Example: My dog will sometimes disobey when he sees a squirrel.
DEFEND	Dis- means not, so dissatisfied means not satisfied. The barons were the people most upset with the king, which shows they were not pleased.
YOUR TURN	Answers vary. One example: dissatisfied (dis + satisfied), which means not satisfied.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Dissatisfied. It has the prefix dis-: dis + satisfied. CHOOSE: A. not; the opposite of. Dissatisfied means not satisfied; unhappy with something. SHOW: Dis + agreements. In this sentence, disagreements means times when people do not agree. OWN: dislike, disobey, disappear. Answers vary. Example: My dog will sometimes disobey when he sees a squirrel. DEFEND: Dis- means not, so dissatisfied means not satisfied. The barons were the people most upset with the king, which shows they were not pleased. YOUR TURN: Answers vary. One example: dissatisfied (dis + satisfied), which means not satisfied.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

PREFIX DIS-

MORPHEMES

WEEK 6 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

As disagreements increased, tensions between King John and the barons became more serious.

The prefix dis- helps the reader understand that disagreements are what?

A times when people agree once again

B times when people do not agree

C times when people agree too early

D people who agree with the king

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix dis- helps the reader understand that disagreements are what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. times when people do not agree

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **times when people agree once again**
Once again is the meaning of re-, not dis-.

B **times when people do not agree**
Correct. Dis- means not. Tensions grew because the king and barons did not agree.

C **times when people agree too early**
Too early is like pre-, before. Dis- means not.

D **people who agree with the king**
Dis- does not name people. It means not.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. times when people agree once again: Once again is the meaning of re-, not dis-. B. times when people do not agree: Correct. Dis- means not. Tensions grew because the king and barons did not agree. C. times when people agree too early: Too early is like pre-, before. Dis- means not. D. people who agree with the king: Dis- does not name people. It means not.

TEKS 3(C) · PREFIX DIS- · Week 6 of 36 · Cluster 1 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix dis- in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 7 of 36

Grade 4 · Cluster 1 · Module 3

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -FUL

The suffix **-ful** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Morning in the Village"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ful. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 1 Module 3 · a class or student copy of "Morning in the Village" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

WORD PARTS IN THE READING

peaceful (peace + ful): "The village felt peaceful before the day became busy."

successful (success + ful): "Everyone understood that a successful harvest meant there would be enough food for the coming months."

peaceful (peace + ful): "The village felt peaceful before the day became busy."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ful, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ful.

"The village felt peaceful before the day became busy."

I CAN I can find a word with the suffix -ful in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ful in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ful.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ful?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Peaceful. It has the suffix -ful: peace + ful.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ful have the suffix -ful? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ful means.

The word peaceful has the suffix -ful. What does -ful mean?

peaceful = peace + ful

A. without B. full of; having C. again

I CAN I can choose the meaning of the suffix -ful.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ful."

DO: *Read the task on the slide aloud: Choose what -ful means. The word peaceful has the suffix -ful. What does -ful mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. full of; having. Peaceful means full of peace; calm and quiet.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word peaceful.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word successful into parts. What does it mean in this sentence?

"Everyone understood that a successful harvest meant there would be enough food for the coming months."

successful = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word successful into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Success + ful. In this sentence, successful means having success; turning out well.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ful. Use your new word in a sentence.

help + ful = ? • fear + ful = ? • color + ful = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ful and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ful and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ful. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: helpful, fearful, colorful. Answers vary. Example: The fearful kitten hid under the porch during the storm.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what peaceful means?

"The village felt peaceful before the day became busy."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what peaceful means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ful means full of, so peaceful means full of peace. The sentence says this was before the day became busy, so the village was calm and quiet.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: thankful (thank + ful), which means full of thanks.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Peaceful. It has the suffix -ful: peace + ful.
CHOOSE	B. full of; having. Peaceful means full of peace; calm and quiet.
SHOW	Success + ful. In this sentence, successful means having success; turning out well.
OWN	helpful, fearful, colorful. Answers vary. Example: The fearful kitten hid under the porch during the storm.
DEFEND	The suffix -ful means full of, so peaceful means full of peace. The sentence says this was before the day became busy, so the village was calm and quiet.
YOUR TURN	Answers vary. One example: thankful (thank + ful), which means full of thanks.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Peaceful. It has the suffix -ful: peace + ful. CHOOSE: B. full of; having. Peaceful means full of peace; calm and quiet. SHOW: Success + ful. In this sentence, successful means having success; turning out well. OWN: helpful, fearful, colorful. Answers vary. Example: The fearful kitten hid under the porch during the storm. DEFEND: The suffix -ful means full of, so peaceful means full of peace. The sentence says this was before the day became busy, so the village was calm and quiet. YOUR TURN: Answers vary. One example: thankful (thank + ful), which means full of thanks.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -FUL

MORPHEMES

WEEK 7 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Everyone understood that a successful harvest meant there would be enough food for the coming months.

The suffix -ful helps the reader understand that a successful harvest is what?

A a harvest that has no success

B a harvest that happens again

C a person who gathers the harvest

D a harvest that turns out well

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ful helps the reader understand that a successful harvest is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. a harvest that turns out well

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **a harvest that has no success**
No success would be successless. The suffix -ful means full of.

B **a harvest that happens again**
Again is the meaning of re-, not -ful.

C **a person who gathers the harvest**
The suffix -ful does not name a person. The suffix -er names people.

D **a harvest that turns out well**
Correct. The suffix -ful means full of or having. A harvest with success gives enough food.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. a harvest that has no success: No success would be successless. The suffix -ful means full of. B. a harvest that happens again: Again is the meaning of re-, not -ful. C. a person who gathers the harvest: The suffix -ful does not name a person. The suffix -er names people. D. a harvest that turns out well: Correct. The suffix -ful means full of or having. A harvest with success gives enough food.

TEKS 3(C) · SUFFIX -FUL · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ful in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 8 of 36

Grade 4 · Cluster 1 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -LY

The suffix **-ly** means "in a certain way". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Morning in the Village"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ly. It means in a certain way."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 1 Module 4 · a class or student copy of "Morning in the Village" · the student tracking sheet · pencils

WORD PARTS IN THE READING

quietly (quiet + ly): "Birds called from the trees, and the river moved quietly nearby."

warmly (warm + ly): "Even though they came from another village, they were welcomed warmly."

closely (close + ly): "Tayanita listened closely."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ly, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ly.

"Birds called from the trees, and the river moved quietly nearby."

I CAN I can find a word with the suffix -ly in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ly in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ly.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ly?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Quietly. It has the suffix -ly: quiet + ly.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ly? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ly have the suffix -ly? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ly means.

The word quietly has the suffix -ly. What does -ly mean?

quietly = quiet + ly

A. full of B. without C. in a certain way

I CAN I can choose the meaning of the suffix -ly.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ly."

DO: *Read the task on the slide aloud: Choose what -ly means. The word quietly has the suffix -ly. What does -ly mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ly do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. in a certain way. Quietly means in a quiet way.

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word quietly.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word warmly into parts. What does it mean in this sentence?

"Even though they came from another village, they were welcomed warmly."

warmly = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word warmly into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Warm + ly. In this sentence, warmly means in a warm, friendly way.

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ly. Use your new word in a sentence.

slow + ly = ? • soft + ly = ? • brave + ly = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ly and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ly and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ly. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: slowly, softly, bravely. Answers vary. Example: The firefighter bravely climbed the ladder.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what closely means?

"Tayanita listened closely."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what closely means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ly means in a certain way, so closely means in a close, careful way. Tayanita was listening, so she paid careful attention.

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ly or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ly or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: brightly (bright + ly), which means in a bright way.

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ly and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Quietly. It has the suffix -ly: quiet + ly.
CHOOSE	C. in a certain way. Quietly means in a quiet way.
SHOW	Warm + ly. In this sentence, warmly means in a warm, friendly way.
OWN	slowly, softly, bravely. Answers vary. Example: The firefighter bravely climbed the ladder.
DEFEND	The suffix -ly means in a certain way, so closely means in a close, careful way. Tayanita was listening, so she paid careful attention.
YOUR TURN	Answers vary. One example: brightly (bright + ly), which means in a bright way.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Quietly. It has the suffix -ly: quiet + ly. CHOOSE: C. in a certain way. Quietly means in a quiet way. SHOW: Warm + ly. In this sentence, warmly means in a warm, friendly way. OWN: slowly, softly, bravely. Answers vary. Example: The firefighter bravely climbed the ladder. DEFEND: The suffix -ly means in a certain way, so closely means in a close, careful way. Tayanita was listening, so she paid careful attention. YOUR TURN: Answers vary. One example: brightly (bright + ly), which means in a bright way.

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Even though they came from another village, they were welcomed warmly.

What does the word warmly mean in this sentence?

A with a lot of heat from the sun

B full of warm and sunny days

C without being welcomed at all

D in a kind and friendly way

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: What does the word warmly mean in this sentence?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. in a kind and friendly way

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **with a lot of heat from the sun**
That is the heat meaning of warm. The sentence is about how people were welcomed.

B **full of warm and sunny days**
Full of is the meaning of -ful, not -ly.

C **without being welcomed at all**
Without is the meaning of -less, not -ly.

D **in a kind and friendly way**
Correct. The suffix -ly means in a certain way. Visitors from another village were greeted kindly.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. with a lot of heat from the sun: That is the heat meaning of warm. The sentence is about how people were welcomed. B. full of warm and sunny days: Full of is the meaning of -ful, not -ly. C. without being welcomed at all: Without is the meaning of -less, not -ly. D. in a kind and friendly way: Correct. The suffix -ly means in a certain way. Visitors from another village were greeted kindly.

TEKS 3(C) · SUFFIX -LY · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ly in another book they are reading.

TEKS 3(C)
SUFFIX -ABLE

MORPHEMES

WEEK 9 of 36

Grade 4 · Cluster 2 · Module 1

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ABLE

The suffix **-able** means "able to be; can be". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "The Energy We Use Everyday"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -able. It means able to be; can be."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 2 Module 1 · a class or student copy of "The Energy We Use Everyday" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

WORD PARTS IN THE READING

Renewable (renew + able): "Renewable resources can be replaced over time and used again."

dependable (depend + able): "Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies."

renewable (renew + able): "This makes renewable resources valuable sources of energy for communities around the world."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -able, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -able.

"Renewable resources can be replaced over time and used again."

I CAN I can find a word with the suffix -able in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -able in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -able.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -able?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Renewable. It has the suffix -able: renew + able.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -able? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with able have the suffix -able? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -able means.

The word Renewable has the suffix -able. What does -able mean?

Renewable = renew + able

A. able to be; can be B. not able C. a person who

I CAN I can choose the meaning of the suffix -able.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -able."

DO: *Read the task on the slide aloud: Choose what -able means. The word Renewable has the suffix -able. What does -able mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -able do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. able to be; can be. Renewable means able to be made new again.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -able to explain the whole word Renewable.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word dependable into parts. What does it mean in this sentence?

"Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies."

dependable = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word dependable into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Depend + able. In this sentence, dependable means able to be depended on; reliable.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -able. Use your new word in a sentence.

wash + able = ? • break + able = ? • read + able = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -able and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -able and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -able. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: washable, breakable, readable. Answers vary. Example: Be careful with that breakable glass vase.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what renewable means?

"This makes renewable resources valuable sources of energy for communities around the world."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what renewable means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -able means able to be, so renewable means able to be renewed. The passage says these resources can be replaced and used again.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -able or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -able or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: valuable (value + able), which means having great value.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -able and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Renewable. It has the suffix -able: renew + able.
CHOOSE	A. able to be; can be. Renewable means able to be made new again.
SHOW	Depend + able. In this sentence, dependable means able to be depended on; reliable.
OWN	washable, breakable, readable. Answers vary. Example: Be careful with that breakable glass vase.
DEFEND	The suffix -able means able to be, so renewable means able to be renewed. The passage says these resources can be replaced and used again.
YOUR TURN	Answers vary. One example: valuable (value + able), which means having great value.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Renewable. It has the suffix -able: renew + able. CHOOSE: A. able to be; can be. Renewable means able to be made new again. SHOW: Depend + able. In this sentence, dependable means able to be depended on; reliable. OWN: washable, breakable, readable. Answers vary. Example: Be careful with that breakable glass vase. DEFEND: The suffix -able means able to be, so renewable means able to be renewed. The passage says these resources can be replaced and used again. YOUR TURN: Answers vary. One example: valuable (value + able), which means having great value.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW
PREFIX MIS-

MORPHEMES

WEEK 9 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

This can cause mismanagement of energy resources if people do not plan carefully.

The prefix mis- helps the reader understand that mismanagement means what?

A managing something once again

B managing something badly or wrongly

C managing something before it starts

D a person who manages energy well

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix mis- helps the reader understand that mismanagement means what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. managing something badly or wrongly

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **managing something once again**
Once again is the meaning of re-, not mis-.

B **managing something badly or wrongly**
Correct. Mis- means wrongly or badly. Not planning carefully leads to bad managing.

C **managing something before it starts**
Before is the meaning of pre-, not mis-.

D **a person who manages energy well**
Mis- does not name a person, and it means badly, not well.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. managing something once again: Once again is the meaning of re-, not mis-. B. managing something badly or wrongly: Correct. Mis- means wrongly or badly. Not planning carefully leads to bad managing. C. managing something before it starts: Before is the meaning of pre-, not mis-. D. a person who manages energy well: Mis- does not name a person, and it means badly, not well.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -able in another book they are reading.

TEKS 3(C)
SUFFIX -ITY

MORPHEMES

WEEK 10 of 36

Grade 4 · Cluster 2 · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ITY

The suffix **-ity** means "the state or quality of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "The Energy We Use Everyday"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ity. It means the state or quality of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 2 Module 2 · a class or student copy of "The Energy We Use Everyday" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

WORD PARTS IN THE READING

reliability (reliable + ity): "This reliability makes them important energy sources in many areas."

electricity (electric + ity): "Solar panels collect energy from sunlight and turn it into electricity."

reliability (reliable + ity): "This reliability makes them important energy sources in many areas."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ity, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ity.

"This reliability makes them important energy sources in many areas."

I CAN I can find a word with the suffix -ity in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ity in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ity.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ity?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Reliability. It has the suffix -ity: reliable + ity.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ity? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ity have the suffix -ity? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ity means.

The word reliability has the suffix -ity. What does -ity mean?

reliability = reliable + ity

A. a person who B. the state or quality of C. in a certain way

I CAN I can choose the meaning of the suffix -ity.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ity."

DO: *Read the task on the slide aloud: Choose what -ity means. The word reliability has the suffix -ity. What does -ity mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ity do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. the state or quality of. Reliability means the quality of being reliable, or able to be trusted.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity to explain the whole word reliability.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word electricity into parts. What does it mean in this sentence?

"Solar panels collect energy from sunlight and turn it into electricity."

electricity = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word electricity into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Electric + ity. In this sentence, electricity means electric power.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ity. Use your new word in a sentence.

active + ity = ? • equal + ity = ? • real + ity = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ity and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ity and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ity. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: activity, equality, reality. Answers vary. Example: Everyone deserves equality on the playground.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what reliability means?

