TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 1 of 36

Grade 5 · Prepare Cluster · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "The Great Chocolate Chip Cookie Mystery"

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 1 · a class or student copy of "The Great Chocolate Chip Cookie Mystery" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 1 of 36 · Prepare Cluster · Module 1

WORD PARTS IN THE READING

argument (argue + ment): "If you can support your argument."

replacement (replace + ment): "Can we investigate while eating replacement cookies?"

argument (argue + ment): "If you can support your argument."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"If you can support your argument."

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: Argument. It has the suffix -ment: argue + ment.

TEKS 3(C) · SUFFIX -MENT · Week 1 of 36 · Prepare Cluster · Module 1

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ment means.

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

argument = argue + ment

A. full of B. the act or result of C. not

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 argument 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. Argument means the reasons someone gives to show an idea is right.

TEKS 3(C) · SUFFIX -MENT · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Can we investigate while eating replacement cookies?"

replacement = _____ + _____

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 replacement 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: Replace + ment. In this sentence, replacement means cookies that take the place of the missing ones.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

pay + ment = ? • move + ment = ? • enjoy + 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, movement, enjoyment. Answers vary. Example: Our class felt great enjoyment at the cookie tasting.

TEKS 3(C) · SUFFIX -MENT · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"If you can support your argument."

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 argument 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: Argue means to give reasons, and -ment names the result. The sentence says to support it, which fits a set of reasons.

TEKS 3(C) · SUFFIX -MENT · 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 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 -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: replacement (replace + ment), which means something that takes the place of another thing.

TEKS 3(C) · SUFFIX -MENT · 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 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	Argument. It has the suffix -ment: argue + ment.
CHOOSE	B. the act or result of. Argument means the reasons someone gives to show an idea is right.
SHOW	Replace + ment. In this sentence, replacement means cookies that take the place of the missing ones.
OWN	payment, movement, enjoyment. Answers vary. Example: Our class felt great enjoyment at the cookie tasting.
DEFEND	Argue means to give reasons, and -ment names the result. The sentence says to support it, which fits a set of reasons.
YOUR TURN	Answers vary. One example: replacement (replace + ment), which means something that takes the place of another thing.

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: Argument. It has the suffix -ment: argue + ment. CHOOSE: B. the act or result of. Argument means the reasons someone gives to show an idea is right. SHOW: Replace + ment. In this sentence, replacement means cookies that take the place of the missing ones. OWN: payment, movement, enjoyment. Answers vary. Example: Our class felt great enjoyment at the cookie tasting. DEFEND: Argue means to give reasons, and -ment names the result. The sentence says to support it, which fits a set of reasons. YOUR TURN: Answers vary. One example: replacement (replace + ment), which means something that takes the place of another thing.

TEKS 3(C) · SUFFIX -MENT · 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.

SHOW WHAT YOU KNOW
SUFFIX -MENT

MORPHEMES

WEEK 1 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Can we investigate while eating replacement cookies?

The suffix -ment helps the reader understand that replacement cookies are what?

A cookies that take the place of others

B cookies that were made again twice

C cookies that are full of chocolate

D cookies that a cook placed on a big tray

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Grade 5 · Prepare Cluster · 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 replacement cookies 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 A. cookies that take the place of others

TEKS 3(C) · SUFFIX -MENT · 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 A.

A **cookies that take the place of others**
Correct. Replace means to put in place of, and -ment names the result.

B **cookies that were made again twice**
Again is the meaning of re- alone. The word names cookies that stand in.

C **cookies that are full of chocolate**
Full of is the meaning of -ful, not -ment.

D **cookies that a cook placed on a big tray**
This fits the base word place but ignores the whole word replace.

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. cookies that take the place of others: Correct. Replace means to put in place of, and -ment names the result. B. cookies that were made again twice: Again is the meaning of re- alone. The word names cookies that stand in. C. cookies that are full of chocolate: Full of is the meaning of -ful, not -ment. D. cookies that a cook placed on a big tray: This fits the base word place but ignores the whole word replace.

TEKS 3(C) · SUFFIX -MENT · 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 suffix -ment in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 2 of 36

Grade 5 · Prepare Cluster · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "The Great Chocolate Chip Cookie Mystery"

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 Prepare Cluster Module 2 · a class or student copy of "The Great Chocolate Chip Cookie Mystery" · the student tracking sheet · pencils

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

WORD PARTS IN THE READING

baker (bake + er): "Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."

teacher (teach + er): "Delgado, their teacher, raised one eyebrow."

manager (manage + er): "Their first clue came from the cafeteria manager, Ms."

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.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."

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: Baker. It has the suffix -er: bake + er.

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

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.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -er means.

The word baker has the suffix -er. What does -er mean?

baker = bake + er

A. full of B. not 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 baker 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. Baker means a person who bakes food.

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

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word baker.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Delgado, their teacher, raised one eyebrow."

teacher = _____ + _____

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 teacher 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: Teach + er. In this sentence, teacher means a person who teaches a class.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

paint + er = ? • farm + er = ? • sing + 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: painter, farmer, singer. Answers vary. Example: The painter used bright colors for the school mural.

TEKS 3(C) · SUFFIX -ER · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Their first clue came from the cafeteria manager, Ms."

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 manager 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: Manage means to run or control, and -er means a person who. The sentence says the clue came from someone at the cafeteria.

TEKS 3(C) · SUFFIX -ER · 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 -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: teachers (teach + er), which means people who teach.

TEKS 3(C) · SUFFIX -ER · 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 -er and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Baker. It has the suffix -er: bake + er.
CHOOSE	C. a person who. Baker means a person who bakes food.
SHOW	Teach + er. In this sentence, teacher means a person who teaches a class.
OWN	painter, farmer, singer. Answers vary. Example: The painter used bright colors for the school mural.
DEFEND	Manage means to run or control, and -er means a person who. The sentence says the clue came from someone at the cafeteria.
YOUR TURN	Answers vary. One example: teachers (teach + er), which means people who teach.

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: Baker. It has the suffix -er: bake + er. CHOOSE: C. a person who. Baker means a person who bakes food. SHOW: Teach + er. In this sentence, teacher means a person who teaches a class. OWN: painter, farmer, singer. Answers vary. Example: The painter used bright colors for the school mural. DEFEND: Manage means to run or control, and -er means a person who. The sentence says the clue came from someone at the cafeteria. YOUR TURN: Answers vary. One example: teachers (teach + er), which means people who teach.

TEKS 3(C) · SUFFIX -ER · 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 -ER

MORPHEMES

WEEK 2 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Teachers got the extras.

The suffix -er in the word teachers shows that the word refers to what?

A people who teach students

B lessons that are taught

C the act of teaching again

D rooms where people teach

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 the word teachers shows 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 A. people who teach students

TEKS 3(C) · SUFFIX -ER · 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 A.

A **people who teach students**
Correct. Teach plus -er means a person who teaches.

B **lessons that are taught**
A lesson is the thing taught, not the person.

C **the act of teaching again**
Again is the meaning of re-, not -er.

D **rooms where people teach**
A room is a place. The suffix -er names a person.

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. people who teach students: Correct. Teach plus -er means a person who teaches. B. lessons that are taught: A lesson is the thing taught, not the person. C. the act of teaching again: Again is the meaning of re-, not -er. D. rooms where people teach: A room is a place. The suffix -er names a person.

TEKS 3(C) · SUFFIX -ER · 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 -er in another book they are reading.

TEKS 3(C)
PREFIX UN-

MORPHEMES

WEEK 3 of 36

Grade 5 · Prepare Cluster · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "The Fifth-Grade Cookie Commission"

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 3 · a class or student copy of "The Fifth-Grade Cookie Commission" · the student tracking sheet · pencils

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

WORD PARTS IN THE READING

unnecessary (un + necessary): "That feels like unnecessary math."

Unfortunately (un + fortunately): "Unfortunately, yes."

unnecessary (un + necessary): "That feels like unnecessary math."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"That feels like unnecessary math."

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: Unnecessary. It has the prefix un-: un + necessary.

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

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what un- means.

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

unnecessary = un + necessary

A. not B. again 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 unnecessary 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: A. not. Unnecessary means not needed.

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

CHECK FOR UNDERSTANDING

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Unfortunately, yes."

Unfortunately = _____ + _____

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 Unfortunately 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 + fortunately. In this sentence, Unfortunately means in a way that is not lucky; sadly.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

un + kind = ? • un + safe = ? • un + able = ?

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: unkind, unsafe, unable. Answers vary. Example: The icy steps were unsafe for the students.

TEKS 3(C) · PREFIX UN- · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"That feels like unnecessary math."

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 unnecessary 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 unnecessary means not needed. The speaker says the math only feels like extra work, which fits not needed.

TEKS 3(C) · PREFIX UN- · 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 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: unfortunately (un + fortunately), which means sadly; not luckily.

TEKS 3(C) · PREFIX UN- · 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 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	Unnecessary. It has the prefix un-: un + necessary.
CHOOSE	A. not. Unnecessary means not needed.
SHOW	Un + fortunately. In this sentence, Unfortunately means in a way that is not lucky; sadly.
OWN	unkind, unsafe, unable. Answers vary. Example: The icy steps were unsafe for the students.
DEFEND	Un- means not, so unnecessary means not needed. The speaker says the math only feels like extra work, which fits not needed.
YOUR TURN	Answers vary. One example: unfortunately (un + fortunately), which means sadly; not luckily.

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: Unnecessary. It has the prefix un-: un + necessary. CHOOSE: A. not. Unnecessary means not needed. SHOW: Un + fortunately. In this sentence, Unfortunately means in a way that is not lucky; sadly. OWN: unkind, unsafe, unable. Answers vary. Example: The icy steps were unsafe for the students. DEFEND: Un- means not, so unnecessary means not needed. The speaker says the math only feels like extra work, which fits not needed. YOUR TURN: Answers vary. One example: unfortunately (un + fortunately), which means sadly; not luckily.

TEKS 3(C) · PREFIX UN- · 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
PREFIX UN-

MORPHEMES

WEEK 3 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

That feels like unnecessary math.

The prefix un- helps the reader understand that unnecessary math is what?

A math that is not needed

B math that is needed again

C math that is done before

D math that is very needed

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 unnecessary math 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. math that is not needed

TEKS 3(C) · PREFIX UN- · 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 A.

A **math that is not needed**
Correct. Un- means not, so unnecessary means not necessary.

B **math that is needed again**
Again is the meaning of re-, not un-.

C **math that is done before**
Before is the meaning of pre-, not un-.

D **math that is very needed**
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. math that is not needed: Correct. Un- means not, so unnecessary means not necessary. B. math that is needed again: Again is the meaning of re-, not un-. C. math that is done before: Before is the meaning of pre-, not un-. D. math that is very needed: Un- does not make a word stronger. It means not.

TEKS 3(C) · PREFIX UN- · 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 prefix un- in another book they are reading.

TEKS 3(C)
SUFFIX -ABLE

MORPHEMES

WEEK 4 of 36

Grade 5 · Prepare Cluster · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 Fifth-Grade Cookie Commission"

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 Prepare Cluster Module 4 · a class or student copy of "The Fifth-Grade Cookie Commission" · the student tracking sheet · pencils

WORD PARTS IN THE READING

affordable (afford + able): "Chocolate chip cookies were affordable."

reasonable (reason + able): "Your job is to decide how to make a reasonable recommendation."

reasonable (reason + able): "Your job is to decide how to make a reasonable recommendation."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Chocolate chip cookies were affordable."

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: Affordable. It has the suffix -able: afford + able.

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -able means.

The word affordable has the suffix -able. What does -able mean?

affordable = afford + able

A. full of B. able to be; can be C. without

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 affordable 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. Affordable means able to be bought without costing too much.

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

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -able to explain the whole word affordable.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Your job is to decide how to make a reasonable recommendation."

reasonable = _____ + _____

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 reasonable 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: Reason + able. In this sentence, reasonable means sensible; able to be backed up with reasons.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 = ? • enjoy + 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, enjoyable. Answers vary. Example: The glass vase is breakable, so we carry it carefully.

TEKS 3(C) · SUFFIX -ABLE · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Your job is to decide how to make a reasonable recommendation."

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 reasonable 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: Reason plus -able means able to be backed by reasons. The sentence says the job is to decide, so the choice must make sense.

TEKS 3(C) · SUFFIX -ABLE · 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 -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: affordable (afford + able), which means able to be paid for.

TEKS 3(C) · SUFFIX -ABLE · 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 -able and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Affordable. It has the suffix -able: afford + able.
CHOOSE	B. able to be; can be. Affordable means able to be bought without costing too much.
SHOW	Reason + able. In this sentence, reasonable means sensible; able to be backed up with reasons.
OWN	washable, breakable, enjoyable. Answers vary. Example: The glass vase is breakable, so we carry it carefully.
DEFEND	Reason plus -able means able to be backed by reasons. The sentence says the job is to decide, so the choice must make sense.
YOUR TURN	Answers vary. One example: affordable (afford + able), which means able to be paid for.

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: Affordable. It has the suffix -able: afford + able. CHOOSE: B. able to be; can be. Affordable means able to be bought without costing too much. SHOW: Reason + able. In this sentence, reasonable means sensible; able to be backed up with reasons. OWN: washable, breakable, enjoyable. Answers vary. Example: The glass vase is breakable, so we carry it carefully. DEFEND: Reason plus -able means able to be backed by reasons. The sentence says the job is to decide, so the choice must make sense. YOUR TURN: Answers vary. One example: affordable (afford + able), which means able to be paid for.

TEKS 3(C) · SUFFIX -ABLE · 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.

SHOW WHAT YOU KNOW

SUFFIX -ABLE

MORPHEMES

WEEK 4 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Chocolate chip cookies were affordable.