"This reliability makes them important energy sources in many areas."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what reliability means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ity means the quality of, so reliability is the quality of being reliable. The sentence says it makes these sources important, because people can count on them.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: electricity (electric + ity), which means electric power.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ity and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Reliability. It has the suffix -ity: reliable + ity.
CHOOSE	B. the state or quality of. Reliability means the quality of being reliable, or able to be trusted.
SHOW	Electric + ity. In this sentence, electricity means electric power.
OWN	activity, equality, reality. Answers vary. Example: Everyone deserves equality on the playground.
DEFEND	The suffix -ity means the quality of, so reliability is the quality of being reliable. The sentence says it makes these sources important, because people can count on them.
YOUR TURN	Answers vary. One example: electricity (electric + ity), which means electric power.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Reliability. It has the suffix -ity: reliable + ity. CHOOSE: B. the state or quality of. Reliability means the quality of being reliable, or able to be trusted. SHOW: Electric + ity. In this sentence, electricity means electric power. OWN: activity, equality, reality. Answers vary. Example: Everyone deserves equality on the playground. DEFEND: The suffix -ity means the quality of, so reliability is the quality of being reliable. The sentence says it makes these sources important, because people can count on them. YOUR TURN: Answers vary. One example: electricity (electric + ity), which means electric power.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

PREFIX NON-

MORPHEMES

WEEK 10 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

The energy people use comes from both renewable and nonrenewable resources.

The prefix non- helps the reader understand that nonrenewable resources are what?

A resources that are renewed again and again

B resources that were renewed a long time ago

C resources that are the easiest to renew

D resources that are not able to be renewed

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix non- helps the reader understand that nonrenewable resources are what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. resources that are not able to be renewed

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **resources that are renewed again and again**
Again is the meaning of re-, but non- means not.

B **resources that were renewed a long time ago**
Non- does not mean before or long ago. It means not.

C **resources that are the easiest to renew**
Non- does not mean easy. It means not.

D **resources that are not able to be renewed**
Correct. Non- means not. These resources cannot be made new again.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. resources that are renewed again and again: Again is the meaning of re-, but non- means not. B. resources that were renewed a long time ago: Non- does not mean before or long ago. It means not. C. resources that are the easiest to renew: Non- does not mean easy. It means not. D. resources that are not able to be renewed: Correct. Non- means not. These resources cannot be made new again.

TEKS 3(C) · SUFFIX -ITY · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ity in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 11 of 36

Grade 4 · Cluster 2 · Module 3

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -MENT

The suffix **-ment** means "the act or result of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Columbus's Arrival"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ment. It means the act or result of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 2 Module 3 · a class or student copy of "Columbus's Arrival" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

WORD PARTS IN THE READING

movement (move + ment): "At the same time, the movement of people and goods between Europe and the Americas introduced new plants and animals."

settlements (settle + ment): "Explorers searched for resources, trade opportunities, and places to establish settlements."

development (develop + ment): "These interactions influenced the development of cultures throughout the Americas."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ment, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ment.

"At the same time, the movement of people and goods between Europe and the Americas introduced new plants and animals."

I CAN I can find a word with the suffix -ment in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ment in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ment.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ment?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Movement. It has the suffix -ment: move + ment.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ment? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ment have the suffix -ment? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ment means.

The word movement has the suffix -ment. What does -ment mean?

movement = move + ment

A. a person who B. without C. the act or result of

I CAN I can choose the meaning of the suffix -ment.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ment."

DO: *Read the task on the slide aloud: Choose what -ment means. The word movement has the suffix -ment. What does -ment mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ment do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. the act or result of. Movement means the act of moving from place to place.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ment to explain the whole word movement.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word settlements into parts. What does it mean in this sentence?

"Explorers searched for resources, trade opportunities, and places to establish settlements."

settlements = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word settlements into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Settle + ment. In this sentence, settlements means places where people settle and build homes.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ment. Use your new word in a sentence.

amaze + ment = ? • pay + ment = ? • treat + ment = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ment and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ment and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ment. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: amazement, payment, treatment. Answers vary. Example: We stared in amazement at the giant whale.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what development means?

"These interactions influenced the development of cultures throughout the Americas."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what development means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ment means the act or result of, so development is the act of developing, or growing. The sentence says interactions influenced cultures, so they changed and grew.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: settlement (settle + ment), which means a place where people settle.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Movement. It has the suffix -ment: move + ment.
CHOOSE	C. the act or result of. Movement means the act of moving from place to place.
SHOW	Settle + ment. In this sentence, settlements means places where people settle and build homes.
OWN	amazement, payment, treatment. Answers vary. Example: We stared in amazement at the giant whale.
DEFEND	The suffix -ment means the act or result of, so development is the act of developing, or growing. The sentence says interactions influenced cultures, so they changed and grew.
YOUR TURN	Answers vary. One example: settlement (settle + ment), which means a place where people settle.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Movement. It has the suffix -ment: move + ment. CHOOSE: C. the act or result of. Movement means the act of moving from place to place. SHOW: Settle + ment. In this sentence, settlements means places where people settle and build homes. OWN: amazement, payment, treatment. Answers vary. Example: We stared in amazement at the giant whale. DEFEND: The suffix -ment means the act or result of, so development is the act of developing, or growing. The sentence says interactions influenced cultures, so they changed and grew. YOUR TURN: Answers vary. One example: settlement (settle + ment), which means a place where people settle.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -MENT

MORPHEMES

WEEK 11 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

The movement of people, products, and ideas connected different parts of the world in ways that had never happened before.

The suffix -ment helps the reader understand that movement is what?

A a person who moves from place to place

B moving from place to place once again

C the act of moving from place to place

D staying in one place without moving

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ment helps the reader understand that movement is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. the act of moving from place to place

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **a person who moves from place to place**
The suffix -ment does not name a person. The suffix -er names people.

B **moving from place to place once again**
Once again is the meaning of re-, not -ment.

C **the act of moving from place to place**
Correct. The suffix -ment means the act of. People, products, and ideas moved and connected the world.

D **staying in one place without moving**
Without is like -less. The suffix -ment means the act of.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. a person who moves from place to place: The suffix -ment does not name a person. The suffix -er names people. B. moving from place to place once again: Once again is the meaning of re-, not -ment. C. the act of moving from place to place: Correct. The suffix -ment means the act of. People, products, and ideas moved and connected the world. D. staying in one place without moving: Without is like -less. The suffix -ment means the act of.

TEKS 3(C) · SUFFIX -MENT · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ment in another book they are reading.

TEKS 3(C)
ROOT GRAPH

MORPHEMES

WEEK 12 of 36

Grade 4 · Cluster 2 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

ROOT GRAPH

The root **graph** means "write; draw; describe". A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from "Columbus's Arrival"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the root graph. It means write; draw; describe."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 2 Module 4 · a class or student copy of "Columbus's Arrival" · the student tracking sheet · pencils

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

WORD PARTS IN THE READING

geography (geo + graph + y): "From a young age, he was interested in ships, travel, and geography."

paragraph (para + graph): "The captain wrote a paragraph in the ship's log at the end of each day." **[Extra example, not from the passage]**

paragraph (para + graph): "The captain wrote a paragraph in the ship's log at the end of each day." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root graph, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the root away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the root.

Read this sentence from the passage. Find the word with the root graph.

"From a young age, he was interested in ships, travel, and geography."

I CAN I can find a word with the root graph in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the root graph in our reading."

DO: *Read the task on the slide aloud: Notice the root. Read this sentence from the passage. Find the word with the root graph.*

SAY: "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has graph?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Geography. It has the root graph: geo + graph + y.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find graph? What is left when you take it off?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

Is a root a whole word? Often it is not. The root graph carries meaning, and other word parts are added to it.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what graph means.

The word geography has the root graph. What does graph mean?

geography = geo + graph + y

A. write; draw; describe B. carry C. measure

I CAN I can choose the meaning of the root graph.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the root graph."

DO: *Read the task on the slide aloud: Choose what graph means. The word geography has the root graph. What does graph mean?*

SAY: "Cover the root with your finger. Read what is left. Now think: what does adding graph do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. write; draw; describe. Geography means the study that describes the earth's lands and seas.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of graph to explain the whole word geography.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word paragraph into parts. What does it mean in this sentence?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"The captain wrote a paragraph in the ship's log at the end of each day."

paragraph = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word paragraph into parts. What does it mean in this sentence?*

SAY: "First find the root. Then find the root. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Para + graph. In this sentence, paragraph means a group of written sentences about one idea.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the root mean by itself? What does the root add?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the root graph. Use your new word in a sentence.

auto + graph = ? • para + graph = ? • photo + graph = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root graph and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the root graph and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the root graph. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: autograph, paragraph, photograph. Answers vary. Example: I wrote a paragraph about how sailors used the stars.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the root and the sentence prove what paragraph means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"The captain wrote a paragraph in the ship's log at the end of each day."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the root and the sentence prove what paragraph means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: The root graph means write, so a paragraph is a group of written sentences. The sentence says the captain wrote it in the ship's log.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the root graph or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the root graph or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: transportation (trans + port + ation), which means ways of carrying people and goods.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the root graph and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Geography. It has the root graph: geo + graph + y.
CHOOSE	A. write; draw; describe. Geography means the study that describes the earth's lands and seas.
SHOW	Para + graph. In this sentence, paragraph means a group of written sentences about one idea.
OWN	autograph, paragraph, photograph. Answers vary. Example: I wrote a paragraph about how sailors used the stars.
DEFEND	The root graph means write, so a paragraph is a group of written sentences. The sentence says the captain wrote it in the ship's log.
YOUR TURN	Answers vary. One example: transportation (trans + port + ation), which means ways of carrying people and goods.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Geography. It has the root graph: geo + graph + y. CHOOSE: A. write; draw; describe. Geography means the study that describes the earth's lands and seas. SHOW: Para + graph. In this sentence, paragraph means a group of written sentences about one idea. OWN: autograph, paragraph, photograph. Answers vary. Example: I wrote a paragraph about how sailors used the stars. DEFEND: The root graph means write, so a paragraph is a group of written sentences. The sentence says the captain wrote it in the ship's log. YOUR TURN: Answers vary. One example: transportation (trans + port + ation), which means ways of carrying people and goods.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

From a young age, he was interested in ships, travel, and geography.

The root graph means write or describe. This helps the reader understand that geography is what?

- **A** the study that measures the heat inside the earth
- **B** the study that describes the land of the earth
- **C** a person who writes about ships at sea
- **D** pictures taken of ships using light

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The root graph means write or describe. This helps the reader understand that geography is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. the study that describes the land of the earth

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **the study that measures the heat inside the earth**
Measuring is the meaning of the root meter, not graph.

B **the study that describes the land of the earth**
Correct. Geo means earth and graph means write or describe. Ships and travel connect to land.

C **a person who writes about ships at sea**
The word names a subject of study, not a person.

D **pictures taken of ships using light**
Light is the meaning of the root photo, not graph.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. the study that measures the heat inside the earth: Measuring is the meaning of the root meter, not graph. B. the study that describes the land of the earth: Correct. Geo means earth and graph means write or describe. Ships and travel connect to land. C. a person who writes about ships at sea: The word names a subject of study, not a person. D. pictures taken of ships using light: Light is the meaning of the root photo, not graph.

TEKS 3(C) · ROOT GRAPH · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the root graph in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX UN-

The prefix **un-** means "not". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "A Lone Star Choice"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix un-. It means not."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 3 Module 1 · a class or student copy of "A Lone Star Choice" · the student tracking sheet · pencils

WORD PARTS IN THE READING

unsure (un + sure): "Now standing alone, unsure where to go."

unclear (un + clear): "The future seemed unclear to many,"

unsure (un + sure): "Now standing alone, unsure where to go."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix un-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix un-.

"Now standing alone, unsure where to go."

I CAN I can find a word with the prefix un- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix un- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix un-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has un-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Unsure. It has the prefix un-: un + sure.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find un-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with un have the prefix un-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what un- means.

The word unsure has the prefix un-. What does un- mean?

unsure = un + sure

A. again B. not C. before

I CAN I can choose the meaning of the prefix un-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix un-."

DO: *Read the task on the slide aloud: Choose what un- means. The word unsure has the prefix un-. What does un- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding un- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. not. Unsure means not sure; not certain.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of un- to explain the whole word unsure.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word unclear into parts. What does it mean in this sentence?

"The future seemed unclear to many,"

unclear = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word unclear into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Un + clear. In this sentence, unclear means not clear; hard to know.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix un-. Use your new word in a sentence.

un + even = ? • un + wrap = ? • un + true = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix un- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix un- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix un-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: uneven, unwrap, untrue. Answers vary. Example: The rumor about a snow day was untrue.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what unsure means?

"Now standing alone, unsure where to go."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what unsure means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: Un- means not, so unsure means not sure. The line says Texas was standing alone and did not know where to go, which shows uncertainty.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: unclear (un + clear), which means not clear.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix un- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Unsure. It has the prefix un-: un + sure.
CHOOSE	B. not. Unsure means not sure; not certain.
SHOW	Un + clear. In this sentence, unclear means not clear; hard to know.
OWN	uneven, unwrap, untrue. Answers vary. Example: The rumor about a snow day was untrue.
DEFEND	Un- means not, so unsure means not sure. The line says Texas was standing alone and did not know where to go, which shows uncertainty.
YOUR TURN	Answers vary. One example: unclear (un + clear), which means not clear.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Unsure. It has the prefix un-: un + sure. CHOOSE: B. not. Unsure means not sure; not certain. SHOW: Un + clear. In this sentence, unclear means not clear; hard to know. OWN: uneven, unwrap, untrue. Answers vary. Example: The rumor about a snow day was untrue. DEFEND: Un- means not, so unsure means not sure. The line says Texas was standing alone and did not know where to go, which shows uncertainty. YOUR TURN: Answers vary. One example: unclear (un + clear), which means not clear.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

The future seemed unclear to many,

Based on the prefix un- and the sentence, unclear means the future was what?

- **A** hard to know or understand
- **B** clear again after a long wait
- **C** clear before anyone asked
- **D** very clear and easy to see

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: Based on the prefix un- and the sentence, unclear means the future was what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. hard to know or understand

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **hard to know or understand**
Correct. Un- means not. The future was not clear, so people did not know what would happen.

B **clear again after a long wait**
Again is the meaning of re-, not un-.

C **clear before anyone asked**
Before is the meaning of pre-, not un-.

D **very clear and easy to see**
Un- does not make a word stronger. It means not.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. hard to know or understand: Correct. Un- means not. The future was not clear, so people did not know what would happen. B. clear again after a long wait: Again is the meaning of re-, not un-. C. clear before anyone asked: Before is the meaning of pre-, not un-. D. very clear and easy to see: Un- does not make a word stronger. It means not.

TEKS 3(C) · PREFIX UN- · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix un- in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 14 of 36

Grade 4 · Cluster 3 · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -LY

The suffix **-ly** means "in a certain way". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "A Lone Star Choice"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ly. It means in a certain way."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 3 Module 2 · a class or student copy of "A Lone Star Choice" · the student tracking sheet · pencils

WORD PARTS IN THE READING

freely (free + ly): "With people sharing thoughts freely."

closely (close + ly): "They listened closely to each side,"

respectfully (respectful + ly): "People spoke respectfully."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ly, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ly.

"With people sharing thoughts freely."

I CAN I can find a word with the suffix -ly in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ly in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ly.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ly?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Freely. It has the suffix -ly: free + ly.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ly? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ly have the suffix -ly? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ly means.

The word freely has the suffix -ly. What does -ly mean?

freely = free + ly

A. full of B. without C. in a certain way

I CAN I can choose the meaning of the suffix -ly.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ly."

DO: *Read the task on the slide aloud: Choose what -ly means. The word freely has the suffix -ly. What does -ly mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ly do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. in a certain way. Freely means in a free way; without being stopped.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word freely.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word closely into parts. What does it mean in this sentence?

"They listened closely to each side,"

closely = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word closely into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Close + ly. In this sentence, closely means in a careful way, paying close attention.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ly. Use your new word in a sentence.

quick + ly = ? • loud + ly = ? • kind + ly = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ly and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ly and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ly. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: quickly, loudly, kindly. Answers vary. Example: The librarian kindly helped me find a new book.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what respectfully means?

"People spoke respectfully."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what respectfully means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ly means in a certain way, so respectfully means in a respectful way. The poem is about people discussing a choice, so they spoke politely to each other.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ly or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ly or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: freely (free + ly), which means in a free way.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ly and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Freely. It has the suffix -ly: free + ly.
CHOOSE	C. in a certain way. Freely means in a free way; without being stopped.
SHOW	Close + ly. In this sentence, closely means in a careful way, paying close attention.
OWN	quickly, loudly, kindly. Answers vary. Example: The librarian kindly helped me find a new book.
DEFEND	The suffix -ly means in a certain way, so respectfully means in a respectful way. The poem is about people discussing a choice, so they spoke politely to each other.
YOUR TURN	Answers vary. One example: freely (free + ly), which means in a free way.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Freely. It has the suffix -ly: free + ly. CHOOSE: C. in a certain way. Freely means in a free way; without being stopped. SHOW: Close + ly. In this sentence, closely means in a careful way, paying close attention. OWN: quickly, loudly, kindly. Answers vary. Example: The librarian kindly helped me find a new book. DEFEND: The suffix -ly means in a certain way, so respectfully means in a respectful way. The poem is about people discussing a choice, so they spoke politely to each other. YOUR TURN: Answers vary. One example: freely (free + ly), which means in a free way.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Some were hopeful, while others felt hopeless.

The suffix -less helps the reader understand that hopeless means what?

A feeling without any hope

B feeling full of hope

C feeling hope once again

D a person who gives others hope

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -less helps the reader understand that hopeless means what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. feeling without any hope

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **feeling without any hope**
Correct. The suffix -less means without. The word while shows hopeless is the opposite of hopeful.

B **feeling full of hope**
Full of is the meaning of -ful. That is hopeful, the opposite.

C **feeling hope once again**
Once again is the meaning of re-, not -less.

D **a person who gives others hope**
The suffix -less does not name a person. It means without.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. feeling without any hope: Correct. The suffix -less means without. The word while shows hopeless is the opposite of hopeful. B. feeling full of hope: Full of is the meaning of -ful. That is hopeful, the opposite. C. feeling hope once again: Once again is the meaning of re-, not -less. D. a person who gives others hope: The suffix -less does not name a person. It means without.

TEKS 3(C) · SUFFIX -LY · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ly in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 15 of 36

Grade 4 · Cluster 3 · Module 3

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -MENT

The suffix **-ment** means "the act or result of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Making it Happen"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ment. It means the act or result of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 3 Module 3 · a class or student copy of "Making it Happen" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

WORD PARTS IN THE READING

equipment (equip + ment): "He had the skills, but he needed equipment first."

accomplishment (accomplish + ment): "But every accomplishment begins somewhere."

equipment (equip + ment): "He had the skills, but he needed equipment first."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ment, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ment.

"He had the skills, but he needed equipment first."

I CAN I can find a word with the suffix -ment in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ment in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ment.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ment?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Equipment. It has the suffix -ment: equip + ment.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ment? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ment have the suffix -ment? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ment means.

The word equipment has the suffix -ment. What does -ment mean?

equipment = equip + ment

A. the act or result of B. a person who C. full of

I CAN I can choose the meaning of the suffix -ment.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ment."

DO: *Read the task on the slide aloud: Choose what -ment means. The word equipment has the suffix -ment. What does -ment mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ment do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. the act or result of. Equipment means the tools and supplies needed for a job.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ment to explain the whole word equipment.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word accomplishment into parts. What does it mean in this sentence?

"But every accomplishment begins somewhere."

accomplishment = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word accomplishment into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Accomplish + ment. In this sentence, accomplishment means something done well; the result of accomplishing.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ment. Use your new word in a sentence.

state + ment = ? • enjoy + ment = ? • excite + ment = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ment and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ment and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ment. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: statement, enjoyment, excitement. Answers vary. Example: The excitement in the gym grew before the big game.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what equipment means?

"He had the skills, but he needed equipment first."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what equipment means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ment means the result of, so equipment is what you use to equip, or get ready. He had skills but needed tools first, so equipment means the tools.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: accomplishment (accomplish + ment), which means something done well.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Equipment. It has the suffix -ment: equip + ment.
CHOOSE	A. the act or result of. Equipment means the tools and supplies needed for a job.
SHOW	Accomplish + ment. In this sentence, accomplishment means something done well; the result of accomplishing.
OWN	statement, enjoyment, excitement. Answers vary. Example: The excitement in the gym grew before the big game.
DEFEND	The suffix -ment means the result of, so equipment is what you use to equip, or get ready. He had skills but needed tools first, so equipment means the tools.
YOUR TURN	Answers vary. One example: accomplishment (accomplish + ment), which means something done well.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Equipment. It has the suffix -ment: equip + ment. CHOOSE: A. the act or result of. Equipment means the tools and supplies needed for a job. SHOW: Accomplish + ment. In this sentence, accomplishment means something done well; the result of accomplishing. OWN: statement, enjoyment, excitement. Answers vary. Example: The excitement in the gym grew before the big game. DEFEND: The suffix -ment means the result of, so equipment is what you use to equip, or get ready. He had skills but needed tools first, so equipment means the tools. YOUR TURN: Answers vary. One example: accomplishment (accomplish + ment), which means something done well.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW
SUFFIX -MENT

MORPHEMES

WEEK 15 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

But every accomplishment begins somewhere.

The suffix -ment helps the reader understand that an accomplishment is what?

A a person who does something well

B the result of doing something well

C doing something well once again

D doing something without any help at all

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Grade 4 · Cluster 3 · Morphemes

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ment helps the reader understand that an accomplishment is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. the result of doing something well

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **a person who does something well**
The suffix -ment does not name a person. The suffix -er and -or name people.

B **the result of doing something well**
Correct. The suffix -ment means the result of. An accomplishment is something you finish well.

C **doing something well once again**
Once again is the meaning of re-, not -ment.

D **doing something without any help at all**
Nothing in the word means without help.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. a person who does something well: The suffix -ment does not name a person. The suffix -er and -or name people. B. the result of doing something well: Correct. The suffix -ment means the result of. An accomplishment is something you finish well. C. doing something well once again: Once again is the meaning of re-, not -ment. D. doing something without any help at all: Nothing in the word means without help.

TEKS 3(C) · SUFFIX -MENT · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ment in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -OR

The suffix **-or** means "a person who". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Making it Happen"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -or. It means a person who."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 3 Module 4 · a class or student copy of "Making it Happen" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

WORD PARTS IN THE READING

inventor (invent + or): "This inventor failed several times before finally succeeding."

inventors (invent + or): "Many artists, writers, and inventors depended on support from others."

inventor (invent + or): "This inventor failed several times before finally succeeding."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -or, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -or.

"This inventor failed several times before finally succeeding."

I CAN I can find a word with the suffix -or in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -or in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -or.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -or?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Inventor. It has the suffix -or: invent + or.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -or? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with or have the suffix -or? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -or means.

The word inventor has the suffix -or. What does -or mean?

inventor = invent + or

A. full of B. a person who C. the act of

I CAN I can choose the meaning of the suffix -or.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -or."

DO: *Read the task on the slide aloud: Choose what -or means. The word inventor has the suffix -or. What does -or mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -or do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. a person who. Inventor means a person who invents new things.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -or to explain the whole word inventor.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word inventors into parts. What does it mean in this sentence?

"Many artists, writers, and inventors depended on support from others."

inventors = _____ + _____

I CAN I can break a word into parts and build its meaning.

Grade 4 · Cluster 3 · Morphemes · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word inventors into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Invent + or. In this sentence, inventors means people who invent new things.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -or. Use your new word in a sentence.

act + or = ? • visit + or = ? • sail + or = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -or and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -or and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -or. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: actor, visitor, sailor. Answers vary. Example: The sailor tied a strong knot on the rope.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what inventor means?

"This inventor failed several times before finally succeeding."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what inventor means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -or means a person who, so an inventor is a person who invents. The sentence says this inventor kept trying until finally succeeding.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -or or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -or or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: inventors (invent + or), which means people who invent.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -or and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Inventor. It has the suffix -or: invent + or.
CHOOSE	B. a person who. Inventor means a person who invents new things.
SHOW	Invent + or. In this sentence, inventors means people who invent new things.
OWN	actor, visitor, sailor. Answers vary. Example: The sailor tied a strong knot on the rope.
DEFEND	The suffix -or means a person who, so an inventor is a person who invents. The sentence says this inventor kept trying until finally succeeding.
YOUR TURN	Answers vary. One example: inventors (invent + or), which means people who invent.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Inventor. It has the suffix -or: invent + or. CHOOSE: B. a person who. Inventor means a person who invents new things. SHOW: Invent + or. In this sentence, inventors means people who invent new things. OWN: actor, visitor, sailor. Answers vary. Example: The sailor tied a strong knot on the rope. DEFEND: The suffix -or means a person who, so an inventor is a person who invents. The sentence says this inventor kept trying until finally succeeding. YOUR TURN: Answers vary. One example: inventors (invent + or), which means people who invent.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

MAYA: We found examples of inventors who kept trying even when they failed.

The suffix -or in inventors helps the reader understand that the word refers to what?

A new things that were made

B people who make new things

C the act of making new things

D places where new things are made

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -or in inventors helps the reader understand that the word refers to what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. people who make new things

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **new things that were made**
That is the invention, the thing, not the person.

B **people who make new things**
Correct. The suffix -or means a person who. Inventors invent, or make, new things.

C **the act of making new things**
The act of is the meaning of -tion, not -or.

D **places where new things are made**
The suffix -or names a person, not a place.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. new things that were made: That is the invention, the thing, not the person. B. people who make new things: Correct. The suffix -or means a person who. Inventors invent, or make, new things. C. the act of making new things: The act of is the meaning of -tion, not -or. D. places where new things are made: The suffix -or names a person, not a place.

TEKS 3(C) · SUFFIX -OR · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -or in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 17 of 36

Grade 4 · Cluster 4 · Module 1

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -FUL

The suffix **-ful** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "The Wealth of Mansa Musa"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ful. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 4 Module 1 · a class or student copy of "The Wealth of Mansa Musa" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

WORD PARTS IN THE READING

helpful (help + ful): "Camels were helpful because they could carry heavy loads and travel long distances with very little water."

colorful (color + ful): "Merchants filled the marketplaces with colorful goods from many different places."

useful (use + ful): "This made trading useful for everyone."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ful, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ful.

"Camels were helpful because they could carry heavy loads and travel long distances with very little water."

I CAN I can find a word with the suffix -ful in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ful in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ful.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ful?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Helpful. It has the suffix -ful: help + ful.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ful have the suffix -ful? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ful means.

The word helpful has the suffix -ful. What does -ful mean?

helpful = help + ful

A. without B. before C. full of; having

I CAN I can choose the meaning of the suffix -ful.

Grade 4 · Cluster 4 · Morphemes · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ful."

DO: *Read the task on the slide aloud: Choose what -ful means. The word helpful has the suffix -ful. What does -ful mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. full of; having. Helpful means full of help; giving help.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word helpful.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word colorful into parts. What does it mean in this sentence?

"Merchants filled the marketplaces with colorful goods from many different places."

colorful = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word colorful into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Color + ful. In this sentence, colorful means full of bright colors.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ful. Use your new word in a sentence.

power + ful = ? • thank + ful = ? • wonder + ful = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ful and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ful and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ful. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: powerful, thankful, wonderful. Answers vary. Example: The powerful wind knocked down a tree branch.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what useful means?

"This made trading useful for everyone."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what useful means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ful means full of, so useful means full of use. The sentence says trading helped everyone, so it was worth doing.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: colorful (color + ful), which means full of color.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Helpful. It has the suffix -ful: help + ful.
CHOOSE	C. full of; having. Helpful means full of help; giving help.
SHOW	Color + ful. In this sentence, colorful means full of bright colors.
OWN	powerful, thankful, wonderful. Answers vary. Example: The powerful wind knocked down a tree branch.
DEFEND	The suffix -ful means full of, so useful means full of use. The sentence says trading helped everyone, so it was worth doing.
YOUR TURN	Answers vary. One example: colorful (color + ful), which means full of color.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Helpful. It has the suffix -ful: help + ful. CHOOSE: C. full of; having. Helpful means full of help; giving help. SHOW: Color + ful. In this sentence, colorful means full of bright colors. OWN: powerful, thankful, wonderful. Answers vary. Example: The powerful wind knocked down a tree branch. DEFEND: The suffix -ful means full of, so useful means full of use. The sentence says trading helped everyone, so it was worth doing. YOUR TURN: Answers vary. One example: colorful (color + ful), which means full of color.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Camels were helpful because they could carry heavy loads and travel long distances with very little water.

The suffix -ful helps the reader understand that the camels were what?

- **A** without any help for travelers
- **B** helping travelers once again
- **C** full of help for the travelers
- **D** people who helped the travelers

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ful helps the reader understand that the camels were what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. full of help for the travelers

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **without any help for travelers**
Without is the meaning of -less. That would be helpless.

B **helping travelers once again**
Once again is the meaning of re-, not -ful.

C **full of help for the travelers**
Correct. The suffix -ful means full of. Camels carried loads, which gave help.

D **people who helped the travelers**
The suffix -ful does not name people. Camels are animals that gave help.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. without any help for travelers: Without is the meaning of -less. That would be helpless. B. helping travelers once again: Once again is the meaning of re-, not -ful. C. full of help for the travelers: Correct. The suffix -ful means full of. Camels carried loads, which gave help. D. people who helped the travelers: The suffix -ful does not name people. Camels are animals that gave help.

TEKS 3(C) · SUFFIX -FUL · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ful in another book they are reading.

TEKS 3(C)
SUFFIX -ITY

MORPHEMES

WEEK 18 of 36

Grade 4 · Cluster 4 · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ITY

The suffix **-ity** means "the state or quality of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "The Wealth of Mansa Musa"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ity. It means the state or quality of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 4 Module 2 · a class or student copy of "The Wealth of Mansa Musa" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

WORD PARTS IN THE READING

generosity (generous + ity): "His generosity became famous throughout the places he visited."

activity (active + ity): "Marketplaces were exciting places filled with activity."

generosity (generous + ity): "Whether every story was completely accurate or not, people everywhere recognized his kindness and generosity."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ity, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ity.

"His generosity became famous throughout the places he visited."

I CAN I can find a word with the suffix -ity in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ity in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ity.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ity?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Generosity. It has the suffix -ity: generous + ity.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ity? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ity have the suffix -ity? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ity means.