What does the word affordable mean in this sentence?

A full of costs that are much too high

B not able to be paid for at all

C able to be bought for a fair price

D bought again for the same price

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Grade 5 · Prepare Cluster · 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 affordable 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 C. able to be bought for a fair price

TEKS 3(C) · SUFFIX -ABLE · 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 C.

A **full of costs that are much too high**
Full of is the meaning of -ful, and it reverses the idea.

B **not able to be paid for at all**
This is the opposite meaning, like un- was added.

C **able to be bought for a fair price**
Correct. Afford means to have enough money for, and -able means can be.

D **bought again for the same price**
Again is the meaning of re-, not -able.

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. full of costs that are much too high: Full of is the meaning of -ful, and it reverses the idea. B. not able to be paid for at all: This is the opposite meaning, like un- was added. C. able to be bought for a fair price: Correct. Afford means to have enough money for, and -able means can be. D. bought again for the same price: Again is the meaning of re-, not -able.

TEKS 3(C) · SUFFIX -ABLE · 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 -able in another book they are reading.

TEKS 3(C)
PREFIX SUPER-

MORPHEMES

WEEK 5 of 36

Grade 5 · Cluster 1 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 SUPER-

The prefix **super-** means "above; beyond; over". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "From Tension to Revolution"

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 super-. It means above; beyond; over."

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 "From Tension to Revolution" · the student tracking sheet · pencils

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

WORD PARTS IN THE READING

superpower (super + power): "Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time."

supervise (super + vise): "British officers would supervise the soldiers who guarded the colony." **[Extra example, not from the passage]**

supervise (super + vise): "British officers would supervise the soldiers who guarded the colony." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix super-, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time."

I CAN I can find a word with the prefix super- 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 super- 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 super-.*

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

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

ANSWER KEY: Superpower. It has the prefix super-: super + power.

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

CHECK FOR UNDERSTANDING

Ask: where in the word did you find super-? 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 super have the prefix super-? 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what super- means.

The word superpower has the prefix super-. What does super- mean?

superpower = super + power

A. under B. not C. above; beyond; over

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

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 super-."

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

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding super- 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. above; beyond; over. Superpower means a nation with power above most others.

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

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of super- to explain the whole word superpower.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"British officers would supervise the soldiers who guarded the colony."

supervise = _____ + _____

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 supervise 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: Super + vise. In this sentence, supervise means to watch over and be in charge of.

TEKS 3(C) · PREFIX SUPER- · Week 5 of 36 · Cluster 1 · 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.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

super + power = ? • super + hero = ? • super + vise = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix super- 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 super- 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 super-. 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: superpower, superhero, supervise. Answers vary. Example: Our coach will supervise the practice from the bench.

TEKS 3(C) · PREFIX SUPER- · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"British officers would supervise the soldiers who guarded the colony."

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 supervise 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: Super- means over, so supervise means to watch over others. The sentence says officers were in charge of the soldiers who guarded the colony.

TEKS 3(C) · PREFIX SUPER- · 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 super- 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 super- 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: cheaper (cheap + er), which means costing less; more cheap.

TEKS 3(C) · PREFIX SUPER- · 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 super- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Superpower. It has the prefix super-: super + power.
CHOOSE	C. above; beyond; over. Superpower means a nation with power above most others.
SHOW	Super + vise. In this sentence, supervise means to watch over and be in charge of.
OWN	superpower, superhero, supervise. Answers vary. Example: Our coach will supervise the practice from the bench.
DEFEND	Super- means over, so supervise means to watch over others. The sentence says officers were in charge of the soldiers who guarded the colony.
YOUR TURN	Answers vary. One example: cheaper (cheap + er), which means costing less; more cheap.

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: Superpower. It has the prefix super-: super + power. CHOOSE: C. above; beyond; over. Superpower means a nation with power above most others. SHOW: Super + vise. In this sentence, supervise means to watch over and be in charge of. OWN: superpower, superhero, supervise. Answers vary. Example: Our coach will supervise the practice from the bench. DEFEND: Super- means over, so supervise means to watch over others. The sentence says officers were in charge of the soldiers who guarded the colony. YOUR TURN: Answers vary. One example: cheaper (cheap + er), which means costing less; more cheap.

TEKS 3(C) · PREFIX SUPER- · 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.

SHOW WHAT YOU KNOW

PREFIX SUPER-

MORPHEMES

WEEK 5 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time.

The prefix super- means above or beyond. What does superpower mean in this sentence?

- **A** a nation with more power than most others
- **B** a nation that has lost nearly all of its power
- **C** a colony that wants power once again
- **D** a person who is able to fly very fast

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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 super- means above or beyond. What does superpower 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. a nation with more power than most others

TEKS 3(C) · PREFIX SUPER- · 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 A.

A **a nation with more power than most others**
Correct. Super- means above, so a superpower is above other nations in power.

B **a nation that has lost nearly all of its power**
This is the opposite. Super- adds power, it does not remove it.

C **a colony that wants power once again**
Once again is the meaning of re-, not super-.

D **a person who is able to fly very fast**
This is a story meaning. The sentence is about a nation.

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 nation with more power than most others: Correct. Super- means above, so a superpower is above other nations in power. B. a nation that has lost nearly all of its power: This is the opposite. Super- adds power, it does not remove it. C. a colony that wants power once again: Once again is the meaning of re-, not super-. D. a person who is able to fly very fast: This is a story meaning. The sentence is about a nation.

TEKS 3(C) · PREFIX SUPER- · 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 super- in another book they are reading.

TEKS 3(C)
PREFIX UN-

MORPHEMES

WEEK 6 of 36

Grade 5 · Cluster 1 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "From Tension to Revolution"

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 2 · a class or student copy of "From Tension to Revolution" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX UN- · Week 6 of 36 · Cluster 1 · Module 2

WORD PARTS IN THE READING

unfair (un + fair): "Many colonists believed these acts were harsh and unfair."

uncertainty (un + certainty): "Others were afraid that separating from Great Britain would lead to war, danger, and uncertainty."

unfair (un + fair): "To many colonists, the Boston Tea Party was a strong message against unfair taxation."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"Many colonists believed these acts were harsh and unfair."

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.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what un- means.

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

unfair = un + fair

A. not B. again 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 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: A. not. Unfair means not fair or just.

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.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Others were afraid that separating from Great Britain would lead to war, danger, and uncertainty."

uncertainty = _____ + _____

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 uncertainty 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 + certainty. In this sentence, uncertainty means not knowing what will happen.

TEKS 3(C) · PREFIX UN- · Week 6 of 36 · Cluster 1 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

un + known = ? • un + happy = ? • 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: unknown, unhappy, unlock. Answers vary. Example: The map showed an unknown island.

TEKS 3(C) · PREFIX UN- · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"To many colonists, the Boston Tea Party was a strong message against unfair taxation."

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 sentence says the colonists sent a strong message against the taxes, which shows they felt wronged.

TEKS 3(C) · PREFIX UN- · 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.

MORPHEMES

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: uncertainty (un + certainty), which means not being sure.

TEKS 3(C) · PREFIX UN- · 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 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	A. not. Unfair means not fair or just.
SHOW	Un + certainty. In this sentence, uncertainty means not knowing what will happen.
OWN	unknown, unhappy, unlock. Answers vary. Example: The map showed an unknown island.
DEFEND	Un- means not, so unfair means not fair. The sentence says the colonists sent a strong message against the taxes, which shows they felt wronged.
YOUR TURN	Answers vary. One example: uncertainty (un + certainty), which means not being sure.

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: A. not. Unfair means not fair or just. SHOW: Un + certainty. In this sentence, uncertainty means not knowing what will happen. OWN: unknown, unhappy, unlock. Answers vary. Example: The map showed an unknown island. DEFEND: Un- means not, so unfair means not fair. The sentence says the colonists sent a strong message against the taxes, which shows they felt wronged. YOUR TURN: Answers vary. One example: uncertainty (un + certainty), which means not being sure.

TEKS 3(C) · PREFIX UN- · 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.

READ THIS SENTENCE FROM THE PASSAGE.

Some colonists supported the protest because they believed British laws were unfair.

Based on the prefix un- and the sentence, what does unfair mean?

A not fair to the people in the colonies

B fair to the colonists once again

C fair before the laws were ever made

D very fair to all of the people in the colonies

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, what does unfair 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 A. not fair to the people in the colonies

TEKS 3(C) · PREFIX UN- · 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 A.

A **not fair to the people in the colonies**
Correct. Un- means not. The colonists protested because the laws were not fair.

B **fair to the colonists once again**
Once again is the meaning of re-, not un-.

C **fair before the laws were ever made**
Before is the meaning of pre-, not un-.

D **very fair to all of the people in the colonies**
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. not fair to the people in the colonies: Correct. Un- means not. The colonists protested because the laws were not fair. B. fair to the colonists once again: Once again is the meaning of re-, not un-. C. fair before the laws were ever made: Before is the meaning of pre-, not un-. D. very fair to all of the people in the colonies: Un- does not make a word stronger. It means not.

TEKS 3(C) · PREFIX UN- · 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 un- in another book they are reading.

TEKS 3(C)
SUFFIX -LOGY

MORPHEMES

WEEK 7 of 36

Grade 5 · Cluster 1 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 -LOGY

The suffix **-logy** means "the study 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 Ocean Lesson"

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 -logy. It means the study 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 1 Module 3 · a class or student copy of "The Ocean Lesson" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -LOGY · Week 7 of 36 · Cluster 1 · Module 3

WORD PARTS IN THE READING

biology (bio + logy): "Later that day, Nyla visited a marine biology exhibit at an aquarium."

ecology (eco + logy): "Ecology is the study of how living things, like sea turtles, depend on their surroundings." **[Extra example, not from the passage]**

zoology (zoo + logy): "A student who loves zoology might study how baby turtles find the ocean." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -logy, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Later that day, Nyla visited a marine biology exhibit at an aquarium."

I CAN I can find a word with the suffix -logy 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 -logy 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 -logy.*

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

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

ANSWER KEY: Biology. It has the suffix -logy: bio + logy.

TEKS 3(C) · SUFFIX -LOGY · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -logy? 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 logy have the suffix -logy? 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -logy means.

The word biology has the suffix -logy. What does -logy mean?

biology = bio + logy

A. full of B. the study of C. a person who

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

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 -logy."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -logy 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 study of. Biology means the study of living things.

TEKS 3(C) · SUFFIX -LOGY · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -logy to explain the whole word biology.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Ecology is the study of how living things, like sea turtles, depend on their surroundings."

ecology = _____ + _____

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 ecology 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. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Eco + logy. In this sentence, ecology means the study of living things and their surroundings.

TEKS 3(C) · SUFFIX -LOGY · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

bio + logy = ? • geo + logy = ? • zoo + logy = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -logy 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 -logy 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 -logy. 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: biology, geology, zoology. Answers vary. Example: My sister wants to study zoology and work with sea animals.

TEKS 3(C) · SUFFIX -LOGY · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"A student who loves zoology might study how baby turtles find the ocean."

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 zoology 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 suffix -logy means the study of, and zoo means animal. The sentence says a student would study how turtles find the ocean.

TEKS 3(C) · SUFFIX -LOGY · 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 -logy 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 -logy 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: younger (young + er), which means more young.

TEKS 3(C) · SUFFIX -LOGY · 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 -logy and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Biology. It has the suffix -logy: bio + logy.
CHOOSE	B. the study of. Biology means the study of living things.
SHOW	Eco + logy. In this sentence, ecology means the study of living things and their surroundings.
OWN	biology, geology, zoology. Answers vary. Example: My sister wants to study zoology and work with sea animals.
DEFEND	The suffix -logy means the study of, and zoo means animal. The sentence says a student would study how turtles find the ocean.
YOUR TURN	Answers vary. One example: younger (young + er), which means more young.

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: Biology. It has the suffix -logy: bio + logy. CHOOSE: B. the study of. Biology means the study of living things. SHOW: Eco + logy. In this sentence, ecology means the study of living things and their surroundings. OWN: biology, geology, zoology. Answers vary. Example: My sister wants to study zoology and work with sea animals. DEFEND: The suffix -logy means the study of, and zoo means animal. The sentence says a student would study how turtles find the ocean. YOUR TURN: Answers vary. One example: younger (young + er), which means more young.

TEKS 3(C) · SUFFIX -LOGY · 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 -LOGY

MORPHEMES

WEEK 7 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Later that day, Nyla visited a marine biology exhibit at an aquarium.

The suffix -logy means the study of, and bio means life. What does biology mean?

A the study of the earth

B a picture of living things

C the water in an aquarium

D the study of living things

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 -logy means the study of, and bio means life. What does biology 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 D. the study of living things

TEKS 3(C) · SUFFIX -LOGY · 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 **the study of the earth**
Earth is the meaning of geo, not bio.

B **a picture of living things**
A picture fits graph or photo, not -logy.

C **the water in an aquarium**
This is a nearby detail, not what the word means.

D **the study of living things**
Correct. Bio means life and -logy means the study of.

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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 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. the study of the earth: Earth is the meaning of geo, not bio. B. a picture of living things: A picture fits graph or photo, not -logy. C. the water in an aquarium: This is a nearby detail, not what the word means. D. the study of living things: Correct. Bio means life and -logy means the study of.

TEKS 3(C) · SUFFIX -LOGY · 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 -logy in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 8 of 36

Grade 5 · Cluster 1 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "The Ocean Lesson"

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 1 Module 4 · a class or student copy of "The Ocean Lesson" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

WORD PARTS IN THE READING

trainer (train + er): "A trainer stood nearby and explained how orcas hunt in the wild."

teacher (teach + er): "The animals do not have to learn every step from a parent or teacher."

hunter (hunt + er): "Over time, those lessons would help it become a stronger hunter and a better member of the group."