The word generosity has the suffix -ity. What does -ity mean?

generosity = generous + ity

A. the state or quality of B. a person who C. full of

I CAN I can choose the meaning of the suffix -ity.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ity."

DO: *Read the task on the slide aloud: Choose what -ity means. The word generosity has the suffix -ity. What does -ity mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ity do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. the state or quality of. Generosity means the quality of being generous, or giving.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity to explain the whole word generosity.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word activity into parts. What does it mean in this sentence?

"Marketplaces were exciting places filled with activity."

activity = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word activity into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Active + ity. In this sentence, activity means the state of being active; lots of action.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ity. Use your new word in a sentence.

equal + ity = ? • humid + ity = ? • able + ity = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ity and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ity and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ity. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: equality, humidity, ability. Answers vary. Example: The humidity made my hair frizzy.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what generosity means?

"Whether every story was completely accurate or not, people everywhere recognized his kindness and generosity."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what generosity means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ity means the quality of, so generosity is the quality of being generous. The sentence pairs it with kindness, another good quality people noticed.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: activity (active + ity), which means the state of being active.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ity and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Generosity. It has the suffix -ity: generous + ity.
CHOOSE	A. the state or quality of. Generosity means the quality of being generous, or giving.
SHOW	Active + ity. In this sentence, activity means the state of being active; lots of action.
OWN	equality, humidity, ability. Answers vary. Example: The humidity made my hair frizzy.
DEFEND	The suffix -ity means the quality of, so generosity is the quality of being generous. The sentence pairs it with kindness, another good quality people noticed.
YOUR TURN	Answers vary. One example: activity (active + ity), which means the state of being active.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Generosity. It has the suffix -ity: generous + ity. CHOOSE: A. the state or quality of. Generosity means the quality of being generous, or giving. SHOW: Active + ity. In this sentence, activity means the state of being active; lots of action. OWN: equality, humidity, ability. Answers vary. Example: The humidity made my hair frizzy. DEFEND: The suffix -ity means the quality of, so generosity is the quality of being generous. The sentence pairs it with kindness, another good quality people noticed. YOUR TURN: Answers vary. One example: activity (active + ity), which means the state of being active.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Marketplaces were exciting places filled with activity.

The suffix -ity helps the reader understand that activity means what?

A a person who is always busy and active

B being active once again later

C without anything busy or active

D the state of being busy and active

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ity helps the reader understand that activity means what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. the state of being busy and active

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **a person who is always busy and active**
The suffix -ity does not name a person. The suffix -er and -or name people.

B **being active once again later**
Once again is the meaning of re-, not -ity.

C **without anything busy or active**
Without is the meaning of -less, not -ity.

D **the state of being busy and active**
Correct. The suffix -ity means the state of. Exciting marketplaces were busy and full of action.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. a person who is always busy and active: The suffix -ity does not name a person. The suffix -er and -or name people. B. being active once again later: Once again is the meaning of re-, not -ity. C. without anything busy or active: Without is the meaning of -less, not -ity. D. the state of being busy and active: Correct. The suffix -ity means the state of. Exciting marketplaces were busy and full of action.

TEKS 3(C) · SUFFIX -ITY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ity in another book they are reading.

TEKS 3(C)
SUFFIX -Y

MORPHEMES

WEEK 19 of 36

Grade 4 · Cluster 4 · Module 3

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -Y

The suffix **-y** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Four Regions, One Big Adventure"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -y. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 4 Module 3 · a class or student copy of "Four Regions, One Big Adventure" · the student tracking sheet · pencils

WORD PARTS IN THE READING

windy (wind + y): ""It feels windy," Zavier said."

grassy (grass + y): "As they walked, Zavier noticed ponds, grassy fields, and trees growing in every direction."

sticky (stick + y): "As soon as they stepped out of the car, Zavier noticed the warm, sticky air."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -y, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -y.

""It feels windy," Zavier said."

I CAN I can find a word with the suffix -y in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -y in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -y.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -y?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Windy. It has the suffix -y: wind + y.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with y have the suffix -y? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -y means.

The word windy has the suffix -y. What does -y mean?

windy = wind + y

A. without B. full of; having C. a person who

I CAN I can choose the meaning of the suffix -y.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -y."

DO: *Read the task on the slide aloud: Choose what -y means. The word windy has the suffix -y. What does -y mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. full of; having. Windy means having a lot of wind.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word windy.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word grassy into parts. What does it mean in this sentence?

"As they walked, Zavier noticed ponds, grassy fields, and trees growing in every direction."

grassy = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word grassy into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Grass + y. In this sentence, grassy means covered with grass.

TEKS 3(C) · SUFFIX -Y · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -y. Use your new word in a sentence.

rain + y = ? • dust + y = ? • salt + y = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -y and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -y and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -y. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: rainy, dusty, salty. Answers vary. Example: The old attic was dusty and dark.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what sticky means?

"As soon as they stepped out of the car, Zavier noticed the warm, sticky air."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what sticky means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: -Y means full of, so sticky means full of the feeling of sticking. The air was warm and wet, so it clings to your skin.

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -y or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: rocky (rock + y), which means full of rocks.

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Windy. It has the suffix -y: wind + y.
CHOOSE	B. full of; having. Windy means having a lot of wind.
SHOW	Grass + y. In this sentence, grassy means covered with grass.
OWN	rainy, dusty, salty. Answers vary. Example: The old attic was dusty and dark.
DEFEND	-Y means full of, so sticky means full of the feeling of sticking. The air was warm and wet, so it clings to your skin.
YOUR TURN	Answers vary. One example: rocky (rock + y), which means full of rocks.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Windy. It has the suffix -y: wind + y. CHOOSE: B. full of; having. Windy means having a lot of wind. SHOW: Grass + y. In this sentence, grassy means covered with grass. OWN: rainy, dusty, salty. Answers vary. Example: The old attic was dusty and dark. DEFEND: -Y means full of, so sticky means full of the feeling of sticking. The air was warm and wet, so it clings to your skin. YOUR TURN: Answers vary. One example: rocky (rock + y), which means full of rocks.

TEKS 3(C) · SUFFIX -Y · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW
SUFFIX -Y

MORPHEMES

WEEK 19 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Even though it was dry and rocky, it had its own kind of beauty.

The suffix -y helps the reader understand that rocky land is what?

A land that has many rocks on it

B land that has no rocks on it

C a person who moves rocks

D land that is made of rock once again

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -y helps the reader understand that rocky land is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. land that has many rocks on it

TEKS 3(C) · SUFFIX -Y · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **land that has many rocks on it**
Correct. -Y means full of or having. Rocky land has many rocks.

B **land that has no rocks on it**
No rocks is like -less, rockless. -Y means full of.

C **a person who moves rocks**
-Y does not name a person. The suffix -er names people.

D **land that is made of rock once again**
Once again is the meaning of re-, not -y.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. land that has many rocks on it: Correct. -Y means full of or having. Rocky land has many rocks. B. land that has no rocks on it: No rocks is like -less, rockless. -Y means full of. C. a person who moves rocks: -Y does not name a person. The suffix -er names people. D. land that is made of rock once again: Once again is the meaning of re-, not -y.

TEKS 3(C) · SUFFIX -Y · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -y in another book they are reading.

TEKS 3(C) ROOT METER

MORPHEMES

WEEK 20 of 36

Grade 4 · Cluster 4 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

ROOT METER

The root **meter** means "measure". A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from "Four Regions, One Big Adventure"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the root meter. It means measure."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 4 Module 4 · a class or student copy of "Four Regions, One Big Adventure" · the student tracking sheet · pencils

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

WORD PARTS IN THE READING

thermometer (thermo + meter): "Zavier's dad looked at the thermometer and said it was very hot outside." **[Extra example, not from the passage]**

barometer (baro + meter): "A barometer can help people tell when rain is coming to a dry region." **[Extra example, not from the passage]**

thermometer (thermo + meter): "The thermometer showed that the Gulf Coast felt cooler than far West Texas." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root meter, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the root away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the root.

Read this extra example sentence (not from the passage). Find the word with the root meter.

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Zavier's dad looked at the thermometer and said it was very hot outside."

I CAN I can find a word with the root meter in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the root meter in our reading."

DO: *Read the task on the slide aloud: Notice the root. Read this extra example sentence (not from the passage). Find the word with the root meter.*

SAY: "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has meter?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Thermometer. It has the root meter: thermo + meter.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find meter? What is left when you take it off?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

Is a root a whole word? Often it is not. The root meter carries meaning, and other word parts are added to it.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what meter means.

The word thermometer has the root meter. What does meter mean?

thermometer = thermo + meter

A. write B. carry C. measure

I CAN I can choose the meaning of the root meter.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the root meter."

DO: *Read the task on the slide aloud: Choose what meter means. The word thermometer has the root meter. What does meter mean?*

SAY: "Cover the root with your finger. Read what is left. Now think: what does adding meter do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. measure. Thermometer means a tool that measures heat, or temperature.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of meter to explain the whole word thermometer.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word barometer into parts. What does it mean in this sentence?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"A barometer can help people tell when rain is coming to a dry region."

barometer = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word barometer into parts. What does it mean in this sentence?*

SAY: "First find the root. Then find the root. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Baro + meter. In this sentence, barometer means a tool that measures air pressure to predict weather.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the root mean by itself? What does the root add?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the root meter. Use your new word in a sentence.

thermo + meter = ? • baro + meter = ? • odo + meter = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root meter and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the root meter and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the root meter. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: thermometer, barometer, odometer. Answers vary. Example: The odometer showed how many miles we drove across Texas.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the root and the sentence prove what thermometer means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"The thermometer showed that the Gulf Coast felt cooler than far West Texas."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the root and the sentence prove what thermometer means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: The root meter means measure, and thermo means heat. The sentence compares how hot two regions felt, which a thermometer measures.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the root meter or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the root meter or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: drier (dry + er), which means more dry.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the root meter and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Thermometer. It has the root meter: thermo + meter.
CHOOSE	C. measure. Thermometer means a tool that measures heat, or temperature.
SHOW	Baro + meter. In this sentence, barometer means a tool that measures air pressure to predict weather.
OWN	thermometer, barometer, odometer. Answers vary. Example: The odometer showed how many miles we drove across Texas.
DEFEND	The root meter means measure, and thermo means heat. The sentence compares how hot two regions felt, which a thermometer measures.
YOUR TURN	Answers vary. One example: drier (dry + er), which means more dry.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Thermometer. It has the root meter: thermo + meter. CHOOSE: C. measure. Thermometer means a tool that measures heat, or temperature. SHOW: Baro + meter. In this sentence, barometer means a tool that measures air pressure to predict weather. OWN: thermometer, barometer, odometer. Answers vary. Example: The odometer showed how many miles we drove across Texas. DEFEND: The root meter means measure, and thermo means heat. The sentence compares how hot two regions felt, which a thermometer measures. YOUR TURN: Answers vary. One example: drier (dry + er), which means more dry.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

EXTRA EXAMPLE (NOT FROM THE PASSAGE). READ THIS SENTENCE.

The family checked the thermometer before hiking in the hot desert.

The root meter means measure. What is a thermometer?

A a tool that writes about the weather

B a map that shows the Texas regions

C a person who hikes in the hot desert

D a tool that measures how hot it is

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The root meter means measure. What is a thermometer?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. a tool that measures how hot it is (This sentence is an extra example, not from the passage.)

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **a tool that writes about the weather**
Write is the meaning of graph, not meter.

B **a map that shows the Texas regions**
A map shows places. It does not measure heat.

C **a person who hikes in the hot desert**
The word names a tool, not a person who hikes.

D **a tool that measures how hot it is**
Correct. Meter means measure, and thermo means heat, so a thermometer measures heat.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. a tool that writes about the weather: Write is the meaning of graph, not meter. B. a map that shows the Texas regions: A map shows places. It does not measure heat. C. a person who hikes in the hot desert: The word names a tool, not a person who hikes. D. a tool that measures how hot it is: Correct. Meter means measure, and thermo means heat, so a thermometer measures heat.

TEKS 3(C) · ROOT METER · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the root meter in another book they are reading.

TEKS 3(C)
PREFIX DIS-

MORPHEMES

WEEK 21 of 36

Grade 4 · Cluster 5 · Module 1

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX DIS-

The prefix **dis-** means "not; the opposite of". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "Looking Back to Move Forward"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix dis-. It means not; the opposite of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 5 Module 1 · a class or student copy of "Looking Back to Move Forward" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

WORD PARTS IN THE READING

disagree (dis + agree): ""They look like they disagree," said Elena."

disagreement (dis + agreement): "A respectful disagreement can help people think more clearly.""

disagree (dis + agree): ""They look like they disagree," said Elena."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix dis-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix dis-.

""They look like they disagree," said Elena."

I CAN I can find a word with the prefix dis- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix dis- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has dis-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Disagree. It has the prefix dis-: dis + agree.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find dis-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with dis have the prefix dis-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what dis- means.

The word disagree has the prefix dis-. What does dis- mean?

disagree = dis + agree

A. not; the opposite of B. again C. before

I CAN I can choose the meaning of the prefix dis-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix dis-."

DO: *Read the task on the slide aloud: Choose what dis- means. The word disagree has the prefix dis-. What does dis- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding dis- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. not; the opposite of. Disagree means to not agree; to have different ideas.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of dis- to explain the whole word disagree.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word disagreement into parts. What does it mean in this sentence?

"A respectful disagreement can help people think more clearly.""

disagreement = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word disagreement into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Dis + agreement. In this sentence, disagreement means a time when people do not agree.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix dis-. Use your new word in a sentence.

dis + honest = ? • dis + like = ? • dis + connect = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix dis- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix dis- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix dis-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: dishonest, dislike, disconnect. Answers vary. Example: Please disconnect the charger when the tablet is full.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what disagree means?

""They look like they disagree," said Elena."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what disagree means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: Dis- means not, so disagree means to not agree. Elena is looking at thinkers in a painting who seem to be arguing different ideas.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix dis- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix dis- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: disagreement (dis + agreement), which means a time when people do not agree.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix dis- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Disagree. It has the prefix dis-: dis + agree.
CHOOSE	A. not; the opposite of. Disagree means to not agree; to have different ideas.
SHOW	Dis + agreement. In this sentence, disagreement means a time when people do not agree.
OWN	dishonest, dislike, disconnect. Answers vary. Example: Please disconnect the charger when the tablet is full.
DEFEND	Dis- means not, so disagree means to not agree. Elena is looking at thinkers in a painting who seem to be arguing different ideas.
YOUR TURN	Answers vary. One example: disagreement (dis + agreement), which means a time when people do not agree.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Disagree. It has the prefix dis-: dis + agree. CHOOSE: A. not; the opposite of. Disagree means to not agree; to have different ideas. SHOW: Dis + agreement. In this sentence, disagreement means a time when people do not agree. OWN: dishonest, dislike, disconnect. Answers vary. Example: Please disconnect the charger when the tablet is full. DEFEND: Dis- means not, so disagree means to not agree. Elena is looking at thinkers in a painting who seem to be arguing different ideas. YOUR TURN: Answers vary. One example: disagreement (dis + agreement), which means a time when people do not agree.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

A respectful disagreement can help people think more clearly."

The prefix dis- helps the reader understand that a disagreement is what?

- **A** a time when people do not agree
- **B** a time when people agree again
- **C** a time when people agree early
- **D** a person who agrees with others

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix dis- helps the reader understand that a disagreement is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. a time when people do not agree

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **a time when people do not agree**
Correct. Dis- means not. People share different ideas, which helps them think.

B **a time when people agree again**
Again is the meaning of re-, not dis-.

C **a time when people agree early**
Early is like pre-, before. Dis- means not.

D **a person who agrees with others**
Dis- does not name a person. It means not.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. a time when people do not agree: Correct. Dis- means not. People share different ideas, which helps them think. B. a time when people agree again: Again is the meaning of re-, not dis-. C. a time when people agree early: Early is like pre-, before. Dis- means not. D. a person who agrees with others: Dis- does not name a person. It means not.

TEKS 3(C) · PREFIX DIS- · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix dis- in another book they are reading.

TEKS 3(C)
SUFFIX -IST

MORPHEMES

WEEK 22 of 36

Grade 4 · Cluster 5 · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -IST

The suffix **-ist** means "a person who does or studies". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Looking Back to Move Forward"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ist. It means a person who does or studies."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 5 Module 2 · a class or student copy of "Looking Back to Move Forward" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

WORD PARTS IN THE READING

artist (art + ist): "Studying the human body could help an artist draw people with more detail."

scientist (science + ist): "Watching nature could help a scientist ask better questions."

artist (art + ist): "She saw an artist using skill to show that thinking was important."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ist, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ist.

"Studying the human body could help an artist draw people with more detail."

I CAN I can find a word with the suffix -ist in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ist in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ist.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ist?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Artist. It has the suffix -ist: art + ist.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ist? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ist have the suffix -ist? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ist means.

The word artist has the suffix -ist. What does -ist mean?

artist = art + ist

A. the act of B. a person who does or studies C. full of

I CAN I can choose the meaning of the suffix -ist.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ist."

DO: *Read the task on the slide aloud: Choose what -ist means. The word artist has the suffix -ist. What does -ist mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ist do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. a person who does or studies. Artist means a person who makes art.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ist to explain the whole word artist.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word scientist into parts. What does it mean in this sentence?

"Watching nature could help a scientist ask better questions."

scientist = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word scientist into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Science + ist. In this sentence, scientist means a person who studies science.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ist. Use your new word in a sentence.

guitar + ist = ? • tour + ist = ? • cartoon + ist = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ist and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ist and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ist. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: guitarist, tourist, cartoonist. Answers vary. Example: The cartoonist drew a funny dog in the newspaper.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what artist means?

"She saw an artist using skill to show that thinking was important."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what artist means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ist means a person who does something, so an artist is a person who makes art. The sentence says she used skill to show an idea, which is what artists do.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ist or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ist or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: scientist (science + ist), which means a person who studies science.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ist and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Artist. It has the suffix -ist: art + ist.
CHOOSE	B. a person who does or studies. Artist means a person who makes art.
SHOW	Science + ist. In this sentence, scientist means a person who studies science.
OWN	guitarist, tourist, cartoonist. Answers vary. Example: The cartoonist drew a funny dog in the newspaper.
DEFEND	The suffix -ist means a person who does something, so an artist is a person who makes art. The sentence says she used skill to show an idea, which is what artists do.
YOUR TURN	Answers vary. One example: scientist (science + ist), which means a person who studies science.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Artist. It has the suffix -ist: art + ist. CHOOSE: B. a person who does or studies. Artist means a person who makes art. SHOW: Science + ist. In this sentence, scientist means a person who studies science. OWN: guitarist, tourist, cartoonist. Answers vary. Example: The cartoonist drew a funny dog in the newspaper. DEFEND: The suffix -ist means a person who does something, so an artist is a person who makes art. The sentence says she used skill to show an idea, which is what artists do. YOUR TURN: Answers vary. One example: scientist (science + ist), which means a person who studies science.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -IST

MORPHEMES

WEEK 22 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Watching nature could help a scientist ask better questions.

The suffix -ist in scientist helps the reader understand that the word refers to what?

A a tool used to study science

B the act of studying science

C a person who studies science

D a place where science is done

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ist in scientist helps the reader understand that the word refers to what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. a person who studies science

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **a tool used to study science**
The suffix -ist names a person, not a tool.

B **the act of studying science**
The act of is the meaning of -tion, not -ist.

C **a person who studies science**
Correct. The suffix -ist means a person who does or studies something.

D **a place where science is done**
The suffix -ist names a person, not a place.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. a tool used to study science: The suffix -ist names a person, not a tool. B. the act of studying science: The act of is the meaning of -tion, not -ist. C. a person who studies science: Correct. The suffix -ist means a person who does or studies something. D. a place where science is done: The suffix -ist names a person, not a place.

TEKS 3(C) · SUFFIX -IST · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ist in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX SUB-

The prefix **sub-** means "under; a smaller part of". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "Voices That Shaped Texas"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix sub-. It means under; a smaller part of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 5 Module 3 · a class or student copy of "Voices That Shaped Texas" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

WORD PARTS IN THE READING

subgroups (sub + groups): "Their work reminds us that different subgroups of people helped build Texas culture."

subheading (sub + heading): "Maya added a subheading about Tejano music under the title of her report." **[Extra example, not from the passage]**

subheading (sub + heading): "Maya added a subheading about Tejano music under the title of her report." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix sub-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix sub-.

"Their work reminds us that different subgroups of people helped build Texas culture."

I CAN I can find a word with the prefix sub- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix sub- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix sub-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has sub-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Subgroups. It has the prefix sub-: sub + groups.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find sub-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with sub have the prefix sub-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what sub- means.

The word subgroups has the prefix sub-. What does sub- mean?

subgroups = sub + groups

A. again B. not C. under; a smaller part of

I CAN I can choose the meaning of the prefix sub-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix sub-."

DO: *Read the task on the slide aloud: Choose what sub- means. The word subgroups has the prefix sub-. What does sub- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding sub- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. under; a smaller part of. Subgroups means smaller groups that are part of a larger group.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of sub- to explain the whole word subgroups.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word subheading into parts. What does it mean in this sentence?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Maya added a subheading about Tejano music under the title of her report."

subheading = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word subheading into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Sub + heading. In this sentence, subheading means a smaller heading under the main title.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix sub-. Use your new word in a sentence.

sub + way = ? • sub + heading = ? • sub + marine = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix sub- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix sub- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix sub-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: subway, subheading, submarine. Answers vary. Example: Each subheading in my report named a different Texas festival.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what subheading means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Maya added a subheading about Tejano music under the title of her report."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what subheading means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Sub- means under or a smaller part. A subheading sits under the big title and names a smaller part of the report on Texas music.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix sub- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix sub- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: performers (perform + er), which means people who perform.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix sub- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Subgroups. It has the prefix sub-: sub + groups.
CHOOSE	C. under; a smaller part of. Subgroups means smaller groups that are part of a larger group.
SHOW	Sub + heading. In this sentence, subheading means a smaller heading under the main title.
OWN	subway, subheading, submarine. Answers vary. Example: Each subheading in my report named a different Texas festival.
DEFEND	Sub- means under or a smaller part. A subheading sits under the big title and names a smaller part of the report on Texas music.
YOUR TURN	Answers vary. One example: performers (perform + er), which means people who perform.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Subgroups. It has the prefix sub-: sub + groups. CHOOSE: C. under; a smaller part of. Subgroups means smaller groups that are part of a larger group. SHOW: Sub + heading. In this sentence, subheading means a smaller heading under the main title. OWN: subway, subheading, submarine. Answers vary. Example: Each subheading in my report named a different Texas festival. DEFEND: Sub- means under or a smaller part. A subheading sits under the big title and names a smaller part of the report on Texas music. YOUR TURN: Answers vary. One example: performers (perform + er), which means people who perform.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

Their work reminds us that different subgroups of people helped build Texas culture.

The prefix sub- means under or part of. This helps the reader understand that subgroups are what?

A groups that meet again after a long time

B groups of people who are not from Texas

C groups of people who live deep under the ground

D smaller groups that are part of a larger group

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix sub- means under or part of. This helps the reader understand that subgroups are what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. smaller groups that are part of a larger group

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **groups that meet again after a long time**
Again is the meaning of re-, not sub-.

B **groups of people who are not from Texas**
Not is the meaning of un- or non-, not sub-.

C **groups of people who live deep under the ground**
Sub- can mean under, but the sentence is about culture, not the ground.

D **smaller groups that are part of a larger group**
Correct. Sub- means under or part of. Many subgroups together make up Texas culture.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. groups that meet again after a long time: Again is the meaning of re-, not sub-. B. groups of people who are not from Texas: Not is the meaning of un- or non-, not sub-. C. groups of people who live deep under the ground: Sub- can mean under, but the sentence is about culture, not the ground. D. smaller groups that are part of a larger group: Correct. Sub- means under or part of. Many subgroups together make up Texas culture.

TEKS 3(C) · PREFIX SUB- · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix sub- in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 24 of 36

Grade 4 · Cluster 5 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -FUL

The suffix **-ful** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Voices That Shaped Texas"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ful. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 5 Module 4 · a class or student copy of "Voices That Shaped Texas" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

WORD PARTS IN THE READING

powerful (power + ful): "Around the same time, Chelo Silva became known for her powerful voice and emotional songs."

meaningful (meaning + ful): "This made Bledsoe's success even more meaningful."

hopeful (hope + ful): "Her voice could sound strong, sad, hopeful, or full of pain."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ful, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ful.

"Around the same time, Chelo Silva became known for her powerful voice and emotional songs."

I CAN I can find a word with the suffix -ful in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ful in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ful.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ful?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Powerful. It has the suffix -ful: power + ful.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ful have the suffix -ful? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ful means.

The word powerful has the suffix -ful. What does -ful mean?

powerful = power + ful

A. full of; having B. without C. a person who

I CAN I can choose the meaning of the suffix -ful.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ful."

DO: *Read the task on the slide aloud: Choose what -ful means. The word powerful has the suffix -ful. What does -ful mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. full of; having. Powerful means full of power; strong.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word powerful.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word meaningful into parts. What does it mean in this sentence?

"This made Bledsoe's success even more meaningful."

meaningful = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word meaningful into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Meaning + ful. In this sentence, meaningful means full of meaning; important.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ful. Use your new word in a sentence.

grate + ful = ? • pain + ful = ? • truth + ful = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ful and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ful and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ful. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: grateful, painful, truthful. Answers vary. Example: My scraped knee was painful for a few days.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what hopeful means?

"Her voice could sound strong, sad, hopeful, or full of pain."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what hopeful means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ful means full of, so hopeful means full of hope. The sentence lists feelings her voice showed, and hopeful is one of them.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ful or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: meaningful (meaning + ful), which means full of meaning.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Powerful. It has the suffix -ful: power + ful.
CHOOSE	A. full of; having. Powerful means full of power; strong.
SHOW	Meaning + ful. In this sentence, meaningful means full of meaning; important.
OWN	grateful, painful, truthful. Answers vary. Example: My scraped knee was painful for a few days.
DEFEND	The suffix -ful means full of, so hopeful means full of hope. The sentence lists feelings her voice showed, and hopeful is one of them.
YOUR TURN	Answers vary. One example: meaningful (meaning + ful), which means full of meaning.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Powerful. It has the suffix -ful: power + ful. CHOOSE: A. full of; having. Powerful means full of power; strong. SHOW: Meaning + ful. In this sentence, meaningful means full of meaning; important. OWN: grateful, painful, truthful. Answers vary. Example: My scraped knee was painful for a few days. DEFEND: The suffix -ful means full of, so hopeful means full of hope. The sentence lists feelings her voice showed, and hopeful is one of them. YOUR TURN: Answers vary. One example: meaningful (meaning + ful), which means full of meaning.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

This is one reason music can be so powerful.

What does the word powerful mean in this sentence?

A having no effect on people at all

B having an effect on people again

C a person who has power over music

D having a strong effect on people

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: What does the word powerful mean in this sentence?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. having a strong effect on people

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **having no effect on people at all**
No effect is like -less, powerless. The suffix -ful means full of.

B **having an effect on people again**
Again is the meaning of re-, not -ful.

C **a person who has power over music**
The suffix -ful does not name a person. It means full of.

D **having a strong effect on people**
Correct. The suffix -ful means full of. Music full of power can move people.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. having no effect on people at all: No effect is like -less, powerless. The suffix -ful means full of. B. having an effect on people again: Again is the meaning of re-, not -ful. C. a person who has power over music: The suffix -ful does not name a person. It means full of. D. having a strong effect on people: Correct. The suffix -ful means full of. Music full of power can move people.

TEKS 3(C) · SUFFIX -FUL · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ful in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -Y

The suffix **-y** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "A Day That Changed"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -y. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 6 Module 1 · a class or student copy of "A Day That Changed" · the student tracking sheet · pencils

WORD PARTS IN THE READING

cloudy (cloud + y): "The morning started cool, and the sky looked cloudy."

snowy (snow + y): "One student said that a snowy day in a usually warm place would be weather."

rainy (rain + y): ""A single rainy day does not mean the climate has changed."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -y, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -y.

"The morning started cool, and the sky looked cloudy."

I CAN I can find a word with the suffix -y in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -y in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -y.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -y?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Cloudy. It has the suffix -y: cloud + y.

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with y have the suffix -y? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -y means.

The word cloudy has the suffix -y. What does -y mean?

cloudy = cloud + y

A. without B. full of; having C. more

I CAN I can choose the meaning of the suffix -y.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -y."

DO: *Read the task on the slide aloud: Choose what -y means. The word cloudy has the suffix -y. What does -y mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. full of; having. Cloudy means full of clouds.

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word cloudy.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word snowy into parts. What does it mean in this sentence?

"One student said that a snowy day in a usually warm place would be weather."

snowy = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word snowy into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Snow + y. In this sentence, snowy means having snow.

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -y. Use your new word in a sentence.

sun + y = ? • fog + y = ? • storm + y = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -y and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -y and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -y. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: sunny, foggy, stormy. Answers vary. Example: The stormy night kept us awake.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what rainy means?

""A single rainy day does not mean the climate has changed."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what rainy means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: -Y means having, so rainy means having rain. The sentence says one day like that does not change the climate, so it is one wet day.

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -y or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: sunny (sun + y), which means full of sunshine.

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Cloudy. It has the suffix -y: cloud + y.
CHOOSE	B. full of; having. Cloudy means full of clouds.
SHOW	Snow + y. In this sentence, snowy means having snow.
OWN	sunny, foggy, stormy. Answers vary. Example: The stormy night kept us awake.
DEFEND	-Y means having, so rainy means having rain. The sentence says one day like that does not change the climate, so it is one wet day.
YOUR TURN	Answers vary. One example: sunny (sun + y), which means full of sunshine.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Cloudy. It has the suffix -y: cloud + y. CHOOSE: B. full of; having. Cloudy means full of clouds. SHOW: Snow + y. In this sentence, snowy means having snow. OWN: sunny, foggy, stormy. Answers vary. Example: The stormy night kept us awake. DEFEND: -Y means having, so rainy means having rain. The sentence says one day like that does not change the climate, so it is one wet day. YOUR TURN: Answers vary. One example: sunny (sun + y), which means full of sunshine.

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

The morning started cool, and the sky looked cloudy.

The suffix -y helps the reader understand that the sky was what?