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.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"A trainer stood nearby and explained how orcas hunt in the wild."

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: Trainer. It has the suffix -er: train + er.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -er means.

The word trainer has the suffix -er. What does -er mean?

trainer = train + er

A. full of B. not 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 trainer 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. Trainer means a person who trains animals.

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word trainer.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"The animals do not have to learn every step from a parent or teacher."

teacher = _____ + _____

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 teacher 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: Teach + er. In this sentence, teacher means a person who teaches.

TEKS 3(C) · SUFFIX -ER · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

help + er = ? • swim + 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: helper, swimmer, reader. Answers vary. Example: The swimmer raced to the end of the pool.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Over time, those lessons would help it become a stronger hunter and a better member of the group."

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 hunter 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: Hunt plus -er means one who hunts. The sentence says lessons help the young orca join the group, so it learns to hunt.

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: trainer (train + er), which means a person who trains animals.

TEKS 3(C) · SUFFIX -ER · 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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Trainer. It has the suffix -er: train + er.
CHOOSE	C. a person who. Trainer means a person who trains animals.
SHOW	Teach + er. In this sentence, teacher means a person who teaches.
OWN	helper, swimmer, reader. Answers vary. Example: The swimmer raced to the end of the pool.
DEFEND	Hunt plus -er means one who hunts. The sentence says lessons help the young orca join the group, so it learns to hunt.
YOUR TURN	Answers vary. One example: trainer (train + er), which means a person who trains animals.

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: Trainer. It has the suffix -er: train + er. CHOOSE: C. a person who. Trainer means a person who trains animals. SHOW: Teach + er. In this sentence, teacher means a person who teaches. OWN: helper, swimmer, reader. Answers vary. Example: The swimmer raced to the end of the pool. DEFEND: Hunt plus -er means one who hunts. The sentence says lessons help the young orca join the group, so it learns to hunt. YOUR TURN: Answers vary. One example: trainer (train + er), which means a person who trains animals.

TEKS 3(C) · SUFFIX -ER · 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.

The hatchlings were small, but they were active.

The suffix -ive means tending to. What does active mean in this sentence?

A moving and doing things

B not moving or doing anything

C small in size and very new

D acting out a part 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: The suffix -ive means tending to. What does active 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. moving and doing things

TEKS 3(C) · SUFFIX -ER · 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 A.

A **moving and doing things**
Correct. Act means to do something, and -ive means tending to.

B **not moving or doing anything**
This is the opposite, like in- was added.

C **small in size and very new**
Small is a nearby detail, not what active means.

D **acting out a part again**
Again is the meaning of re-, not -ive.

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. moving and doing things: Correct. Act means to do something, and -ive means tending to. B. not moving or doing anything: This is the opposite, like in- was added. C. small in size and very new: Small is a nearby detail, not what active means. D. acting out a part again: Again is the meaning of re-, not -ive.

TEKS 3(C) · SUFFIX -ER · 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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 9 of 36

Grade 5 · Cluster 2 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "Spanish Rule in Early 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 -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 1 · a class or student copy of "Spanish Rule in Early Texas" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 9 of 36 · Cluster 2 · Module 1

WORD PARTS IN THE READING

development (develop + ment): "These early communities helped shape the development of Texas."

settlement (settle + ment): "Spanish settlement also led to the development of roads and trails."

settlements (settle + ment): "Over time, these settlements became more permanent."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"These early communities helped shape the development of 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: Development. It has the suffix -ment: develop + ment.

TEKS 3(C) · SUFFIX -MENT · Week 9 of 36 · Cluster 2 · Module 1

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.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ment means.

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

development = develop + ment

A. the act or result of B. full of C. not

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 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: A. the act or result of. Development means the way Texas grew and changed over time.

TEKS 3(C) · SUFFIX -MENT · Week 9 of 36 · Cluster 2 · Module 1

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Spanish settlement also led to the development of roads and trails."

settlement = _____ + _____

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 settlement 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, settlement means the act of settling, or moving in to live on the land.

TEKS 3(C) · SUFFIX -MENT · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

govern + ment = ? • agree + ment = ? • equip + 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: government, agreement, equipment. Answers vary. Example: We made an agreement to share the tools.

TEKS 3(C) · SUFFIX -MENT · 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.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Over time, these settlements became more permanent."

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 settlements 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: Settle plus -ment names places that result from settling. The sentence says they became more permanent, so people stayed to live there.

TEKS 3(C) · SUFFIX -MENT · 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 -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: development (develop + ment), which means the result of growing and changing.

TEKS 3(C) · SUFFIX -MENT · 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 -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Development. It has the suffix -ment: develop + ment.
CHOOSE	A. the act or result of. Development means the way Texas grew and changed over time.
SHOW	Settle + ment. In this sentence, settlement means the act of settling, or moving in to live on the land.
OWN	government, agreement, equipment. Answers vary. Example: We made an agreement to share the tools.
DEFEND	Settle plus -ment names places that result from settling. The sentence says they became more permanent, so people stayed to live there.
YOUR TURN	Answers vary. One example: development (develop + ment), which means the result of growing and changing.

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: A. the act or result of. Development means the way Texas grew and changed over time. SHOW: Settle + ment. In this sentence, settlement means the act of settling, or moving in to live on the land. OWN: government, agreement, equipment. Answers vary. Example: We made an agreement to share the tools. DEFEND: Settle plus -ment names places that result from settling. The sentence says they became more permanent, so people stayed to live there. YOUR TURN: Answers vary. One example: development (develop + ment), which means the result of growing and changing.

TEKS 3(C) · SUFFIX -MENT · 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
ROOT PORT

MORPHEMES

WEEK 9 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Horses affected transportation and hunting.

The prefix trans- means across, and the root port means carry. What does transportation mean?

A ways of looking at people and things far away now

B ways of writing about people and places

C ways of hunting animals on the open land

D ways of carrying people and things across land

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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 transportation 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 D. ways of carrying people and things across land

TEKS 3(C) · SUFFIX -MENT · 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 D.

A **ways of looking at people and things far away now**
Looking fits the root spect, not port.

B **ways of writing about people and places**
Writing fits the root graph, not port.

C **ways of hunting animals on the open land**
Hunting is a nearby detail, not the meaning of the word.

D **ways of carrying people and things across land**
Correct. Trans- means across and port means carry.

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. ways of looking at people and things far away now: Looking fits the root spect, not port. B. ways of writing about people and places: Writing fits the root graph, not port. C. ways of hunting animals on the open land: Hunting is a nearby detail, not the meaning of the word. D. ways of carrying people and things across land: Correct. Trans- means across and port means carry.

TEKS 3(C) · SUFFIX -MENT · 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 -ment in another book they are reading.

TEKS 3(C)
SUFFIX -IVE

MORPHEMES

WEEK 10 of 36

Grade 5 · Cluster 2 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 -IVE

The suffix **-ive** means "tending to; having the 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 "Spanish Rule in Early 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 -ive. It means tending to; having the 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 "Spanish Rule in Early Texas" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -IVE · Week 10 of 36 · Cluster 2 · Module 2

WORD PARTS IN THE READING

protective (protect + ive): "Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries."

active (act + ive): "Spanish leaders were active in building missions and forts across Texas." **[Extra example, not from the passage]**

defensive (defense + ive): "Presidios were defensive forts that guarded the land from other countries." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ive, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries."

I CAN I can find a word with the suffix -ive 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 -ive 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 -ive.*

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

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

ANSWER KEY: Protective. It has the suffix -ive: protect + ive.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ive? 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 ive have the suffix -ive? 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ive means.

The word protective has the suffix -ive. What does -ive mean?

protective = protect + ive

A. the study of B. tending to; having the quality of C. not

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

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 -ive."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ive 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. tending to; having the quality of. Protective means tending to protect or guard.

TEKS 3(C) · SUFFIX -IVE · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ive to explain the whole word protective.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Spanish leaders were active in building missions and forts across Texas."

active = _____ + _____

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 active 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. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Act + ive. In this sentence, active means tending to act; busy doing things.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

act + ive = ? • create + ive = ? • protect + ive = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ive 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 -ive 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 -ive. 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: active, creative, protective. Answers vary. Example: Our class made a creative poster about the Spanish missions.

TEKS 3(C) · SUFFIX -IVE · 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.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Presidios were defensive forts that guarded the land from other countries."

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 defensive 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 suffix -ive means tending to, so defensive means tending to defend. The sentence says the forts guarded the land.

TEKS 3(C) · SUFFIX -IVE · 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ive 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 -ive 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: useful (use + ful), which means able to be used well.

TEKS 3(C) · SUFFIX -IVE · 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 -ive and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Protective. It has the suffix -ive: protect + ive.
CHOOSE	B. tending to; having the quality of. Protective means tending to protect or guard.
SHOW	Act + ive. In this sentence, active means tending to act; busy doing things.
OWN	active, creative, protective. Answers vary. Example: Our class made a creative poster about the Spanish missions.
DEFEND	The suffix -ive means tending to, so defensive means tending to defend. The sentence says the forts guarded the land.
YOUR TURN	Answers vary. One example: useful (use + ful), which means able to be used 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: Protective. It has the suffix -ive: protect + ive. CHOOSE: B. tending to; having the quality of. Protective means tending to protect or guard. SHOW: Act + ive. In this sentence, active means tending to act; busy doing things. OWN: active, creative, protective. Answers vary. Example: Our class made a creative poster about the Spanish missions. DEFEND: The suffix -ive means tending to, so defensive means tending to defend. The sentence says the forts guarded the land. YOUR TURN: Answers vary. One example: useful (use + ful), which means able to be used well.

TEKS 3(C) · SUFFIX -IVE · 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.

READ THIS SENTENCE FROM THE PASSAGE.

Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries.

The suffix -ive means tending to. What does protective mean in this sentence?

- **A** tending to attack the settlements
- **B** able to be moved to a new country
- **C** full of valuable Spanish treasure
- **D** tending to guard the settlements

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 -ive means tending to. What does protective 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. tending to guard the settlements

TEKS 3(C) · SUFFIX -IVE · 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 **tending to attack the settlements**
Attack is the opposite of protect.

B **able to be moved to a new country**
This fits -able, not -ive.

C **full of valuable Spanish treasure**
Valuable is a nearby word, not the meaning.

D **tending to guard the settlements**
Correct. Protect plus -ive means tending to protect or guard.

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. tending to attack the settlements: Attack is the opposite of protect. B. able to be moved to a new country: This fits -able, not -ive. C. full of valuable Spanish treasure: Valuable is a nearby word, not the meaning. D. tending to guard the settlements: Correct. Protect plus -ive means tending to protect or guard.

TEKS 3(C) · SUFFIX -IVE · 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 -ive in another book they are reading.

TEKS 3(C)
ROOT GEO

MORPHEMES

WEEK 11 of 36

Grade 5 · Cluster 2 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 GEO

The root **geo** means "earth". A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from "A Harvest to Remember"

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 geo. It means earth."

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 3 · a class or student copy of "A Harvest to Remember" · the student tracking sheet · pencils

WORD PARTS IN THE READING

geography (geo + graphy): "He also understood the geography of the area and showed them how to use the land in ways that worked best."

geology (geo + logy): "Geology helps people learn about the rocks and soil in a new land." **[Extra example, not from the passage]**

geology (geo + logy): "Geology helps people learn about the rocks and soil in a new land." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root geo, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the root.

Read this sentence from the passage. Find the word with the root geo.

"He also understood the geography of the area and showed them how to use the land in ways that worked best."

I CAN I can find a word with the root geo 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 geo 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 geo.*

SAY: "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has geo?"

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 geo: geo + graphy.

TEKS 3(C) · ROOT GEO · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find geo? 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 geo 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what geo means.

The word geography has the root geo. What does geo mean?

geography = geo + graphy

A. light B. self C. earth

I CAN I can choose the meaning of the root geo.

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 geo."

DO: *Read the task on the slide aloud: Choose what geo means. The word geography has the root geo. What does geo mean?*

SAY: "Cover the root with your finger. Read what is left. Now think: what does adding geo 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. earth. Geography means the land and features of a place.

TEKS 3(C) · ROOT GEO · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of geo 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Geology helps people learn about the rocks and soil in a new land."

geology = _____ + _____

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 geology 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: Geo + logy. In this sentence, geology means the study of the earth's rocks and soil.

TEKS 3(C) · ROOT GEO · Week 11 of 36 · Cluster 2 · Module 3

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

Build a word with the root geo. Use your new word in a sentence.

geo + graphy = ? • geo + logy = ? • geo + logist = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root geo 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 geo 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 geo. 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: geography, geology, geologist. Answers vary. Example: A geologist studied the rocks near the river.

TEKS 3(C) · ROOT GEO · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

How do the root and the sentence prove what geology means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Geology helps people learn about the rocks and soil in a new land."

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 geology 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 geo means earth, so geology is the study of the earth's rocks and soil. The sentence says it helps people learn about the soil in a new land.

TEKS 3(C) · ROOT GEO · 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 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 geo 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 geo 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: wisely (wise + ly), which means in a wise way.