A covered with many clouds

B without a single cloud

C full of clouds once again

D more cloudy than yesterday

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -y helps the reader understand that the sky was what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. covered with many clouds

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **covered with many clouds**
Correct. -Y means full of or having. A cloudy sky has lots of clouds.

B **without a single cloud**
Without is the meaning of -less, not -y.

C **full of clouds once again**
Once again is the meaning of re-, not -y.

D **more cloudy than yesterday**
More is the meaning of -er, not -y.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. covered with many clouds: Correct. -Y means full of or having. A cloudy sky has lots of clouds. B. without a single cloud: Without is the meaning of -less, not -y. C. full of clouds once again: Once again is the meaning of re-, not -y. D. more cloudy than yesterday: More is the meaning of -er, not -y.

TEKS 3(C) · SUFFIX -Y · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -y in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX MIS-

The prefix **mis-** means "wrongly; badly". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "A Day That Changed"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix mis-. It means wrongly; badly."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 6 Module 2 · a class or student copy of "A Day That Changed" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

WORD PARTS IN THE READING

misjudged (mis + judged): "Jayden misjudged the weather and assumed the day would continue like this."

misread (mis + read): "Jayden misread the clear sky and left his umbrella at home." **[Extra example, not from the passage]**

misread (mis + read): "Jayden misread the clear sky and left his umbrella at home." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix mis-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix mis-.

"Jayden misjudged the weather and assumed the day would continue like this."

I CAN I can find a word with the prefix mis- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix mis- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix mis-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has mis-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Misjudged. It has the prefix mis-: mis + judged.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find mis-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with mis have the prefix mis-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what mis- means.

The word misjudged has the prefix mis-. What does mis- mean?

misjudged = mis + judged

A. before B. again C. wrongly; badly

I CAN I can choose the meaning of the prefix mis-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix mis-."

DO: *Read the task on the slide aloud: Choose what mis- means. The word misjudged has the prefix mis-. What does mis- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding mis- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. wrongly; badly. Misjudged means judged wrongly.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of mis- to explain the whole word misjudged.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word misread into parts. What does it mean in this sentence?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Jayden misread the clear sky and left his umbrella at home."

misread = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word misread into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Mis + read. In this sentence, misread means read or understood wrongly.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix mis-. Use your new word in a sentence.

mis + read = ? • mis + spell = ? • mis + place = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix mis- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix mis- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix mis-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: misread, misspell, misplace. Answers vary. Example: I misread the forecast and wore shorts on a cold day.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what misread means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Jayden misread the clear sky and left his umbrella at home."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what misread means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Mis- means wrongly, so misread means to read wrongly. The sentence says Jayden forgot his umbrella, which shows he read the sky the wrong way.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix mis- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix mis- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: quickly (quick + ly), which means in a fast way.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix mis- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Misjudged. It has the prefix mis-: mis + judged.
CHOOSE	C. wrongly; badly. Misjudged means judged wrongly.
SHOW	Mis + read. In this sentence, misread means read or understood wrongly.
OWN	misread, misspell, misplace. Answers vary. Example: I misread the forecast and wore shorts on a cold day.
DEFEND	Mis- means wrongly, so misread means to read wrongly. The sentence says Jayden forgot his umbrella, which shows he read the sky the wrong way.
YOUR TURN	Answers vary. One example: quickly (quick + ly), which means in a fast way.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Misjudged. It has the prefix mis-: mis + judged. CHOOSE: C. wrongly; badly. Misjudged means judged wrongly. SHOW: Mis + read. In this sentence, misread means read or understood wrongly. OWN: misread, misspell, misplace. Answers vary. Example: I misread the forecast and wore shorts on a cold day. DEFEND: Mis- means wrongly, so misread means to read wrongly. The sentence says Jayden forgot his umbrella, which shows he read the sky the wrong way. YOUR TURN: Answers vary. One example: quickly (quick + ly), which means in a fast way.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

Jayden misjudged the weather and assumed the day would continue like this.

Based on the prefix mis- and the sentence, misjudged means Jayden did what?

A judged the weather again

B judged the weather early

C judged the weather correctly

D judged the weather wrongly

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: Based on the prefix mis- and the sentence, misjudged means Jayden did what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D. judged the weather wrongly

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is D.

A **judged the weather again**
Again is the meaning of re-, not mis-.

B **judged the weather early**
Early is like pre-, before. Mis- means wrongly.

C **judged the weather correctly**
Mis- means wrongly, and rain soon proved him wrong.

D **judged the weather wrongly**
Correct. Mis- means wrongly. He guessed the day would stay the same, but rain came.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is D. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A. judged the weather again: Again is the meaning of re-, not mis-. B. judged the weather early: Early is like pre-, before. Mis- means wrongly. C. judged the weather correctly: Mis- means wrongly, and rain soon proved him wrong. D. judged the weather wrongly: Correct. Mis- means wrongly. He guessed the day would stay the same, but rain came.

TEKS 3(C) · PREFIX MIS- · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix mis- in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 27 of 36

Grade 4 · Cluster 6 · Module 3

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -MENT

The suffix **-ment** means "the act or result of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Understanding the Texas Regions"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ment. It means the act or result of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 6 Module 3 · a class or student copy of "Understanding the Texas Regions" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

WORD PARTS IN THE READING

settlement (settle + ment): "These regions also help explain settlement patterns in Texas."

movement (move + ment): "The movement helps create energy."

settlement (settle + ment): "A settlement pattern is the way people live in different places."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ment, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ment.

"These regions also help explain settlement patterns in Texas."

I CAN I can find a word with the suffix -ment in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ment in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ment.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ment?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Settlement. It has the suffix -ment: settle + ment.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ment? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ment have the suffix -ment? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ment means.

The word settlement has the suffix -ment. What does -ment mean?

settlement = settle + ment

A. the act or result of B. a person who C. again

I CAN I can choose the meaning of the suffix -ment.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ment."

DO: *Read the task on the slide aloud: Choose what -ment means. The word settlement has the suffix -ment. What does -ment mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ment do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. the act or result of. Settlement means the act of settling, or making homes in a place.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ment to explain the whole word settlement.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word movement into parts. What does it mean in this sentence?

"The movement helps create energy."

movement = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word movement into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Move + ment. In this sentence, movement means the act of moving.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ment. Use your new word in a sentence.

pave + ment = ? • place + ment = ? • improve + ment = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ment and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ment and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ment. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: pavement, placement, improvement. Answers vary. Example: The hot pavement burned my bare feet.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what settlement means?

"A settlement pattern is the way people live in different places."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what settlement means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ment means the act of, so settlement is the act of settling. The sentence says it is the way people live in places, where they make their homes.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ment or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: movement (move + ment), which means the act of moving.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Settlement. It has the suffix -ment: settle + ment.
CHOOSE	A. the act or result of. Settlement means the act of settling, or making homes in a place.
SHOW	Move + ment. In this sentence, movement means the act of moving.
OWN	pavement, placement, improvement. Answers vary. Example: The hot pavement burned my bare feet.
DEFEND	The suffix -ment means the act of, so settlement is the act of settling. The sentence says it is the way people live in places, where they make their homes.
YOUR TURN	Answers vary. One example: movement (move + ment), which means the act of moving.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Settlement. It has the suffix -ment: settle + ment. CHOOSE: A. the act or result of. Settlement means the act of settling, or making homes in a place. SHOW: Move + ment. In this sentence, movement means the act of moving. OWN: pavement, placement, improvement. Answers vary. Example: The hot pavement burned my bare feet. DEFEND: The suffix -ment means the act of, so settlement is the act of settling. The sentence says it is the way people live in places, where they make their homes. YOUR TURN: Answers vary. One example: movement (move + ment), which means the act of moving.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -MENT

MORPHEMES

WEEK 27 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

The movement helps create energy.

What does the word movement mean in this sentence?

A the act of moving around

B a person who moves things

C moving something again

D staying still without moving

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Grade 4 · Cluster 6 · Morphemes

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: What does the word movement mean in this sentence?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. the act of moving around

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **the act of moving around**
Correct. The suffix -ment means the act of. The moving turbine blades create energy.

B **a person who moves things**
The suffix -ment does not name a person. The suffix -er names people.

C **moving something again**
Again is the meaning of re-, not -ment.

D **staying still without moving**
That is the opposite. The suffix -ment means the act of moving.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. the act of moving around: Correct. The suffix -ment means the act of. The moving turbine blades create energy. B. a person who moves things: The suffix -ment does not name a person. The suffix -er names people. C. moving something again: Again is the meaning of re-, not -ment. D. staying still without moving: That is the opposite. The suffix -ment means the act of moving.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ment in another book they are reading.

TEKS 3(C)
SUFFIX -ITY

MORPHEMES

WEEK 28 of 36

Grade 4 · Cluster 6 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ITY

The suffix **-ity** means "the state or quality of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "Understanding the Texas Regions"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ity. It means the state or quality of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 6 Module 4 · a class or student copy of "Understanding the Texas Regions" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

WORD PARTS IN THE READING

humidity (humid + ity): "The climate has warmth and humidity, with frequent rainfall."

activity (active + ity): "Farming is another important activity in the Coastal Plains."

electricity (electric + ity): "In some parts of the Great Plains, wind turbines are used to make electricity."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ity, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ity.

"The climate has warmth and humidity, with frequent rainfall."

I CAN I can find a word with the suffix -ity in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ity in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ity.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ity?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Humidity. It has the suffix -ity: humid + ity.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ity? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ity have the suffix -ity? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ity means.

The word humidity has the suffix -ity. What does -ity mean?

humidity = humid + ity

A. without B. the state or quality of C. a person who

I CAN I can choose the meaning of the suffix -ity.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ity."

DO: *Read the task on the slide aloud: Choose what -ity means. The word humidity has the suffix -ity. What does -ity mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ity do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. the state or quality of. Humidity means the state of the air being damp.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity to explain the whole word humidity.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word activity into parts. What does it mean in this sentence?

"Farming is another important activity in the Coastal Plains."

activity = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word activity into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Active + ity. In this sentence, activity means something people actively do.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ity. Use your new word in a sentence.

possible + ity = ? • equal + ity = ? • real + ity = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ity and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ity and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ity. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: possibility, equality, reality. Answers vary. Example: There is a possibility of rain this afternoon.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what electricity means?

"In some parts of the Great Plains, wind turbines are used to make electricity."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what electricity means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ity means the state of, so electricity is the state of being electric, or electric power. The turbines make power from wind.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: humidity (humid + ity), which means dampness in the air.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ity and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Humidity. It has the suffix -ity: humid + ity.
CHOOSE	B. the state or quality of. Humidity means the state of the air being damp.
SHOW	Active + ity. In this sentence, activity means something people actively do.
OWN	possibility, equality, reality. Answers vary. Example: There is a possibility of rain this afternoon.
DEFEND	The suffix -ity means the state of, so electricity is the state of being electric, or electric power. The turbines make power from wind.
YOUR TURN	Answers vary. One example: humidity (humid + ity), which means dampness in the air.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Humidity. It has the suffix -ity: humid + ity. CHOOSE: B. the state or quality of. Humidity means the state of the air being damp. SHOW: Active + ity. In this sentence, activity means something people actively do. OWN: possibility, equality, reality. Answers vary. Example: There is a possibility of rain this afternoon. DEFEND: The suffix -ity means the state of, so electricity is the state of being electric, or electric power. The turbines make power from wind. YOUR TURN: Answers vary. One example: humidity (humid + ity), which means dampness in the air.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

The climate has warmth and humidity, with frequent rainfall.

The suffix -ity helps the reader understand that humidity is what?

A a person who lives in damp air

B air that becomes damp once again

C the state of the air being damp

D the state of the air being dry

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ity helps the reader understand that humidity is what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. the state of the air being damp

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **a person who lives in damp air**
The suffix -ity does not name a person. The suffix -er names people.

B **air that becomes damp once again**
Once again is the meaning of re-, not -ity.

C **the state of the air being damp**
Correct. The suffix -ity means the state of. Frequent rainfall makes humid, damp air.

D **the state of the air being dry**
The sentence mentions frequent rain, so the air is damp, not dry.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. a person who lives in damp air: The suffix -ity does not name a person. The suffix -er names people. B. air that becomes damp once again: Once again is the meaning of re-, not -ity. C. the state of the air being damp: Correct. The suffix -ity means the state of. Frequent rainfall makes humid, damp air. D. the state of the air being dry: The sentence mentions frequent rain, so the air is damp, not dry.

TEKS 3(C) · SUFFIX -ITY · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ity in another book they are reading.

TEKS 3(C)
ROOT AUTO

MORPHEMES

WEEK 29 of 36

Grade 4 · Cluster 7 · Module 1

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

ROOT AUTO

The root **auto** means "self". A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from "The Roads Between Us"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the root auto. It means self."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 7 Module 1 · a class or student copy of "The Roads Between Us" · the student tracking sheet · pencils

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

WORD PARTS IN THE READING

automobiles (auto + mobile): "Today, automobiles travel on roads that were once narrow dirt paths." **[Extra example, not from the passage]**

automatic (auto + matic): "Some gates on busy roads are automatic and open by themselves." **[Extra example, not from the passage]**

automobiles (auto + mobile): "Traders long ago walked or rode horses because there were no automobiles." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root auto, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the root away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the root.

Read this extra example sentence (not from the passage). Find the word with the root auto.

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Today, automobiles travel on roads that were once narrow dirt paths."

I CAN I can find a word with the root auto in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the root auto in our reading."

DO: *Read the task on the slide aloud: Notice the root. Read this extra example sentence (not from the passage). Find the word with the root auto.*

SAY: "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has auto?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Automobiles. It has the root auto: auto + mobile.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find auto? What is left when you take it off?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

Is a root a whole word? Often it is not. The root auto carries meaning, and other word parts are added to it.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what auto means.

The word automobiles has the root auto. What does auto mean?

automobiles = auto + mobile

A. measure B. write C. self

I CAN I can choose the meaning of the root auto.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the root auto."

DO: *Read the task on the slide aloud: Choose what auto means. The word automobiles has the root auto. What does auto mean?*

SAY: "Cover the root with your finger. Read what is left. Now think: what does adding auto do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. self. Automobiles means cars; machines that move by themselves.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of auto to explain the whole word automobiles.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word automatic into parts. What does it mean in this sentence?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Some gates on busy roads are automatic and open by themselves."

automatic = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word automatic into parts. What does it mean in this sentence?*

SAY: "First find the root. Then find the root. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Auto + matic. In this sentence, automatic means working by itself.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the root mean by itself? What does the root add?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the root auto. Use your new word in a sentence.

auto + mobile = ? • auto + graph = ? • auto + matic = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root auto and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the root auto and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the root auto. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: automobile, autograph, automatic. Answers vary. Example: The singer signed her autograph after the show.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the root and the sentence prove what automobiles means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Traders long ago walked or rode horses because there were no automobiles."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the root and the sentence prove what automobiles means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Auto means self, so an automobile moves by itself. The sentence says traders walked or rode horses before these self-moving machines existed.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the root auto or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the root auto or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: traders (trade + er), which means people who trade.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the root auto and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Automobiles. It has the root auto: auto + mobile.
CHOOSE	C. self. Automobiles means cars; machines that move by themselves.
SHOW	Auto + matic. In this sentence, automatic means working by itself.
OWN	automobile, autograph, automatic. Answers vary. Example: The singer signed her autograph after the show.
DEFEND	Auto means self, so an automobile moves by itself. The sentence says traders walked or rode horses before these self-moving machines existed.
YOUR TURN	Answers vary. One example: traders (trade + er), which means people who trade.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Automobiles. It has the root auto: auto + mobile. CHOOSE: C. self. Automobiles means cars; machines that move by themselves. SHOW: Auto + matic. In this sentence, automatic means working by itself. OWN: automobile, autograph, automatic. Answers vary. Example: The singer signed her autograph after the show. DEFEND: Auto means self, so an automobile moves by itself. The sentence says traders walked or rode horses before these self-moving machines existed. YOUR TURN: Answers vary. One example: traders (trade + er), which means people who trade.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

EXTRA EXAMPLE (NOT FROM THE PASSAGE). READ THIS SENTENCE.

An automobile can carry a family down the road between two towns.

The Greek root auto means self. What is an automobile?

- **A** a road that joins two towns
- **B** a machine that moves by itself
- **C** a person who travels alone on the road
- **D** a tool that measures distance

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The Greek root auto means self. What is an automobile?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. a machine that moves by itself (This sentence is an extra example, not from the passage.)

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **a road that joins two towns**
This is a detail from the sentence, not the meaning of automobile.

B **a machine that moves by itself**
Correct. Auto means self, and mobile means moving, so an automobile moves by itself.

C **a person who travels alone on the road**
The word names a machine, not a person.

D **a tool that measures distance**
Measure is the meaning of meter, not auto.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. a road that joins two towns: This is a detail from the sentence, not the meaning of automobile. B. a machine that moves by itself: Correct. Auto means self, and mobile means moving, so an automobile moves by itself. C. a person who travels alone on the road: The word names a machine, not a person. D. a tool that measures distance: Measure is the meaning of meter, not auto.

TEKS 3(C) · ROOT AUTO · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the root auto in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 30 of 36

Grade 4 · Cluster 7 · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -LY

The suffix **-ly** means "in a certain way; like". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "The Roads Between Us"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ly. It means in a certain way; like."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 7 Module 2 · a class or student copy of "The Roads Between Us" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

WORD PARTS IN THE READING

carefully (careful + ly): "Or baskets carefully formed and made."

friendly (friend + ly): "Not every meeting opens a friendly door."

carefully (careful + ly): "Or baskets carefully formed and made."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ly, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ly.

"Or baskets carefully formed and made."

I CAN I can find a word with the suffix -ly in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ly in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ly.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ly?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Carefully. It has the suffix -ly: careful + ly.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ly? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ly have the suffix -ly? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ly means.

The word carefully has the suffix -ly. What does -ly mean?

carefully = careful + ly

A. in a certain way; like B. full of C. without

I CAN I can choose the meaning of the suffix -ly.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ly."

DO: *Read the task on the slide aloud: Choose what -ly means. The word carefully has the suffix -ly. What does -ly mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ly do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. in a certain way; like. Carefully means in a careful way.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word carefully.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word friendly into parts. What does it mean in this sentence?

"Not every meeting opens a friendly door."

friendly = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word friendly into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Friend + ly. In this sentence, friendly means like a friend; kind and welcoming.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ly. Use your new word in a sentence.

love + ly = ? • week + ly = ? • gentle + ly = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ly and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ly and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ly. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: lovely, weekly, gently. Answers vary. Example: We have a weekly spelling test on Friday.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what carefully means?

"Or baskets carefully formed and made."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what carefully means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ly means in a certain way, so carefully means in a careful way. The baskets were formed and made for trade, so people took care making them.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ly or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ly or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: friendly (friend + ly), which means like a friend.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ly and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Carefully. It has the suffix -ly: careful + ly.
CHOOSE	A. in a certain way; like. Carefully means in a careful way.
SHOW	Friend + ly. In this sentence, friendly means like a friend; kind and welcoming.
OWN	lovely, weekly, gently. Answers vary. Example: We have a weekly spelling test on Friday.
DEFEND	The suffix -ly means in a certain way, so carefully means in a careful way. The baskets were formed and made for trade, so people took care making them.
YOUR TURN	Answers vary. One example: friendly (friend + ly), which means like a friend.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Carefully. It has the suffix -ly: careful + ly. CHOOSE: A. in a certain way; like. Carefully means in a careful way. SHOW: Friend + ly. In this sentence, friendly means like a friend; kind and welcoming. OWN: lovely, weekly, gently. Answers vary. Example: We have a weekly spelling test on Friday. DEFEND: The suffix -ly means in a certain way, so carefully means in a careful way. The baskets were formed and made for trade, so people took care making them. YOUR TURN: Answers vary. One example: friendly (friend + ly), which means like a friend.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Not every meeting opens a friendly door.

What does the word friendly mean in this line of the poem?

- **A** kind and welcoming, like a friend
- **B** without any friends or kindness
- **C** becoming friends once again later
- **D** a person who makes new friends

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: What does the word friendly mean in this line of the poem?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. kind and welcoming, like a friend

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **kind and welcoming, like a friend**
Correct. The suffix -ly can mean like. The next lines say some meetings brought harm.

B **without any friends or kindness**
Without is the meaning of -less, not -ly.

C **becoming friends once again later**
Once again is the meaning of re-, not -ly.

D **a person who makes new friends**
The suffix -ly does not name a person. It means like or in a way.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. kind and welcoming, like a friend: Correct. The suffix -ly can mean like. The next lines say some meetings brought harm. B. without any friends or kindness: Without is the meaning of -less, not -ly. C. becoming friends once again later: Once again is the meaning of re-, not -ly. D. a person who makes new friends: The suffix -ly does not name a person. It means like or in a way.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ly in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

PREFIX UN-

The prefix **un-** means "not". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "What We Carry Forward"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the prefix un-. It means not."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A prefix is a word part added to the beginning of a base word. It changes what the word means. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 7 Module 3 · a class or student copy of "What We Carry Forward" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

WORD PARTS IN THE READING

unfair (un + fair): "It did not end all unfair fights."

unseen (un + seen): "A culture stays forever unseen."

unfair (un + fair): "While unfair barriers marked his age."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix un-, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix un-.

"It did not end all unfair fights."

I CAN I can find a word with the prefix un- in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the prefix un- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix un-.*

SAY: "Let's read the sentence together. Look at the beginning of each word. Which word has un-?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Unfair. It has the prefix un-: un + fair.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find un-? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that starts with un have the prefix un-? No. Take the letters off. If a real base word is left and the meanings add up, it is the prefix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what un- means.

The word unfair has the prefix un-. What does un- mean?

unfair = un + fair

A. again B. not C. under

I CAN I can choose the meaning of the prefix un-.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the prefix un-."

DO: *Read the task on the slide aloud: Choose what un- means. The word unfair has the prefix un-. What does un- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding un- do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. not. Unfair means not fair; not equal.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of un- to explain the whole word unfair.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word unseen into parts. What does it mean in this sentence?

"A culture stays forever unseen."

unseen = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word unseen into parts. What does it mean in this sentence?*

SAY: "First find the prefix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Un + seen. In this sentence, unseen means not seen; hidden.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the prefix add?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the prefix un-. Use your new word in a sentence.

un + like = ? • un + real = ? • un + wise = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix un- and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the prefix un- and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the prefix un-. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: unlike, unreal, unwise. Answers vary. Example: It is unwise to swim without a lifeguard.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the prefix and the sentence prove what unfair means?

"While unfair barriers marked his age."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the prefix and the sentence prove what unfair means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: Un- means not, so unfair means not fair. The poem says barriers marked his age, which were rules that treated people unequally.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the prefix un- or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: unseen (un + seen), which means not seen.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the prefix un- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Unfair. It has the prefix un-: un + fair.
CHOOSE	B. not. Unfair means not fair; not equal.
SHOW	Un + seen. In this sentence, unseen means not seen; hidden.
OWN	unlike, unreal, unwise. Answers vary. Example: It is unwise to swim without a lifeguard.
DEFEND	Un- means not, so unfair means not fair. The poem says barriers marked his age, which were rules that treated people unequally.
YOUR TURN	Answers vary. One example: unseen (un + seen), which means not seen.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Unfair. It has the prefix un-: un + fair. CHOOSE: B. not. Unfair means not fair; not equal. SHOW: Un + seen. In this sentence, unseen means not seen; hidden. OWN: unlike, unreal, unwise. Answers vary. Example: It is unwise to swim without a lifeguard. DEFEND: Un- means not, so unfair means not fair. The poem says barriers marked his age, which were rules that treated people unequally. YOUR TURN: Answers vary. One example: unseen (un + seen), which means not seen.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW
PREFIX UN-

MORPHEMES

WEEK 31 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

A culture stays forever unseen.

The prefix un- helps the reader understand that the culture stays what?

A seen again and again by others

B seen before anyone else knows it

C not seen or known by others

D seen by others very clearly

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix un- helps the reader understand that the culture stays what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. not seen or known by others

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **seen again and again by others**
Again is the meaning of re-, not un-.

B **seen before anyone else knows it**
Before is the meaning of pre-, not un-.

C **not seen or known by others**
Correct. Un- means not. If no one shares a culture, others do not see it.

D **seen by others very clearly**
Un- does not make a word stronger. It means not.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. seen again and again by others: Again is the meaning of re-, not un-. B. seen before anyone else knows it: Before is the meaning of pre-, not un-. C. not seen or known by others: Correct. Un- means not. If no one shares a culture, others do not see it. D. seen by others very clearly: Un- does not make a word stronger. It means not.

TEKS 3(C) · PREFIX UN- · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the prefix un- in another book they are reading.

TEKS 3(C)
SUFFIX -IST

MORPHEMES

WEEK 32 of 36

Grade 4 · Cluster 7 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -IST

The suffix **-ist** means "a person who does or studies". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "What We Carry Forward"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ist. It means a person who does or studies."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 7 Module 4 · a class or student copy of "What We Carry Forward" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

WORD PARTS IN THE READING

artist (art + ist): "An artist learned perspective's rule,"

scientist (science + ist): "A scientist observed with tools."

scientist (science + ist): "A scientist observed with tools."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ist, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ist.

"An artist learned perspective's rule,"

I CAN I can find a word with the suffix -ist in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ist in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ist.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ist?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Artist. It has the suffix -ist: art + ist.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ist? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ist have the suffix -ist? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ist means.

The word artist has the suffix -ist. What does -ist mean?

artist = art + ist

A. the act of B. full of C. a person who does or studies

I CAN I can choose the meaning of the suffix -ist.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ist."

DO: *Read the task on the slide aloud: Choose what -ist means. The word artist has the suffix -ist. What does -ist mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ist do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. a person who does or studies. Artist means a person who makes art.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ist to explain the whole word artist.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word scientist into parts. What does it mean in this sentence?

"A scientist observed with tools."

scientist = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word scientist into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Science + ist. In this sentence, scientist means a person who studies science.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ist. Use your new word in a sentence.

violin + ist = ? • tour + ist = ? • journal + ist = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ist and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ist and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ist. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: violinist, tourist, journalist. Answers vary. Example: The journalist wrote a story about our school garden.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what scientist means?

"A scientist observed with tools."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what scientist means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ist means a person who studies something, so a scientist studies science. The poem says the scientist observed with tools, which is how scientists learn.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ist or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ist or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: artist (art + ist), which means a person who makes art.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ist and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Artist. It has the suffix -ist: art + ist.
CHOOSE	C. a person who does or studies. Artist means a person who makes art.
SHOW	Science + ist. In this sentence, scientist means a person who studies science.
OWN	violinist, tourist, journalist. Answers vary. Example: The journalist wrote a story about our school garden.
DEFEND	The suffix -ist means a person who studies something, so a scientist studies science. The poem says the scientist observed with tools, which is how scientists learn.
YOUR TURN	Answers vary. One example: artist (art + ist), which means a person who makes art.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Artist. It has the suffix -ist: art + ist. CHOOSE: C. a person who does or studies. Artist means a person who makes art. SHOW: Science + ist. In this sentence, scientist means a person who studies science. OWN: violinist, tourist, journalist. Answers vary. Example: The journalist wrote a story about our school garden. DEFEND: The suffix -ist means a person who studies something, so a scientist studies science. The poem says the scientist observed with tools, which is how scientists learn. YOUR TURN: Answers vary. One example: artist (art + ist), which means a person who makes art.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -IST

MORPHEMES

WEEK 32 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

An artist learned perspective's rule,

The suffix -ist in artist helps the reader understand that the word refers to what?

A a picture that someone made

B a person who makes art

C the act of making art

D a room where art is kept

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Grade 4 · Cluster 7 · Morphemes

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -ist in artist helps the reader understand that the word refers to what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. a person who makes art

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is B.

A **a picture that someone made**
That is the artwork, not the person.

B **a person who makes art**
Correct. The suffix -ist means a person who does something.

C **the act of making art**
The act of is the meaning of -tion, not -ist.

D **a room where art is kept**
The suffix -ist names a person, not a place.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is B. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. a picture that someone made: That is the artwork, not the person. B. a person who makes art: Correct. The suffix -ist means a person who does something. C. the act of making art: The act of is the meaning of -tion, not -ist. D. a room where art is kept: The suffix -ist names a person, not a place.

TEKS 3(C) · SUFFIX -IST · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ist in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ITY

The suffix **-ity** means "the state or quality of". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "What Shapes a Society? Place, Resources, and Connection"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -ity. It means the state or quality of."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 8 Module 1 · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

WORD PARTS IN THE READING

scarcity (scarce + ity): "This condition can create scarcity."

activity (active + ity): "Texas provides another example of how resources influence economic activity."

Scarcity (scarce + ity): "Scarcity occurs when people have limited amounts of resources compared with what they want or need."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ity, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ity.

"This condition can create scarcity."

I CAN I can find a word with the suffix -ity in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -ity in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -ity.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -ity?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Scarcity. It has the suffix -ity: scarce + ity.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ity? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with ity have the suffix -ity? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -ity means.

The word scarcity has the suffix -ity. What does -ity mean?

scarcity = scarce + ity

A. the state or quality of B. a person who C. without

I CAN I can choose the meaning of the suffix -ity.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -ity."

DO: *Read the task on the slide aloud: Choose what -ity means. The word scarcity has the suffix -ity. What does -ity mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ity do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. the state or quality of. Scarcity means the state of being scarce, or not enough.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity to explain the whole word scarcity.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word activity into parts. What does it mean in this sentence?

"Texas provides another example of how resources influence economic activity."

activity = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word activity into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Active + ity. In this sentence, activity means actions; things people actively do.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -ity. Use your new word in a sentence.

secure + ity = ? • able + ity = ? • curious + ity = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ity and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -ity and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -ity. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: security, ability, curiosity. Answers vary. Example: My curiosity made me open the mystery box.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what Scarcity means?