TEKS 3(C) · ROOT GEO · 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 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 geo and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Geography. It has the root geo: geo + graphy.
CHOOSE	C. earth. Geography means the land and features of a place.
SHOW	Geo + logy. In this sentence, geology means the study of the earth's rocks and soil.
OWN	geography, geology, geologist. Answers vary. Example: A geologist studied the rocks near the river.
DEFEND	The root geo means earth, so geology is the study of the earth's rocks and soil. The sentence says it helps people learn about the soil in a new land.
YOUR TURN	Answers vary. One example: wisely (wise + ly), which means in a wise 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: Geography. It has the root geo: geo + graphy. CHOOSE: C. earth. Geography means the land and features of a place. SHOW: Geo + logy. In this sentence, geology means the study of the earth's rocks and soil. OWN: geography, geology, geologist. Answers vary. Example: A geologist studied the rocks near the river. DEFEND: The root geo means earth, so geology is the study of the earth's rocks and soil. The sentence says it helps people learn about the soil in a new land. YOUR TURN: Answers vary. One example: wisely (wise + ly), which means in a wise way.

TEKS 3(C) · ROOT GEO · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

He also understood the geography of the area and showed them how to use the land in ways that worked best.

The Greek root geo means earth. What does geography mean in this sentence?

- **A** the history of the people there
- **B** the land and features of a place
- **C** the plants that grew in the soil
- **D** the light that shines on the land

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 geo means earth. What does geography 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. the land and features of a place

TEKS 3(C) · ROOT GEO · 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 B.

A **the history of the people there**
History is about past events, not the earth.

B **the land and features of a place**
Correct. Geo means earth, and the sentence talks about using the land.

C **the plants that grew in the soil**
Plants are a nearby detail, not the whole meaning.

D **the light that shines on the land**
Light is the meaning of photo, not geo.

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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 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 history of the people there: History is about past events, not the earth. B. the land and features of a place: Correct. Geo means earth, and the sentence talks about using the land. C. the plants that grew in the soil: Plants are a nearby detail, not the whole meaning. D. the light that shines on the land: Light is the meaning of photo, not geo.

TEKS 3(C) · ROOT GEO · 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 root geo in another book they are reading.

TEKS 3(C)
SUFFIX -ABLE

MORPHEMES

WEEK 12 of 36

Grade 5 · Cluster 2 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "A Harvest to Remember"

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 4 · a class or student copy of "A Harvest to Remember" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ABLE · Week 12 of 36 · Cluster 2 · Module 4

WORD PARTS IN THE READING

manageable (manage + able): "When people shared their knowledge and effort, the work became more manageable."

valuable (value + able): "It also showed that the help they received from the Wampanoag people was valuable."

available (avail + able): "The people at the gathering used the food that was available to them."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"When people shared their knowledge and effort, the work became more manageable."

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: Manageable. It has the suffix -able: manage + able.

TEKS 3(C) · SUFFIX -ABLE · Week 12 of 36 · Cluster 2 · Module 4

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -able means.

The word manageable has the suffix -able. What does -able mean?

manageable = manage + able

A. able to be; can be B. full of C. without

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 manageable 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. Manageable means able to be managed or handled.

TEKS 3(C) · SUFFIX -ABLE · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -able to explain the whole word manageable.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"It also showed that the help they received from the Wampanoag people was valuable."

valuable = _____ + _____

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 valuable 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: Value + able. In this sentence, valuable means having great value; important.

TEKS 3(C) · SUFFIX -ABLE · Week 12 of 36 · Cluster 2 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

read + able = ? • fix + able = ? • comfort + 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: readable, fixable, comfortable. Answers vary. Example: The broken chair is fixable with a little glue.

TEKS 3(C) · SUFFIX -ABLE · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"The people at the gathering used the food that was available to them."

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 available 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: Avail plus -able means able to be used. The sentence says people used the food, so it was food they could get.

TEKS 3(C) · SUFFIX -ABLE · 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 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: valuable (value + able), which means worth a lot.

TEKS 3(C) · SUFFIX -ABLE · 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 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	Manageable. It has the suffix -able: manage + able.
CHOOSE	A. able to be; can be. Manageable means able to be managed or handled.
SHOW	Value + able. In this sentence, valuable means having great value; important.
OWN	readable, fixable, comfortable. Answers vary. Example: The broken chair is fixable with a little glue.
DEFEND	Avail plus -able means able to be used. The sentence says people used the food, so it was food they could get.
YOUR TURN	Answers vary. One example: valuable (value + able), which means worth a lot.

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: Manageable. It has the suffix -able: manage + able. CHOOSE: A. able to be; can be. Manageable means able to be managed or handled. SHOW: Value + able. In this sentence, valuable means having great value; important. OWN: readable, fixable, comfortable. Answers vary. Example: The broken chair is fixable with a little glue. DEFEND: Avail plus -able means able to be used. The sentence says people used the food, so it was food they could get. YOUR TURN: Answers vary. One example: valuable (value + able), which means worth a lot.

TEKS 3(C) · SUFFIX -ABLE · 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.

SHOW WHAT YOU KNOW
SUFFIX -IVE

MORPHEMES

WEEK 12 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

With this help, the Pilgrims were able to grow enough food for a productive harvest.

The suffix -ive means tending to. What does productive mean in this sentence?

A producing no food for the people

B planting the same crops once again

C producing a large amount of food

D helping the Pilgrims with the work

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 -ive means tending to. What does productive 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 C. producing a large amount of food

TEKS 3(C) · SUFFIX -ABLE · 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 C.

A **producing no food for the people**
This is the opposite meaning, like un- was added.

B **planting the same crops once again**
Once again is the meaning of re-, not -ive.

C **producing a large amount of food**
Correct. Produce plus -ive means tending to produce, so the harvest made a lot.

D **helping the Pilgrims with the work**
Help is a nearby detail, not the meaning of the word.

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. producing no food for the people: This is the opposite meaning, like un- was added. B. planting the same crops once again: Once again is the meaning of re-, not -ive. C. producing a large amount of food: Correct. Produce plus -ive means tending to produce, so the harvest made a lot. D. helping the Pilgrims with the work: Help is a nearby detail, not the meaning of the word.

TEKS 3(C) · SUFFIX -ABLE · 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 suffix -able in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 13 of 36

Grade 5 · Cluster 3 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "Our Rights, Our Voices"

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 1 · a class or student copy of "Our Rights, Our Voices" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · Module 1

WORD PARTS IN THE READING

safely (safe + ly): "To help the young country safely grow."

carefully (careful + ly): "How government should carefully be."

Peacefully (peaceful + ly): "Peacefully along a town or street."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"To help the young country safely grow."

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: Safely. It has the suffix -ly: safe + ly.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · Module 1

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ly means.

The word safely has the suffix -ly. What does -ly mean?

safely = safe + ly

A. a person who B. in a certain way C. full of

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 safely 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: B. in a certain way. Safely means in a safe way.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word safely.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"How government should carefully be."

carefully = _____ + _____

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 carefully 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: Careful + ly. In this sentence, carefully means in a careful way.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

kind + ly = ? • loud + ly = ? • fair + 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: kindly, loudly, fairly. Answers vary. Example: The judge treated each person fairly.

TEKS 3(C) · SUFFIX -LY · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Peacefully along a town or street."

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 Peacefully 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: Peaceful plus -ly means in a peaceful way. The line is about people gathering along a street, which should happen calmly.

TEKS 3(C) · SUFFIX -LY · 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 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: respectfully (respectful + ly), which means in a respectful way.

TEKS 3(C) · SUFFIX -LY · 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 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	Safely. It has the suffix -ly: safe + ly.
CHOOSE	B. in a certain way. Safely means in a safe way.
SHOW	Careful + ly. In this sentence, carefully means in a careful way.
OWN	kindly, loudly, fairly. Answers vary. Example: The judge treated each person fairly.
DEFEND	Peaceful plus -ly means in a peaceful way. The line is about people gathering along a street, which should happen calmly.
YOUR TURN	Answers vary. One example: respectfully (respectful + ly), which means in a respectful 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: Safely. It has the suffix -ly: safe + ly. CHOOSE: B. in a certain way. Safely means in a safe way. SHOW: Careful + ly. In this sentence, carefully means in a careful way. OWN: kindly, loudly, fairly. Answers vary. Example: The judge treated each person fairly. DEFEND: Peaceful plus -ly means in a peaceful way. The line is about people gathering along a street, which should happen calmly. YOUR TURN: Answers vary. One example: respectfully (respectful + ly), which means in a respectful way.

TEKS 3(C) · SUFFIX -LY · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

And transmit ideas as others do.

The prefix trans- means across, and the root mit means send. What does transmit mean?

A to hide ideas away from others

B to send ideas across to others

C to write ideas down on paper

D to change ideas 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: The prefix trans- means across, and the root mit means send. What does transmit 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 B. to send ideas across to others

TEKS 3(C) · SUFFIX -LY · 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 B.

A **to hide ideas away from others**
Hiding is the opposite of sending across.

B **to send ideas across to others**
Correct. Trans- means across and mit means send.

C **to write ideas down on paper**
Writing fits the root graph, not mit.

D **to change ideas once again**
Once again is the meaning of re-.

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. to hide ideas away from others: Hiding is the opposite of sending across. B. to send ideas across to others: Correct. Trans- means across and mit means send. C. to write ideas down on paper: Writing fits the root graph, not mit. D. to change ideas once again: Once again is the meaning of re-.

TEKS 3(C) · SUFFIX -LY · 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 suffix -ly in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 14 of 36

Grade 5 · Cluster 3 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "Our Rights, Our Voices"

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 2 · a class or student copy of "Our Rights, Our Voices" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 14 of 36 · Cluster 3 · Module 2

WORD PARTS IN THE READING

amendment (amend + ment): "Each amendment has an important role."

punishments (punish + ment): "The Eighth says punishments must be fair,"

amendment (amend + ment): "Each amendment has an important role."

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.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Each amendment has an important role."

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: Amendment. It has the suffix -ment: amend + ment.

TEKS 3(C) · SUFFIX -MENT · Week 14 of 36 · Cluster 3 · Module 2

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.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ment means.

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

amendment = amend + ment

A. full of B. not 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 amendment 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. Amendment means a change added to improve a law.

TEKS 3(C) · SUFFIX -MENT · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"The Eighth says punishments must be fair,"

punishments = _____ + _____

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 punishments 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: Punish + ment. In this sentence, punishments means what people receive for breaking a law.

TEKS 3(C) · SUFFIX -MENT · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

state + ment = ? • excite + 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: statement, excitement, treatment. Answers vary. Example: The crowd cheered with excitement.

TEKS 3(C) · SUFFIX -MENT · Week 14 of 36 · Cluster 3 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Each amendment has an important role."

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 amendment 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: Amend means to change, and -ment names the result. The line says each one has a role, like each change added to the Constitution.

TEKS 3(C) · SUFFIX -MENT · 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.

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: punishments (punish + ment), which means results given for breaking a rule.

TEKS 3(C) · SUFFIX -MENT · 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 -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Amendment. It has the suffix -ment: amend + ment.
CHOOSE	C. the act or result of. Amendment means a change added to improve a law.
SHOW	Punish + ment. In this sentence, punishments means what people receive for breaking a law.
OWN	statement, excitement, treatment. Answers vary. Example: The crowd cheered with excitement.
DEFEND	Amend means to change, and -ment names the result. The line says each one has a role, like each change added to the Constitution.
YOUR TURN	Answers vary. One example: punishments (punish + ment), which means results given for breaking a rule.

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: Amendment. It has the suffix -ment: amend + ment. CHOOSE: C. the act or result of. Amendment means a change added to improve a law. SHOW: Punish + ment. In this sentence, punishments means what people receive for breaking a law. OWN: statement, excitement, treatment. Answers vary. Example: The crowd cheered with excitement. DEFEND: Amend means to change, and -ment names the result. The line says each one has a role, like each change added to the Constitution. YOUR TURN: Answers vary. One example: punishments (punish + ment), which means results given for breaking a rule.

TEKS 3(C) · SUFFIX -MENT · 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.

Each amendment has an important role.

What does the word amendment mean in this sentence?

A a change that is added to a law

B a person who writes the laws

C a law that is not important

D a vote that is held once again later

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 amendment 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. a change that is added to a law

TEKS 3(C) · SUFFIX -MENT · 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 **a change that is added to a law**
Correct. Amend means to change, and -ment names the result.

B **a person who writes the laws**
A person fits -er or -or, not -ment.

C **a law that is not important**
Not is the meaning of un- or in-, not -ment.

D **a vote that is held once again later**
Once again is the meaning of re-, 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 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 change that is added to a law: Correct. Amend means to change, and -ment names the result. B. a person who writes the laws: A person fits -er or -or, not -ment. C. a law that is not important: Not is the meaning of un- or in-, not -ment. D. a vote that is held once again later: Once again is the meaning of re-, not -ment.

TEKS 3(C) · SUFFIX -MENT · 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 -ment in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 15 of 36

Grade 5 · Cluster 3 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "A Voice of Their Own"

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 3 Module 3 · a class or student copy of "A Voice of Their Own" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

WORD PARTS IN THE READING

Farmers (farm + er): "Farmers talked while working in their fields."

workers (work + er): "Now I see that laws affect families, businesses, farmers, and workers."

owner (own + er): "Every family, every worker, every farmer, and every shop owner is affected by the choices leaders make."

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.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Farmers talked while working in their fields."

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: Farmers. It has the suffix -er: farm + er.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · 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.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -er means.

The word Farmers has the suffix -er. What does -er mean?

Farmers = farm + er

A. a person who B. full of C. not

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 Farmers 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: A. a person who. Farmers means people who farm the land.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word Farmers.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Now I see that laws affect families, businesses, farmers, and workers."

workers = _____ + _____

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 workers 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: Work + er. In this sentence, workers means people who work at jobs.

TEKS 3(C) · SUFFIX -ER · 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.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

build + er = ? • play + er = ? • write + 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, player, writer. Answers vary. Example: The builder fixed the roof of the shop.