"Scarcity occurs when people have limited amounts of resources compared with what they want or need."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what Scarcity means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -ity means the state of, so scarcity is the state of being scarce. The sentence says people have limited amounts compared with what they need.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -ity or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: electricity (electric + ity), which means electric power.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -ity and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Scarcity. It has the suffix -ity: scarce + ity.
CHOOSE	A. the state or quality of. Scarcity means the state of being scarce, or not enough.
SHOW	Active + ity. In this sentence, activity means actions; things people actively do.
OWN	security, ability, curiosity. Answers vary. Example: My curiosity made me open the mystery box.
DEFEND	The suffix -ity means the state of, so scarcity is the state of being scarce. The sentence says people have limited amounts compared with what they need.
YOUR TURN	Answers vary. One example: electricity (electric + ity), which means electric power.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Scarcity. It has the suffix -ity: scarce + ity. CHOOSE: A. the state or quality of. Scarcity means the state of being scarce, or not enough. SHOW: Active + ity. In this sentence, activity means actions; things people actively do. OWN: security, ability, curiosity. Answers vary. Example: My curiosity made me open the mystery box. DEFEND: The suffix -ity means the state of, so scarcity is the state of being scarce. The sentence says people have limited amounts compared with what they need. YOUR TURN: Answers vary. One example: electricity (electric + ity), which means electric power.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Scarcity can lead to problem-solving.

What does the word scarcity mean in this sentence?

A not having enough of something

B having more than enough of something

C a person who solves problems

D sharing something once again

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: What does the word scarcity mean in this sentence?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. not having enough of something

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **not having enough of something**
Correct. The suffix -ity means the state of. Being scarce means not having enough.

B **having more than enough of something**
That is the opposite. Scarce means there is too little.

C **a person who solves problems**
The suffix -ity does not name a person. The suffix -er names people.

D **sharing something once again**
Once again is the meaning of re-, not -ity.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. not having enough of something: Correct. The suffix -ity means the state of. Being scarce means not having enough. B. having more than enough of something: That is the opposite. Scarce means there is too little. C. a person who solves problems: The suffix -ity does not name a person. The suffix -er names people. D. sharing something once again: Once again is the meaning of re-, not -ity.

TEKS 3(C) · SUFFIX -ITY · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -ity in another book they are reading.

TEKS 3(C)
SUFFIX -ABLE

MORPHEMES

WEEK 34 of 36

Grade 4 · Cluster 8 · Module 2

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ABLE

The suffix **-able** means "able to be; can be". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "What Shapes a Society? Place, Resources, and Connection"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -able. It means able to be; can be."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 8 Module 2 · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

WORD PARTS IN THE READING

valuable (value + able): "In the ancient West African kingdom of Mali, gold was an especially valuable resource."

renewable (renew + able): "A community may invest in renewable energy."

valuable (value + able): "Salt was valuable because people needed it and because it could help preserve food."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -able, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -able.

"In the ancient West African kingdom of Mali, gold was an especially valuable resource."

I CAN I can find a word with the suffix -able in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -able in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -able.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -able?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Valuable. It has the suffix -able: value + able.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -able? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with able have the suffix -able? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -able means.

The word valuable has the suffix -able. What does -able mean?

valuable = value + able

A. not able B. able to be; can be C. a person who

I CAN I can choose the meaning of the suffix -able.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -able."

DO: *Read the task on the slide aloud: Choose what -able means. The word valuable has the suffix -able. What does -able mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -able do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: B. able to be; can be. Valuable means worth a lot; having great value.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -able to explain the whole word valuable.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word renewable into parts. What does it mean in this sentence?

"A community may invest in renewable energy."

renewable = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word renewable into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Renew + able. In this sentence, renewable means able to be renewed, or made new again.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -able. Use your new word in a sentence.

enjoy + able = ? • wash + able = ? • drink + able = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -able and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -able and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -able. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: enjoyable, washable, drinkable. Answers vary. Example: The field trip to the zoo was very enjoyable.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what valuable means?

"Salt was valuable because people needed it and because it could help preserve food."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what valuable means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -able means able to be, so valuable means able to be valued highly. Salt was needed and kept food safe, so people valued it.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -able or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -able or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: renewable (renew + able), which means able to be renewed.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -able and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Valuable. It has the suffix -able: value + able.
CHOOSE	B. able to be; can be. Valuable means worth a lot; having great value.
SHOW	Renew + able. In this sentence, renewable means able to be renewed, or made new again.
OWN	enjoyable, washable, drinkable. Answers vary. Example: The field trip to the zoo was very enjoyable.
DEFEND	The suffix -able means able to be, so valuable means able to be valued highly. Salt was needed and kept food safe, so people valued it.
YOUR TURN	Answers vary. One example: renewable (renew + able), which means able to be renewed.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Valuable. It has the suffix -able: value + able. CHOOSE: B. able to be; can be. Valuable means worth a lot; having great value. SHOW: Renew + able. In this sentence, renewable means able to be renewed, or made new again. OWN: enjoyable, washable, drinkable. Answers vary. Example: The field trip to the zoo was very enjoyable. DEFEND: The suffix -able means able to be, so valuable means able to be valued highly. Salt was needed and kept food safe, so people valued it. YOUR TURN: Answers vary. One example: renewable (renew + able), which means able to be renewed.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW

SUFFIX -ABLE

MORPHEMES

WEEK 34 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Books and ideas became valuable there alongside gold and salt.

The suffix -able helps the reader understand that valuable means what?

A worth a lot to the people there

B not worth anything to people there

C valued once again after a long time

D a person who decides what is worth

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -able helps the reader understand that valuable means what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A. worth a lot to the people there

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is A.

A **worth a lot to the people there**
Correct. Books and ideas were valued like gold and salt.

B **not worth anything to people there**
Not is the meaning of un-, not -able.

C **valued once again after a long time**
Once again is the meaning of re-, not -able.

D **a person who decides what is worth**
The suffix -able does not name a person. The suffix -er names people.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is A. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A. worth a lot to the people there: Correct. Books and ideas were valued like gold and salt. B. not worth anything to people there: Not is the meaning of un-, not -able. C. valued once again after a long time: Once again is the meaning of re-, not -able. D. a person who decides what is worth: The suffix -able does not name a person. The suffix -er names people.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -able in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ER

The suffix **-er** means "a person who". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "What Shapes a Society? Place, Resources, and Connection"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -er. It means a person who."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 8 Module 3 · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

WORD PARTS IN THE READING

traveler (travel + er): "A traveler may hear a story and repeat it somewhere hundreds of miles away."

Farmers (farm + er): "Farmers do not choose crops based only on the weather during one afternoon."

Researchers (research + er): "Researchers need to consider more than one perspective when studying the effects of contact between societies."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -er, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -er.

"A traveler may hear a story and repeat it somewhere hundreds of miles away."

I CAN I can find a word with the suffix -er in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -er in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -er.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -er?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Traveler. It has the suffix -er: travel + er.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with er have the suffix -er? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -er means.

The word traveler has the suffix -er. What does -er mean?

traveler = travel + er

A. more B. without C. a person who

I CAN I can choose the meaning of the suffix -er.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -er."

DO: *Read the task on the slide aloud: Choose what -er means. The word traveler has the suffix -er. What does -er mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: C. a person who. Traveler means a person who travels.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word traveler.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word Farmers into parts. What does it mean in this sentence?

"Farmers do not choose crops based only on the weather during one afternoon."

Farmers = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word Farmers into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Farm + er. In this sentence, Farmers means people who farm.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -er. Use your new word in a sentence.

build + er = ? • sing + er = ? • read + er = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -er and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -er and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -er. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: builder, singer, reader. Answers vary. Example: The builder measured the wood twice.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what Researchers means?

"Researchers need to consider more than one perspective when studying the effects of contact between societies."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what Researchers means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: The suffix -er means a person who, so researchers are people who research. The sentence says they study effects and consider perspectives, which is what they do.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -er or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -er or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: explorers (explore + er), which means people who explore.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Traveler. It has the suffix -er: travel + er.
CHOOSE	C. a person who. Traveler means a person who travels.
SHOW	Farm + er. In this sentence, Farmers means people who farm.
OWN	builder, singer, reader. Answers vary. Example: The builder measured the wood twice.
DEFEND	The suffix -er means a person who, so researchers are people who research. The sentence says they study effects and consider perspectives, which is what they do.
YOUR TURN	Answers vary. One example: explorers (explore + er), which means people who explore.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Traveler. It has the suffix -er: travel + er. CHOOSE: C. a person who. Traveler means a person who travels. SHOW: Farm + er. In this sentence, Farmers means people who farm. OWN: builder, singer, reader. Answers vary. Example: The builder measured the wood twice. DEFEND: The suffix -er means a person who, so researchers are people who research. The sentence says they study effects and consider perspectives, which is what they do. YOUR TURN: Answers vary. One example: explorers (explore + er), which means people who explore.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

European explorers used ships to cross the Atlantic.

The suffix -er in explorers helps the reader understand that the word refers to what?

A the ships that were used to cross the sea

B the act of exploring new places

C people who travel to explore new places

D places that people traveled to explore

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The suffix -er in explorers helps the reader understand that the word refers to what?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. people who travel to explore new places

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **the ships that were used to cross the sea**
That names the ships, not the people who used them.

B **the act of exploring new places**
The act of is the meaning of -tion, not -er.

C **people who travel to explore new places**
Correct. The suffix -er means a person who. Explorers crossed the Atlantic to explore.

D **places that people traveled to explore**
The suffix -er here names people, not places.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. the ships that were used to cross the sea: That names the ships, not the people who used them. B. the act of exploring new places: The act of is the meaning of -tion, not -er. C. people who travel to explore new places: Correct. The suffix -er means a person who. Explorers crossed the Atlantic to explore. D. places that people traveled to explore: The suffix -er here names people, not places.

TEKS 3(C) · SUFFIX -ER · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -er in another book they are reading.

TEKS 3(C)
SUFFIX -Y

MORPHEMES

WEEK 36 of 36

Grade 4 · Cluster 8 · Module 4

EXACT TEKS WORDING (FROM TEA)

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -Y

The suffix **-y** means "full of; having". A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from "What Shapes a Society? Place, Resources, and Connection"

This week we move across five thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "This week we are word detectives. Our word part is the suffix -y. It means full of; having."

DO: *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

SAY: "A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before."

DO: *Point to the five thinking levels. Preview the week: we NOTICE the word part, CHOOSE its meaning, SHOW how the parts build the word, OWN it by building our own words, and DEFEND a word's meaning with the word part and the sentence.*

PREP & MATERIALS: the Morphemes slide deck for Cluster 8 Module 4 · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" · the student tracking sheet · pencils

WORD PARTS IN THE READING

sunny (sun + y): "It may be sunny in the morning and rainy later that afternoon."

wealthy (wealth + y): "Mali's location near important trade routes helped the kingdom become wealthy and powerful."

rainy (rain + y): "It may be sunny in the morning and rainy later that afternoon."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -y, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -y.

"It may be sunny in the morning and rainy later that afternoon."

I CAN I can find a word with the suffix -y in our reading.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -y in our reading."

DO: *Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -y.*

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -y?"

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.*

ANSWER KEY: Sunny. It has the suffix -y: sun + y.

TEKS 3(C) · SUFFIX -Y · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with y have the suffix -y? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -y means.

The word sunny has the suffix -y. What does -y mean?

sunny = sun + y

A. full of; having B. without C. more

I CAN I can choose the meaning of the suffix -y.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -y."

DO: *Read the task on the slide aloud: Choose what -y means. The word sunny has the suffix -y. What does -y mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y do to the word?"

DO: *Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.*

ANSWER KEY: A. full of; having. Sunny means full of sunshine.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word sunny.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

MORPHEMES

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word wealthy into parts. What does it mean in this sentence?

"Mali's location near important trade routes helped the kingdom become wealthy and powerful."

wealthy = _____ + _____

I CAN I can break a word into parts and build its meaning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: *Read the task on the slide aloud: Show how the parts build the word. Break the word wealthy into parts. What does it mean in this sentence?*

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: *Model the split on the board with a slash between the parts, then have students write the parts and the meaning.*

ANSWER KEY: Wealth + y. In this sentence, wealthy means having a lot of wealth; rich.

TEKS 3(C) · SUFFIX -Y · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -y. Use your new word in a sentence.

snow + y = ? • dirt + y = ? • mess + y = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -y and use them correctly.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -y and use them correctly."

DO: *Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -y. Use your new word in a sentence.*

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: *Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.*

ANSWER KEY: snowy, dirty, messy. Answers vary. Example: My room gets messy when I forget to clean.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what rainy means?

"It may be sunny in the morning and rainy later that afternoon."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: *Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what rainy means?*

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: *Ask students to underline the word part and circle a clue in the sentence, then write their explanation.*

ANSWER KEY: -Y means having, so rainy means having rain. The sentence contrasts morning sun with afternoon rain, so the weather changed.

TEKS 3(C) · SUFFIX -Y · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Now it is your turn to be the word detective on your own."

DO: *Read the Your Turn task: Go back to the passage. Find another word with the suffix -y or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.*

SAY: "Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence."

DO: *Circulate and note who can break a word into parts and explain its meaning without help.*

ANSWER KEY: Answers vary. One example: grassy (grass + y), which means covered with grass.

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Sunny. It has the suffix -y: sun + y.
CHOOSE	A. full of; having. Sunny means full of sunshine.
SHOW	Wealth + y. In this sentence, wealthy means having a lot of wealth; rich.
OWN	snowy, dirty, messy. Answers vary. Example: My room gets messy when I forget to clean.
DEFEND	-Y means having, so rainy means having rain. The sentence contrasts morning sun with afternoon rain, so the weather changed.
YOUR TURN	Answers vary. One example: grassy (grass + y), which means covered with grass.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Let's check our work across the five thinking levels."

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: "If you missed one, that is where your learning is. Go back to the word, find its parts, and try again."

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Sunny. It has the suffix -y: sun + y. CHOOSE: A. full of; having. Sunny means full of sunshine. SHOW: Wealth + y. In this sentence, wealthy means having a lot of wealth; rich. OWN: snowy, dirty, messy. Answers vary. Example: My room gets messy when I forget to clean. DEFEND: -Y means having, so rainy means having rain. The sentence contrasts morning sun with afternoon rain, so the weather changed. YOUR TURN: Answers vary. One example: grassy (grass + y), which means covered with grass.

TEKS 3(C) · SUFFIX -Y · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

SHOW WHAT YOU KNOW
ROOT PORT

MORPHEMES

WEEK 36 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

A coastal location may grow into a major port because modern ships can transport enormous amounts of goods.

The prefix trans- means across, and the root port means carry. What does transport mean?

A to look at goods from far across the sea

B to write about goods in a large book

C to carry goods from one place to another

D to make goods again in a new factory

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Here is a test-style question, the kind you see on the state test."

DO: *Read the sentence and the question aloud: The prefix trans- means across, and the root port means carry. What does transport mean?*

SAY: "Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence."

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C. to carry goods from one place to another

TEKS 3(C) · SUFFIX -Y · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is C.

A **to look at goods from far across the sea**
Looking is the meaning of roots like spect or vis, not port.

B **to write about goods in a large book**
Writing is the meaning of the root graph, not port.

C **to carry goods from one place to another**
Correct. Trans- means across and port means carry, like ships moving goods.

D **to make goods again in a new factory**
Again is the meaning of re-, and port does not mean make.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "The correct answer is C. The most important part is understanding why."

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: "Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence."

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A. to look at goods from far across the sea: Looking is the meaning of roots like spect or vis, not port. B. to write about goods in a large book: Writing is the meaning of the root graph, not port. C. to carry goods from one place to another: Correct. Trans- means across and port means carry, like ships moving goods. D. to make goods again in a new factory: Again is the meaning of re-, and port does not mean make.

TEKS 3(C) · SUFFIX -Y · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -y in another book they are reading.