TEKS 3(C) · SUFFIX -ER · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Every family, every worker, every farmer, and every shop owner is affected by the choices leaders make."

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 owner 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: Own plus -er means a person who owns. The sentence says shop, so the owner is the person who owns the shop.

TEKS 3(C) · SUFFIX -ER · 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.

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: leaders (lead + er), which means people who lead.

TEKS 3(C) · SUFFIX -ER · 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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Farmers. It has the suffix -er: farm + er.
CHOOSE	A. a person who. Farmers means people who farm the land.
SHOW	Work + er. In this sentence, workers means people who work at jobs.
OWN	builder, player, writer. Answers vary. Example: The builder fixed the roof of the shop.
DEFEND	Own plus -er means a person who owns. The sentence says shop, so the owner is the person who owns the shop.
YOUR TURN	Answers vary. One example: leaders (lead + er), which means people who lead.

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: Farmers. It has the suffix -er: farm + er. CHOOSE: A. a person who. Farmers means people who farm the land. SHOW: Work + er. In this sentence, workers means people who work at jobs. OWN: builder, player, writer. Answers vary. Example: The builder fixed the roof of the shop. DEFEND: Own plus -er means a person who owns. The sentence says shop, so the owner is the person who owns the shop. YOUR TURN: Answers vary. One example: leaders (lead + er), which means people who lead.

TEKS 3(C) · SUFFIX -ER · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Every family, every worker, every farmer, and every shop owner is affected by the choices leaders make.

The suffix -er in owner shows that the word refers to what?

A a shop that someone owns

B owning a shop once again

C the choices that leaders make

D a person who owns a shop

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 owner shows 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 D. a person who owns a shop

TEKS 3(C) · SUFFIX -ER · 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 D.

A **a shop that someone owns**
This is the thing that is owned, not the person. The suffix -er names the person.

B **owning a shop once again**
Once again is the meaning of re-, not -er.

C **the choices that leaders make**
This is a detail from the sentence, but it does not tell what owner means.

D **a person who owns a shop**
Correct. The suffix -er means a person who, so an owner is a person who owns something, like a shop.

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 shop that someone owns: This is the thing that is owned, not the person. The suffix -er names the person. B. owning a shop once again: Once again is the meaning of re-, not -er. C. the choices that leaders make: This is a detail from the sentence, but it does not tell what owner means. D. a person who owns a shop: Correct. The suffix -er means a person who, so an owner is a person who owns something, like a shop.

TEKS 3(C) · SUFFIX -ER · 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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 16 of 36

Grade 5 · Cluster 3 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "more". 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 Voice of Their Own"

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 more."

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 "A Voice of Their Own" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 16 of 36 · Cluster 3 · Module 4

WORD PARTS IN THE READING

larger (large + er): "They wondered if people living in the colonies should have a larger part in making the laws they followed every day."

stronger (strong + er): "Wanting a stronger voice does not always mean wanting to argue."

larger (large + er): "They wondered if people living in the colonies should have a larger part in making the laws they followed every day."

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.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"They wondered if people living in the colonies should have a larger part in making the laws they followed every day."

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: Larger. It has the suffix -er: large + er.

TEKS 3(C) · SUFFIX -ER · Week 16 of 36 · Cluster 3 · Module 4

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -er means.

The word larger has the suffix -er. What does -er mean?

larger = large + er

A. not B. more C. again

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 larger 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: B. more. Larger means more large; bigger.

TEKS 3(C) · SUFFIX -ER · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word larger.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Wanting a stronger voice does not always mean wanting to argue."

stronger = _____ + _____

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 stronger 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: Strong + er. In this sentence, stronger means more strong.

TEKS 3(C) · SUFFIX -ER · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

high + er = ? • great + er = ? • long + 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: higher, greater, longer. Answers vary. Example: The line for lunch grew longer each minute.

TEKS 3(C) · SUFFIX -ER · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"They wondered if people living in the colonies should have a larger part in making the laws they followed every 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 suffix and the sentence prove what larger 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: Large plus -er means more large. The sentence says colonists wondered about making laws, so they wanted a bigger part than before.

TEKS 3(C) · SUFFIX -ER · 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 -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: stronger (strong + er), which means more strong.

TEKS 3(C) · SUFFIX -ER · 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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Larger. It has the suffix -er: large + er.
CHOOSE	B. more. Larger means more large; bigger.
SHOW	Strong + er. In this sentence, stronger means more strong.
OWN	higher, greater, longer. Answers vary. Example: The line for lunch grew longer each minute.
DEFEND	Large plus -er means more large. The sentence says colonists wondered about making laws, so they wanted a bigger part than before.
YOUR TURN	Answers vary. One example: stronger (strong + er), which means more strong.

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: Larger. It has the suffix -er: large + er. CHOOSE: B. more. Larger means more large; bigger. SHOW: Strong + er. In this sentence, stronger means more strong. OWN: higher, greater, longer. Answers vary. Example: The line for lunch grew longer each minute. DEFEND: Large plus -er means more large. The sentence says colonists wondered about making laws, so they wanted a bigger part than before. YOUR TURN: Answers vary. One example: stronger (strong + er), which means more strong.

TEKS 3(C) · SUFFIX -ER · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Wanting a stronger voice does not always mean wanting to argue.

The suffix -er helps the reader understand that a stronger voice is what?

A a voice with no power at all

B a person who speaks up for all the others

C a voice that is used to argue

D a voice with more power than before

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 helps the reader understand that a stronger voice 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 voice with more power than before

TEKS 3(C) · SUFFIX -ER · 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 D.

A **a voice with no power at all**
No power is the opposite, like -less was added.

B **a person who speaks up for all the others**
A person who fits the other -er, not this one.

C **a voice that is used to argue**
The sentence says a stronger voice does not mean arguing.

D **a voice with more power than before**
Correct. Strong plus -er means more strong.

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 voice with no power at all: No power is the opposite, like -less was added. B. a person who speaks up for all the others: A person who fits the other -er, not this one. C. a voice that is used to argue: The sentence says a stronger voice does not mean arguing. D. a voice with more power than before: Correct. Strong plus -er means more strong.

TEKS 3(C) · SUFFIX -ER · 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 -er in another book they are reading.

TEKS 3(C)
ROOT PHOTO

MORPHEMES

WEEK 17 of 36

Grade 5 · Cluster 4 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 PHOTO

The root **photo** means "light". A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from "The Garden That Wouldn't Grow"

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 photo. It means light."

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 1 · a class or student copy of "The Garden That Wouldn't Grow" · the student tracking sheet · pencils

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · Module 1

WORD PARTS IN THE READING

photosynthesis (photo + synthesis): "Plants need sunlight to make food in their leaves through photosynthesis."

photograph (photo + graph): "Kendrix took a photograph of the drooping plants each afternoon." **[Extra example, not from the passage]**

photograph (photo + graph): "By comparing each photograph, Kendrix could see how the plants changed." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root photo, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the root.

Read this sentence from the passage. Find the word with the root photo.

"Plants need sunlight to make food in their leaves through photosynthesis."

I CAN I can find a word with the root photo 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 photo 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 photo.*

SAY: "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has photo?"

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

ANSWER KEY: Photosynthesis. It has the root photo: photo + synthesis.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find photo? 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 photo 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what photo means.

The word photosynthesis has the root photo. What does photo mean?

photosynthesis = photo + synthesis

A. earth B. self C. light

I CAN I can choose the meaning of the root photo.

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 photo."

DO: *Read the task on the slide aloud: Choose what photo means. The word photosynthesis has the root photo. What does photo mean?*

SAY: "Cover the root with your finger. Read what is left. Now think: what does adding photo 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. light. Photosynthesis means the way plants use light to make food.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of photo to explain the whole word photosynthesis.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Kendrix took a photograph of the drooping plants each afternoon."

photograph = _____ + _____

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 photograph 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: Photo + graph. In this sentence, photograph means a picture made using light.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

Build a word with the root photo. Use your new word in a sentence.

photo + graph = ? • photo + graph + er = ? • photo + copy = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root photo 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 photo 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 photo. 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: photograph, photographer, photocopy. Answers vary. Example: The photographer waited for the morning light.

TEKS 3(C) · ROOT PHOTO · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

How do the root and the sentence prove what photograph means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"By comparing each photograph, Kendrix could see how the plants 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 root and the sentence prove what photograph 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 photo means light, so a photograph is made with light. The sentence says Kendrix used photographs to see how the plants changed.

TEKS 3(C) · ROOT PHOTO · 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 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 photo 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 photo 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: taller (tall + er), which means more tall.

TEKS 3(C) · ROOT PHOTO · 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 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 photo and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Photosynthesis. It has the root photo: photo + synthesis.
CHOOSE	C. light. Photosynthesis means the way plants use light to make food.
SHOW	Photo + graph. In this sentence, photograph means a picture made using light.
OWN	photograph, photographer, photocopy. Answers vary. Example: The photographer waited for the morning light.
DEFEND	The root photo means light, so a photograph is made with light. The sentence says Kendrix used photographs to see how the plants changed.
YOUR TURN	Answers vary. One example: taller (tall + er), which means more tall.

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: Photosynthesis. It has the root photo: photo + synthesis. CHOOSE: C. light. Photosynthesis means the way plants use light to make food. SHOW: Photo + graph. In this sentence, photograph means a picture made using light. OWN: photograph, photographer, photocopy. Answers vary. Example: The photographer waited for the morning light. DEFEND: The root photo means light, so a photograph is made with light. The sentence says Kendrix used photographs to see how the plants changed. YOUR TURN: Answers vary. One example: taller (tall + er), which means more tall.

TEKS 3(C) · ROOT PHOTO · 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.

Plants need sunlight to make food in their leaves through photosynthesis.

The Greek root photo means light. What does photosynthesis most likely involve?

- **A** using light to make food
- **B** using water to make soil
- **C** taking pictures of leaves
- **D** using earth to grow roots

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 photo means light. What does photosynthesis most likely involve?*

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. using light to make food

TEKS 3(C) · ROOT PHOTO · 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 A.

A **using light to make food**
Correct. Photo means light, and the sentence says plants use sunlight to make food.

B **using water to make soil**
Water and soil are nearby ideas, not light.

C **taking pictures of leaves**
A picture fits photograph, not this whole word.

D **using earth to grow roots**
Earth is the meaning of geo, not photo.

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. using light to make food: Correct. Photo means light, and the sentence says plants use sunlight to make food. B. using water to make soil: Water and soil are nearby ideas, not light. C. taking pictures of leaves: A picture fits photograph, not this whole word. D. using earth to grow roots: Earth is the meaning of geo, not photo.

TEKS 3(C) · ROOT PHOTO · 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 root photo in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 18 of 36

Grade 5 · Cluster 4 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "The Garden That Wouldn't Grow"

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 4 Module 2 · a class or student copy of "The Garden That Wouldn't Grow" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -LY · Week 18 of 36 · Cluster 4 · Module 2

WORD PARTS IN THE READING

gradually (gradual + ly): "Nearly a week later, the muddy soil gradually became firmer."

slowly (slow + ly): "Kendrix slowly walked down each row, comparing the plants with how they had looked only a few days earlier."

quickly (quick + ly): "Kendrix reasoned that the heat must have dried out the soil more quickly than usual."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Nearly a week later, the muddy soil gradually became firmer."

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: Gradually. It has the suffix -ly: gradual + ly.

TEKS 3(C) · SUFFIX -LY · Week 18 of 36 · Cluster 4 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ly means.

The word gradually has the suffix -ly. What does -ly mean?

gradually = gradual + ly

A. in a certain way B. a person who C. full of

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 gradually 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. Gradually means in a slow, step by step way.

TEKS 3(C) · SUFFIX -LY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word gradually.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Kendrix slowly walked down each row, comparing the plants with how they had looked only a few days earlier."

slowly = _____ + _____

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 slowly 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: Slow + ly. In this sentence, slowly means in a slow way.

TEKS 3(C) · SUFFIX -LY · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

neat + ly = ? • sad + ly = ? • glad + 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: neatly, sadly, gladly. Answers vary. Example: Kendrix gladly shared tomatoes with her class.

TEKS 3(C) · SUFFIX -LY · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Kendrix reasoned that the heat must have dried out the soil more quickly than usual."

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 quickly 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: Quick plus -ly means in a quick way. The sentence says more than usual, so the heat dried the soil faster than normal.

TEKS 3(C) · SUFFIX -LY · 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 -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: suddenly (sudden + ly), which means in a sudden way.

TEKS 3(C) · SUFFIX -LY · 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 -ly and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Gradually. It has the suffix -ly: gradual + ly.
CHOOSE	A. in a certain way. Gradually means in a slow, step by step way.
SHOW	Slow + ly. In this sentence, slowly means in a slow way.
OWN	neatly, sadly, gladly. Answers vary. Example: Kendrix gladly shared tomatoes with her class.
DEFEND	Quick plus -ly means in a quick way. The sentence says more than usual, so the heat dried the soil faster than normal.
YOUR TURN	Answers vary. One example: suddenly (sudden + ly), which means in a sudden 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: Gradually. It has the suffix -ly: gradual + ly. CHOOSE: A. in a certain way. Gradually means in a slow, step by step way. SHOW: Slow + ly. In this sentence, slowly means in a slow way. OWN: neatly, sadly, gladly. Answers vary. Example: Kendrix gladly shared tomatoes with her class. DEFEND: Quick plus -ly means in a quick way. The sentence says more than usual, so the heat dried the soil faster than normal. YOUR TURN: Answers vary. One example: suddenly (sudden + ly), which means in a sudden way.

TEKS 3(C) · SUFFIX -LY · 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.

Without proper air, the roots cannot function effectively.

What does the word effectively mean in this sentence?

A in a way that works well

B in a way that is not fair

C again after they have dried

D without enough air or water

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 effectively 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. in a way that works well

TEKS 3(C) · SUFFIX -LY · 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 A.

A **in a way that works well**
Correct. Effective means working well, and -ly means in a certain way.

B **in a way that is not fair**
Not fair does not fit the roots or the word parts.

C **again after they have dried**
Again is the meaning of re-, not -ly.

D **without enough air or water**
Air is a nearby detail, not the meaning.

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. in a way that works well: Correct. Effective means working well, and -ly means in a certain way. B. in a way that is not fair: Not fair does not fit the roots or the word parts. C. again after they have dried: Again is the meaning of re-, not -ly. D. without enough air or water: Air is a nearby detail, not the meaning.

TEKS 3(C) · SUFFIX -LY · 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 -ly in another book they are reading.

TEKS 3(C)
PREFIX DIS-

MORPHEMES

WEEK 19 of 36

Grade 5 · Cluster 4 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "Words That Changed a Nation"

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 4 Module 3 · a class or student copy of "Words That Changed a Nation" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · Module 3

WORD PARTS IN THE READING

disagreed (dis + agreed): "Families and neighbors sometimes disagreed strongly about which side to support."

disagreements (dis + agreements): "At first, many delegates still hoped they could settle their disagreements peacefully."

disappear (dis + appear): "Even as the ink dried on the document, the conversations it started did not disappear."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"Families and neighbors sometimes disagreed strongly about which side to support."

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: Disagreed. It has the prefix dis-: dis + agreed.

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · Module 3

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what dis- means.

The word disagreed has the prefix dis-. What does dis- mean?

disagreed = dis + agreed

A. again B. not; the opposite of 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 disagreed 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: B. not; the opposite of. Disagreed means did not agree.

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of dis- to explain the whole word disagreed.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"At first, many delegates still hoped they could settle their disagreements peacefully."

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.

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 + honest = ? • dis + obey = ?

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, dishonest, disobey. Answers vary. Example: A dishonest answer can break trust.

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Even as the ink dried on the document, the conversations it started did not disappear."

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 disappear 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 the opposite of, so disappear means to stop being seen. The sentence says the talks it started kept going.

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · 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 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: distrust (dis + trust), which means to not trust.

TEKS 3(C) · PREFIX DIS- · Week 19 of 36 · Cluster 4 · 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 dis- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Disagreed. It has the prefix dis-: dis + agreed.
CHOOSE	B. not; the opposite of. Disagreed means did not agree.
SHOW	Dis + agreements. In this sentence, disagreements means times when people do not agree.
OWN	dislike, dishonest, disobey. Answers vary. Example: A dishonest answer can break trust.
DEFEND	Dis- means the opposite of, so disappear means to stop being seen. The sentence says the talks it started kept going.
YOUR TURN	Answers vary. One example: distrust (dis + trust), which means to not trust.

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: Disagreed. It has the prefix dis-: dis + agreed. CHOOSE: B. not; the opposite of. Disagreed means did not agree. SHOW: Dis + agreements. In this sentence, disagreements means times when people do not agree. OWN: dislike, dishonest, disobey. Answers vary. Example: A dishonest answer can break trust. DEFEND: Dis- means the opposite of, so disappear means to stop being seen. The sentence says the talks it started kept going. YOUR TURN: Answers vary. One example: distrust (dis + trust), which means to not trust.

TEKS 3(C) · PREFIX DIS- · 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.

READ THIS SENTENCE FROM THE PASSAGE.

News of the event spread quickly and caused many colonists to distrust British authority even more.

The prefix dis- helps the reader understand that the colonists did what?

A trusted British leaders again

B did not trust British leaders

C trusted leaders before the news

D spread news about the leaders

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 the colonists 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 B. did not trust British leaders

TEKS 3(C) · PREFIX DIS- · 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 B.

A **trusted British leaders again**
Again is the meaning of re-, not dis-.

B **did not trust British leaders**
Correct. Dis- means not, so distrust means to not trust.

C **trusted leaders before the news**
Before is the meaning of pre-, not dis-.

D **spread news about the leaders**
Spreading news is a detail, not the meaning.

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. trusted British leaders again: Again is the meaning of re-, not dis-. B. did not trust British leaders: Correct. Dis- means not, so distrust means to not trust. C. trusted leaders before the news: Before is the meaning of pre-, not dis-. D. spread news about the leaders: Spreading news is a detail, not the meaning.

TEKS 3(C) · PREFIX DIS- · 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 prefix dis- in another book they are reading.

TEKS 3(C)
SUFFIX -NESS

MORPHEMES

WEEK 20 of 36

Grade 5 · Cluster 4 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 -NESS

The suffix **-ness** means "the state of being". 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 "Words That Changed a Nation"

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 -ness. It means the state of being."

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 4 · a class or student copy of "Words That Changed a Nation" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

WORD PARTS IN THE READING

fairness (fair + ness): "Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government."

happiness (happy + ness): "It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness."

fairness (fair + ness): "Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ness, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government."

I CAN I can find a word with the suffix -ness 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 -ness 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 -ness.*

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

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

ANSWER KEY: Fairness. It has the suffix -ness: fair + ness.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ness? 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 ness have the suffix -ness? 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ness means.

The word fairness has the suffix -ness. What does -ness mean?

fairness = fair + ness

A. a person who B. again C. the state of being

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

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 -ness."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ness 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 state of being. Fairness means the state of being fair.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ness to explain the whole word fairness.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness."

happiness = _____ + _____

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 happiness 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: Happy + ness. In this sentence, happiness means the state of being happy.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

kind + ness = ? • dark + ness = ? • sad + ness = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ness 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 -ness 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 -ness. 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: kindness, darkness, sadness. Answers vary. Example: Her kindness made the new student feel welcome.

TEKS 3(C) · SUFFIX -NESS · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government."

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 fairness 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: Fair plus -ness means the state of being fair. The sentence lists it with liberty and equality, which are ideas about how people are treated.

TEKS 3(C) · SUFFIX -NESS · 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 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 -ness 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 -ness 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: happiness (happy + ness), which means the state of being happy.

TEKS 3(C) · SUFFIX -NESS · 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 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 -ness and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Fairness. It has the suffix -ness: fair + ness.
CHOOSE	C. the state of being. Fairness means the state of being fair.
SHOW	Happy + ness. In this sentence, happiness means the state of being happy.
OWN	kindness, darkness, sadness. Answers vary. Example: Her kindness made the new student feel welcome.
DEFEND	Fair plus -ness means the state of being fair. The sentence lists it with liberty and equality, which are ideas about how people are treated.
YOUR TURN	Answers vary. One example: happiness (happy + ness), which means the state of being happy.

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: Fairness. It has the suffix -ness: fair + ness. CHOOSE: C. the state of being. Fairness means the state of being fair. SHOW: Happy + ness. In this sentence, happiness means the state of being happy. OWN: kindness, darkness, sadness. Answers vary. Example: Her kindness made the new student feel welcome. DEFEND: Fair plus -ness means the state of being fair. The sentence lists it with liberty and equality, which are ideas about how people are treated. YOUR TURN: Answers vary. One example: happiness (happy + ness), which means the state of being happy.

TEKS 3(C) · SUFFIX -NESS · 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.

SHOW WHAT YOU KNOW
SUFFIX -NESS

MORPHEMES

WEEK 20 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness.

The suffix -ness helps the reader understand that happiness is what?

A a person who is happy

B the state of being happy

C being very happy once again

D the right to be alive

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Grade 5 · Cluster 4 · 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 -ness helps the reader understand that happiness 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 state of being happy

TEKS 3(C) · SUFFIX -NESS · 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 B.

A **a person who is happy**
A person who fits the suffix -er, not -ness.

B **the state of being happy**
Correct. Happy plus -ness means the state of being happy.

C **being very happy once again**
Again is the meaning of re-, not -ness.

D **the right to be alive**
Life is a nearby detail, not the meaning.

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 is happy: A person who fits the suffix -er, not -ness. B. the state of being happy: Correct. Happy plus -ness means the state of being happy. C. being very happy once again: Again is the meaning of re-, not -ness. D. the right to be alive: Life is a nearby detail, not the meaning.

TEKS 3(C) · SUFFIX -NESS · 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 suffix -ness in another book they are reading.

TEKS 3(C)
PREFIX UN-

MORPHEMES

WEEK 21 of 36

Grade 5 · Cluster 5 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 Difficult Compromise"

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 5 Module 1 · a class or student copy of "A Difficult Compromise" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX UN- · Week 21 of 36 · Cluster 5 · Module 1

WORD PARTS IN THE READING

uncomfortable (un + comfortable): "Others were uncomfortable with the decision but felt there was no easy answer."

unfair (un + fair): "This was one of the most unfair parts of the compromise."

unfairly (un + fairly): "It supported a system that treated human beings unfairly."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"Others were uncomfortable with the decision but felt there was no easy answer."

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: Uncomfortable. It has the prefix un-: un + comfortable.

TEKS 3(C) · PREFIX UN- · Week 21 of 36 · Cluster 5 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what un- means.

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

uncomfortable = un + comfortable

A. not B. again 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 uncomfortable 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: A. not. Uncomfortable means not at ease; uneasy.

CHECK FOR UNDERSTANDING

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"This was one of the most unfair parts of the compromise."

unfair = _____ + _____

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 unfair 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 + fair. In this sentence, unfair means not fair or just.

TEKS 3(C) · PREFIX UN- · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

un + kind = ? • un + clear = ? • 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: unkind, unclear, unwise. Answers vary. Example: The directions were unclear, so we asked again.

TEKS 3(C) · PREFIX UN- · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"It supported a system that treated human beings unfairly."

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 unfairly 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 unfairly means not fairly. The sentence names a system that treated human beings badly, which is not fair.

TEKS 3(C) · PREFIX UN- · 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 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 at ease.

TEKS 3(C) · PREFIX UN- · 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 un- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Uncomfortable. It has the prefix un-: un + comfortable.
CHOOSE	A. not. Uncomfortable means not at ease; uneasy.
SHOW	Un + fair. In this sentence, unfair means not fair or just.
OWN	unkind, unclear, unwise. Answers vary. Example: The directions were unclear, so we asked again.
DEFEND	Un- means not, so unfairly means not fairly. The sentence names a system that treated human beings badly, which is not fair.
YOUR TURN	Answers vary. One example: uncomfortable (un + comfortable), which means not 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: Uncomfortable. It has the prefix un-: un + comfortable. CHOOSE: A. not. Uncomfortable means not at ease; uneasy. SHOW: Un + fair. In this sentence, unfair means not fair or just. OWN: unkind, unclear, unwise. Answers vary. Example: The directions were unclear, so we asked again. DEFEND: Un- means not, so unfairly means not fairly. The sentence names a system that treated human beings badly, which is not fair. YOUR TURN: Answers vary. One example: uncomfortable (un + comfortable), which means not at ease.

TEKS 3(C) · PREFIX UN- · 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.

Others were uncomfortable with the decision but felt there was no easy answer.

Based on the prefix un- and the sentence, what does uncomfortable mean?

A at ease about the choice again

B very happy about the choice

C not at ease about the choice

D sure of an easy answer

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, what does uncomfortable 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. not at ease about the choice

TEKS 3(C) · PREFIX UN- · 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 C.

A **at ease about the choice again**
Again is the meaning of re-, not un-.

B **very happy about the choice**
Un- does not make a word stronger.

C **not at ease about the choice**
Correct. Un- means not, and the sentence says there was no easy answer.

D **sure of an easy answer**
The sentence says there was no easy answer.

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. at ease about the choice again: Again is the meaning of re-, not un-. B. very happy about the choice: Un- does not make a word stronger. C. not at ease about the choice: Correct. Un- means not, and the sentence says there was no easy answer. D. sure of an easy answer: The sentence says there was no easy answer.

TEKS 3(C) · PREFIX UN- · 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 un- in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 22 of 36

Grade 5 · Cluster 5 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "A Difficult Compromise"

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 5 Module 2 · a class or student copy of "A Difficult Compromise" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 22 of 36 · Cluster 5 · Module 2

WORD PARTS IN THE READING

arrangement (arrange + ment): "This arrangement pleased both large and small states in some ways."

agreement (agree + ment): "The agreement also shaped later decisions made by the national government."

Amendment (amend + ment): "After the war, the Thirteenth Amendment ended slavery in the United States."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"This arrangement pleased both large and small states in some ways."

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: Arrangement. It has the suffix -ment: arrange + ment.

TEKS 3(C) · SUFFIX -MENT · Week 22 of 36 · Cluster 5 · Module 2

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ment means.

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

arrangement = arrange + ment

A. full of B. the act or result of C. not

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 arrangement 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. Arrangement means a plan for how things are set up.

TEKS 3(C) · SUFFIX -MENT · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"The agreement also shaped later decisions made by the national government."

agreement = _____ + _____

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 agreement 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: Agree + ment. In this sentence, agreement means a plan that people agree on.

TEKS 3(C) · SUFFIX -MENT · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

pave + ment = ? • state + ment = ? • enjoy + 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, statement, enjoyment. Answers vary. Example: The class wrote a statement about kindness.

TEKS 3(C) · SUFFIX -MENT · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"After the war, the Thirteenth Amendment ended slavery in the United States."

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 Amendment 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: Amend means to change, and -ment names the result. The sentence says it ended slavery, so it was a change added to the law.

TEKS 3(C) · SUFFIX -MENT · 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 -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 governs a nation.

TEKS 3(C) · SUFFIX -MENT · 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 -ment and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Arrangement. It has the suffix -ment: arrange + ment.
CHOOSE	B. the act or result of. Arrangement means a plan for how things are set up.
SHOW	Agree + ment. In this sentence, agreement means a plan that people agree on.
OWN	pavement, statement, enjoyment. Answers vary. Example: The class wrote a statement about kindness.
DEFEND	Amend means to change, and -ment names the result. The sentence says it ended slavery, so it was a change added to the law.
YOUR TURN	Answers vary. One example: government (govern + ment), which means the group that governs a nation.

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: Arrangement. It has the suffix -ment: arrange + ment. CHOOSE: B. the act or result of. Arrangement means a plan for how things are set up. SHOW: Agree + ment. In this sentence, agreement means a plan that people agree on. OWN: pavement, statement, enjoyment. Answers vary. Example: The class wrote a statement about kindness. DEFEND: Amend means to change, and -ment names the result. The sentence says it ended slavery, so it was a change added to the law. YOUR TURN: Answers vary. One example: government (govern + ment), which means the group that governs a nation.

TEKS 3(C) · SUFFIX -MENT · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

This arrangement pleased both large and small states in some ways.

What does the word arrangement mean in this sentence?

A a person who sets things up

B a plan for how things are set up

C the size of the large states

D a plan that is not arranged 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: What does the word arrangement 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. a plan for how things are set up

TEKS 3(C) · SUFFIX -MENT · 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 B.

A **a person who sets things up**
A person fits the suffix -er, not -ment.

B **a plan for how things are set up**
Correct. Arrange means to set up, and -ment names the result.

C **the size of the large states**
Size is a nearby detail, not the meaning.

D **a plan that is not arranged well**
Not is the meaning of un-, 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 sets things up: A person fits the suffix -er, not -ment. B. a plan for how things are set up: Correct. Arrange means to set up, and -ment names the result. C. the size of the large states: Size is a nearby detail, not the meaning. D. a plan that is not arranged well: Not is the meaning of un-, not -ment.

TEKS 3(C) · SUFFIX -MENT · 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 -ment in another book they are reading.

TEKS 3(C)
PREFIX UN-

MORPHEMES

WEEK 23 of 36

Grade 5 · Cluster 5 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 Visit to the Workshop"

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 5 Module 3 · a class or student copy of "A Visit to the Workshop" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX UN- · Week 23 of 36 · Cluster 5 · Module 3

WORD PARTS IN THE READING

unsure (un + sure): "People may be unsure about using something new."

untouched (un + touched): "A cold meal sat untouched near one table."

unimportant (un + important): "A test that seems unimportant today may help us solve a problem tomorrow."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"People may be unsure about using something new."

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 23 of 36 · Cluster 5 · 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.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what un- means.

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

unsure = un + sure

A. again B. before 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 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: C. not. Unsure means not sure.

TEKS 3(C) · PREFIX UN- · Week 23 of 36 · Cluster 5 · Module 3

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.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"A cold meal sat untouched near one table."

untouched = _____ + _____

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 untouched 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 + touched. In this sentence, untouched means not touched.

TEKS 3(C) · PREFIX UN- · 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.

MORPHEMES

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

un + lucky = ? • un + even = ? • un + tied = ?

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: unlucky, uneven, untied. Answers vary. Example: My shoe came untied during the race.

TEKS 3(C) · PREFIX UN- · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"A test that seems unimportant today may help us solve a problem tomorrow."

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 unimportant 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 unimportant means not important. The sentence says the test may help tomorrow, so it only seems small now.

TEKS 3(C) · PREFIX UN- · 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.

MORPHEMES

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: uneven (un + even), which means not even or flat.

TEKS 3(C) · PREFIX UN- · 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 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	C. not. Unsure means not sure.
SHOW	Un + touched. In this sentence, untouched means not touched.
OWN	unlucky, uneven, untied. Answers vary. Example: My shoe came untied during the race.
DEFEND	Un- means not, so unimportant means not important. The sentence says the test may help tomorrow, so it only seems small now.
YOUR TURN	Answers vary. One example: uneven (un + even), which means not even or flat.

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: C. not. Unsure means not sure. SHOW: Un + touched. In this sentence, untouched means not touched. OWN: unlucky, uneven, untied. Answers vary. Example: My shoe came untied during the race. DEFEND: Un- means not, so unimportant means not important. The sentence says the test may help tomorrow, so it only seems small now. YOUR TURN: Answers vary. One example: uneven (un + even), which means not even or flat.

TEKS 3(C) · PREFIX UN- · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

A cold meal sat untouched near one table.

The prefix un- helps the reader understand that the meal was what?

A touched again and again

B touched before the test

C not touched by anyone

D cold and set on a table

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 meal 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 touched by anyone

TEKS 3(C) · PREFIX UN- · 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 C.

A **touched again and again**
Again is the meaning of re-, not un-.

B **touched before the test**
Before is the meaning of pre-, not un-.

C **not touched by anyone**
Correct. Un- means not, so untouched means not touched.

D **cold and set on a table**
Cold is a nearby detail, not the meaning.

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. touched again and again: Again is the meaning of re-, not un-. B. touched before the test: Before is the meaning of pre-, not un-. C. not touched by anyone: Correct. Un- means not, so untouched means not touched. D. cold and set on a table: Cold is a nearby detail, not the meaning.

TEKS 3(C) · PREFIX UN- · 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 un- in another book they are reading.

TEKS 3(C)
SUFFIX -ITY

MORPHEMES

WEEK 24 of 36

Grade 5 · Cluster 5 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "A Visit to the Workshop"

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 5 Module 4 · a class or student copy of "A Visit to the Workshop" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ITY · Week 24 of 36 · Cluster 5 · Module 4

WORD PARTS IN THE READING

activity (active + ity): "It buzzed with activity."

electricity (electric + ity): "Another studied the machine that provided electricity."

electricity (electric + ity): "They need a way to send electricity to many homes and businesses."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"It buzzed with activity."

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: Activity. It has the suffix -ity: active + ity.

TEKS 3(C) · SUFFIX -ITY · Week 24 of 36 · Cluster 5 · 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.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ity means.

The word activity has the suffix -ity. What does -ity mean?

activity = active + ity

A. the state or quality of B. a person who C. before

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 activity 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. Activity means things happening; the state of being active.

TEKS 3(C) · SUFFIX -ITY · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity to explain the whole word activity.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Another studied the machine that provided 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 energy that gives power.

TEKS 3(C) · SUFFIX -ITY · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

real + ity = ? • able + ity = ? • equal + 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: reality, ability, equality. Answers vary. Example: Reading takes practice, and my ability grows each day.

TEKS 3(C) · SUFFIX -ITY · 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.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"They need a way to send electricity to many homes and businesses."

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: Electric plus -ity names electric energy. The sentence says it must be sent to homes, which fits power that travels through wires.

TEKS 3(C) · SUFFIX -ITY · 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.

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: activity (active + ity), which means the state of being active.

TEKS 3(C) · SUFFIX -ITY · 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 -ity and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Activity. It has the suffix -ity: active + ity.
CHOOSE	A. the state or quality of. Activity means things happening; the state of being active.
SHOW	Electric + ity. In this sentence, electricity means electric energy that gives power.
OWN	reality, ability, equality. Answers vary. Example: Reading takes practice, and my ability grows each day.
DEFEND	Electric plus -ity names electric energy. The sentence says it must be sent to homes, which fits power that travels through wires.
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: Activity. It has the suffix -ity: active + ity. CHOOSE: A. the state or quality of. Activity means things happening; the state of being active. SHOW: Electric + ity. In this sentence, electricity means electric energy that gives power. OWN: reality, ability, equality. Answers vary. Example: Reading takes practice, and my ability grows each day. DEFEND: Electric plus -ity names electric energy. The sentence says it must be sent to homes, which fits power that travels through wires. YOUR TURN: Answers vary. One example: activity (active + ity), which means the state of being active.

TEKS 3(C) · SUFFIX -ITY · 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.

SHOW WHAT YOU KNOW
SUFFIX -ITY

MORPHEMES

WEEK 24 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

It buzzed with activity.

The suffix -ity helps the reader understand that activity means what?

A a person who is busy and active

B the act of doing things once again

C a sound that bees make at night

D the state of being busy and active

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Grade 5 · Cluster 5 · 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 -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 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 **a person who is busy and active**
A person fits the suffix -er, not -ity.

B **the act of doing things once again**
Again is the meaning of re-, not -ity.

C **a sound that bees make at night**
Buzzed is a nearby word, not the meaning.

D **the state of being busy and active**
Correct. Active plus -ity names the state of being active.

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 busy and active: A person fits the suffix -er, not -ity. B. the act of doing things once again: Again is the meaning of re-, not -ity. C. a sound that bees make at night: Buzzed is a nearby word, not the meaning. D. the state of being busy and active: Correct. Active plus -ity names the state of being active.

TEKS 3(C) · SUFFIX -ITY · 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 -ity in another book they are reading.

TEKS 3(C)
PREFIX DIS-

MORPHEMES

WEEK 25 of 36

Grade 5 · Cluster 6 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 Voice in the Community"

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 6 Module 1 · a class or student copy of "A Voice in the Community" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX DIS- · Week 25 of 36 · Cluster 6 · Module 1

WORD PARTS IN THE READING

disagree (dis + agree): "Students may disagree, but they can learn to explain their ideas respectfully."

disagree (dis + agree): "People may strongly disagree about a law, school rule, or community project."

disagreement (dis + agreement): "Respectful disagreement is especially important when emotions are strong."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"Students may disagree, but they can learn to explain their ideas respectfully."

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 25 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what dis- means.

The word disagree has the prefix dis-. What does dis- mean?

disagree = dis + agree

A. again B. not; the opposite of 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: B. not; the opposite of. Disagree means to not agree; to have a different idea.

TEKS 3(C) · PREFIX DIS- · Week 25 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"People may strongly disagree about a law, school rule, or community project."

disagree = _____ + _____

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 disagree 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 + agree. In this sentence, disagree means to not agree; to have a different idea.

TEKS 3(C) · PREFIX DIS- · Week 25 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 + connect = ? • dis + order = ?

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, disconnect, disorder. Answers vary. Example: The storm left our yard in disorder.

TEKS 3(C) · PREFIX DIS- · Week 25 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Respectful disagreement is especially important when emotions are strong."

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 disagreement 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 a disagreement is when people do not agree. The sentence says emotions are strong, which happens when ideas differ.

TEKS 3(C) · PREFIX DIS- · 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 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.

MORPHEMES

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: disagree (dis + agree), which means to not agree.

TEKS 3(C) · PREFIX DIS- · 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 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	B. not; the opposite of. Disagree means to not agree; to have a different idea.
SHOW	Dis + agree. In this sentence, disagree means to not agree; to have a different idea.
OWN	dislike, disconnect, disorder. Answers vary. Example: The storm left our yard in disorder.
DEFEND	Dis- means not, so a disagreement is when people do not agree. The sentence says emotions are strong, which happens when ideas differ.
YOUR TURN	Answers vary. One example: disagree (dis + agree), which means to 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: B. not; the opposite of. Disagree means to not agree; to have a different idea. SHOW: Dis + agree. In this sentence, disagree means to not agree; to have a different idea. OWN: dislike, disconnect, disorder. Answers vary. Example: The storm left our yard in disorder. DEFEND: Dis- means not, so a disagreement is when people do not agree. The sentence says emotions are strong, which happens when ideas differ. YOUR TURN: Answers vary. One example: disagree (dis + agree), which means to not agree.

TEKS 3(C) · PREFIX DIS- · 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.

State governments make decisions about education, transportation, health, and other services.

The prefix trans- means across, and port means carry. What service is transportation?

- **A** teaching people in many schools
- **B** writing laws for the whole state
- **C** carrying people from place to place
- **D** looking after the health of all 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: The prefix trans- means across, and port means carry. What service is transportation?*

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. carrying people from place to place

TEKS 3(C) · PREFIX DIS- · 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 C.

A **teaching people in many schools**
Teaching is education, a nearby word.

B **writing laws for the whole state**
Writing fits the root graph, not port.

C **carrying people from place to place**
Correct. Trans- means across and port means carry.

D **looking after the health of all people**
Health is a nearby word, not the meaning.

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. teaching people in many schools: Teaching is education, a nearby word. B. writing laws for the whole state: Writing fits the root graph, not port. C. carrying people from place to place: Correct. Trans- means across and port means carry. D. looking after the health of all people: Health is a nearby word, not the meaning.

TEKS 3(C) · PREFIX DIS- · 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 prefix dis- in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 26 of 36

Grade 5 · Cluster 6 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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". 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 Voice in the Community"

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."

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 2 · a class or student copy of "A Voice in the Community" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 26 of 36 · Cluster 6 · Module 2

WORD PARTS IN THE READING

helpful (help + ful): "A group must often consider what is fair, safe, and helpful for many people."

useful (use + ful): "It can help them decide what questions to ask and which actions may be useful."

helpful (help + ful): "A group must often consider what is fair, safe, and helpful for many people."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"A group must often consider what is fair, safe, and helpful for many people."

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 26 of 36 · Cluster 6 · Module 2

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ful means.

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

helpful = help + ful

A. without B. again C. full of

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 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. Helpful means giving help; full of help.

TEKS 3(C) · SUFFIX -FUL · Week 26 of 36 · Cluster 6 · Module 2

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"It can help them decide what questions to ask and which actions may be useful."

useful = _____ + _____

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 useful 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: Use + ful. In this sentence, useful means able to be used well; full of use.

TEKS 3(C) · SUFFIX -FUL · Week 26 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

care + ful = ? • peace + ful = ? • thank + 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: careful, peaceful, thankful. Answers vary. Example: We were thankful for the new playground.

TEKS 3(C) · SUFFIX -FUL · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"A group must often consider what is fair, safe, and helpful for many people."

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 helpful 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: Help plus -ful means full of help. The sentence says the group thinks about many people, so the choice should give help to all.

TEKS 3(C) · SUFFIX -FUL · 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 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: useful (use + ful), which means full of use.

TEKS 3(C) · SUFFIX -FUL · 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 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. Helpful means giving help; full of help.
SHOW	Use + ful. In this sentence, useful means able to be used well; full of use.
OWN	careful, peaceful, thankful. Answers vary. Example: We were thankful for the new playground.
DEFEND	Help plus -ful means full of help. The sentence says the group thinks about many people, so the choice should give help to all.
YOUR TURN	Answers vary. One example: useful (use + ful), which means full of use.

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. Helpful means giving help; full of help. SHOW: Use + ful. In this sentence, useful means able to be used well; full of use. OWN: careful, peaceful, thankful. Answers vary. Example: We were thankful for the new playground. DEFEND: Help plus -ful means full of help. The sentence says the group thinks about many people, so the choice should give help to all. YOUR TURN: Answers vary. One example: useful (use + ful), which means full of use.

TEKS 3(C) · SUFFIX -FUL · 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.

SHOW WHAT YOU KNOW
SUFFIX -NESS

MORPHEMES

WEEK 26 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

People may have raised awareness, shared new information, or encouraged others to think about the issue.

What does the word awareness mean in this sentence?

A a person who shares information

B the act of raising something up again

C the state of knowing about an issue

D the state of not knowing an issue

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 awareness 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 C. the state of knowing about an issue

TEKS 3(C) · SUFFIX -FUL · 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 C.

A **a person who shares information**
A person fits the suffix -er, not -ness.

B **the act of raising something up again**
Again is the meaning of re-, not -ness.

C **the state of knowing about an issue**
Correct. Aware means knowing, and -ness names the state of being aware.

D **the state of not knowing an issue**
Not is the meaning of un-. This is the opposite.

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 shares information: A person fits the suffix -er, not -ness. B. the act of raising something up again: Again is the meaning of re-, not -ness. C. the state of knowing about an issue: Correct. Aware means knowing, and -ness names the state of being aware. D. the state of not knowing an issue: Not is the meaning of un-. This is the opposite.

TEKS 3(C) · SUFFIX -FUL · 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 suffix -ful in another book they are reading.

TEKS 3(C)
SUFFIX -Y

MORPHEMES

WEEK 27 of 36

Grade 5 · Cluster 6 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "having; full 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 "A Gift that Welcomed Millions"

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 having; full 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 "A Gift that Welcomed Millions" · the student tracking sheet · pencils

WORD PARTS IN THE READING

noisy (noise + y): "The city looked noisy, busy, and full of possibilities."

healthy (health + y): "Rosa knelt beside him and explained that the doctor only wanted to make sure he was healthy."

noisy (noise + y): "The city looked noisy, busy, and full of possibilities."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"The city looked noisy, busy, and full of possibilities."

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: Noisy. It has the suffix -y: noise + 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -y means.

The word noisy has the suffix -y. What does -y mean?

noisy = noise + y

A. having; full of B. without C. again

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 noisy 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. having; full of. Noisy means full of noise.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word noisy.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Rosa knelt beside him and explained that the doctor only wanted to make sure he was healthy."

healthy = _____ + _____

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 healthy 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: Health + y. In this sentence, healthy means having good health.

TEKS 3(C) · SUFFIX -Y · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

rain + y = ? • wind + 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, windy, salty. Answers vary. Example: The windy day made the flags flap.

TEKS 3(C) · SUFFIX -Y · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"The city looked noisy, busy, and full of possibilities."

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 noisy 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: Noise plus -y means full of noise. The sentence says the city looked busy, which fits many loud sounds.

TEKS 3(C) · SUFFIX -Y · 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 -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: healthy (health + y), which means having good health.

TEKS 3(C) · SUFFIX -Y · 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 -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Noisy. It has the suffix -y: noise + y.
CHOOSE	A. having; full of. Noisy means full of noise.
SHOW	Health + y. In this sentence, healthy means having good health.
OWN	rainy, windy, salty. Answers vary. Example: The windy day made the flags flap.
DEFEND	Noise plus -y means full of noise. The sentence says the city looked busy, which fits many loud sounds.
YOUR TURN	Answers vary. One example: healthy (health + y), which means having good health.

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: Noisy. It has the suffix -y: noise + y. CHOOSE: A. having; full of. Noisy means full of noise. SHOW: Health + y. In this sentence, healthy means having good health. OWN: rainy, windy, salty. Answers vary. Example: The windy day made the flags flap. DEFEND: Noise plus -y means full of noise. The sentence says the city looked busy, which fits many loud sounds. YOUR TURN: Answers vary. One example: healthy (health + y), which means having good health.

TEKS 3(C) · SUFFIX -Y · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Rosa knelt beside him and explained that the doctor only wanted to make sure he was healthy.

The suffix -y helps the reader understand that healthy means what?

- **A** without any health
- **B** a person who heals
- **C** checked by a doctor
- **D** having good health

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 healthy 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. having good health

TEKS 3(C) · SUFFIX -Y · 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 D.

A **without any health**
Without is the meaning of -less.

B **a person who heals**
A person fits the suffix -er.

C **checked by a doctor**
The doctor is a nearby detail.

D **having good health**
Correct. Health plus -y means having health.

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. without any health: Without is the meaning of -less. B. a person who heals: A person fits the suffix -er. C. checked by a doctor: The doctor is a nearby detail. D. having good health: Correct. Health plus -y means having health.

TEKS 3(C) · SUFFIX -Y · 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 -y in another book they are reading.

TEKS 3(C)
ROOT SPECT

MORPHEMES

WEEK 28 of 36

Grade 5 · Cluster 6 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 SPECT

The root **spect** means "to look". A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from "A Gift that Welcomed Millions"

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 spect. It means to look."

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 6 Module 4 · a class or student copy of "A Gift that Welcomed Millions" · the student tracking sheet · pencils

TEKS 3(C) · ROOT SPECT · Week 28 of 36 · Cluster 6 · Module 4

WORD PARTS IN THE READING

inspections (in + spect + ion + s): "The family had heard stories about the inspections, and no one knew exactly what would happen."

inspection (in + spect + ion): "She understood why her parents had worried about the inspection."

inspected (in + spect + ed): "At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root spect, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the root.

Read this sentence from the passage. Find the word with the root spect.

"The family had heard stories about the inspections, and no one knew exactly what would happen."

I CAN I can find a word with the root spect 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 spect 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 spect.*

SAY: "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has spect?"

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

ANSWER KEY: Inspections. It has the root spect: in + spect + ion + s.

TEKS 3(C) · ROOT SPECT · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find spect? 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 spect 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what spect means.

The word inspections has the root spect. What does spect mean?

inspections = in + spect + ion + s

A. to carry B. to look C. to write

I CAN I can choose the meaning of the root spect.

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 spect."

DO: *Read the task on the slide aloud: Choose what spect means. The word inspections has the root spect. What does spect mean?*

SAY: "Cover the root with your finger. Read what is left. Now think: what does adding spect 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. to look. Inspections means careful looks or checks.

TEKS 3(C) · ROOT SPECT · Week 28 of 36 · Cluster 6 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of spect to explain the whole word inspections.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"She understood why her parents had worried about the inspection."

inspection = _____ + _____ + _____

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 inspection 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.*

ANSWER KEY: In + spect + ion. In this sentence, inspection means a careful look or check.

TEKS 3(C) · ROOT SPECT · Week 28 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

Build a word with the root spect. Use your new word in a sentence.

in + spect = ? • re + spect = ? • spect + ator = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root spect 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 spect 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 spect. 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: inspect, respect, spectator. Answers vary. Example: A spectator watched the game from the stands.

TEKS 3(C) · ROOT SPECT · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

How do the root and the sentence prove what inspected means?

"At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation."

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 inspected 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: Spect means to look. The sentence says families waited before entering, so officials looked them over closely first.

TEKS 3(C) · ROOT SPECT · 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 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 spect 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 spect 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: inspection (in + spect + ion), which means a careful look.

TEKS 3(C) · ROOT SPECT · 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 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 spect and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Inspections. It has the root spect: in + spect + ion + s.
CHOOSE	B. to look. Inspections means careful looks or checks.
SHOW	In + spect + ion. In this sentence, inspection means a careful look or check.
OWN	inspect, respect, spectator. Answers vary. Example: A spectator watched the game from the stands.
DEFEND	Spect means to look. The sentence says families waited before entering, so officials looked them over closely first.
YOUR TURN	Answers vary. One example: inspection (in + spect + ion), which means a careful look.

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: Inspections. It has the root spect: in + spect + ion + s. CHOOSE: B. to look. Inspections means careful looks or checks. SHOW: In + spect + ion. In this sentence, inspection means a careful look or check. OWN: inspect, respect, spectator. Answers vary. Example: A spectator watched the game from the stands. DEFEND: Spect means to look. The sentence says families waited before entering, so officials looked them over closely first. YOUR TURN: Answers vary. One example: inspection (in + spect + ion), which means a careful look.

TEKS 3(C) · ROOT SPECT · 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.

At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation.

The Latin root spect means look. What does inspected mean in this sentence?

- **A** carried across the ocean
- **B** written into a family book
- **C** sent back home from the busy island
- **D** looked at closely by officials

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 Latin root spect means look. What does inspected 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. looked at closely by officials

TEKS 3(C) · ROOT SPECT · 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 D.

A **carried across the ocean**
Carry is the meaning of port.

B **written into a family book**
Write is the meaning of graph.

C **sent back home from the busy island**
The sentence says they were entering the nation.

D **looked at closely by officials**
Correct. Spect means look, and the families were checked before entering.

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. carried across the ocean: Carry is the meaning of port. B. written into a family book: Write is the meaning of graph. C. sent back home from the busy island: The sentence says they were entering the nation. D. looked at closely by officials: Correct. Spect means look, and the families were checked before entering.

TEKS 3(C) · ROOT SPECT · 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 root spect in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 29 of 36

Grade 5 · Cluster 7 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "One Voice Can Start a Wave"

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 7 Module 1 · a class or student copy of "One Voice Can Start a Wave" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -LY · Week 29 of 36 · Cluster 7 · Module 1

WORD PARTS IN THE READING

rarely (rare + ly): "History rarely turns because"

boldly (bold + ly): "The Declaration boldly said"

clearly (clear + ly): "Enslaved people could clearly see"

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.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"History rarely turns because"

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: Rarely. It has the suffix -ly: rare + ly.

TEKS 3(C) · SUFFIX -LY · Week 29 of 36 · Cluster 7 · Module 1

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ly means.

The word rarely has the suffix -ly. What does -ly mean?

rarely = rare + ly

A. a person who B. full of 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 rarely 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. Rarely means not often.

TEKS 3(C) · SUFFIX -LY · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word rarely.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"The Declaration boldly said"

boldly = _____ + _____

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 boldly 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: Bold + ly. In this sentence, boldly means in a brave, confident way.

TEKS 3(C) · SUFFIX -LY · Week 29 of 36 · Cluster 7 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

calm + 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: calmly, softly, bravely. Answers vary. Example: The speaker calmly answered each question.

TEKS 3(C) · SUFFIX -LY · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Enslaved people could clearly see"

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 clearly 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: Clear plus -ly means in a clear way. The line says people could see, so they understood the problem easily and plainly.

TEKS 3(C) · SUFFIX -LY · 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 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: differently (different + ly), which means in a different way.

TEKS 3(C) · SUFFIX -LY · 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 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	Rarely. It has the suffix -ly: rare + ly.
CHOOSE	C. in a certain way. Rarely means not often.
SHOW	Bold + ly. In this sentence, boldly means in a brave, confident way.
OWN	calmly, softly, bravely. Answers vary. Example: The speaker calmly answered each question.
DEFEND	Clear plus -ly means in a clear way. The line says people could see, so they understood the problem easily and plainly.
YOUR TURN	Answers vary. One example: differently (different + ly), which means in a different 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: Rarely. It has the suffix -ly: rare + ly. CHOOSE: C. in a certain way. Rarely means not often. SHOW: Bold + ly. In this sentence, boldly means in a brave, confident way. OWN: calmly, softly, bravely. Answers vary. Example: The speaker calmly answered each question. DEFEND: Clear plus -ly means in a clear way. The line says people could see, so they understood the problem easily and plainly. YOUR TURN: Answers vary. One example: differently (different + ly), which means in a different way.

TEKS 3(C) · SUFFIX -LY · 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

READ THIS SENTENCE FROM THE PASSAGE.

The Declaration boldly said

What does the word boldly mean in this line?

A in a quiet and very fearful way

B in a brave and confident way

C a person who is very brave

D said once again very loudly

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 boldly mean in this line?*

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. in a brave and confident way

TEKS 3(C) · SUFFIX -LY · 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 **in a quiet and very fearful way**
This is the opposite of bold.

B **in a brave and confident way**
Correct. Bold means brave, and -ly means in a certain way.

C **a person who is very brave**
A person fits the suffix -er, not -ly.

D **said once again very loudly**
Again is the meaning of re-, not -ly.

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. in a quiet and very fearful way: This is the opposite of bold. B. in a brave and confident way: Correct. Bold means brave, and -ly means in a certain way. C. a person who is very brave: A person fits the suffix -er, not -ly. D. said once again very loudly: Again is the meaning of re-, not -ly.

TEKS 3(C) · SUFFIX -LY · 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 suffix -ly in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 30 of 36

Grade 5 · Cluster 7 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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". 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 "One Voice Can Start a Wave"

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."

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 "One Voice Can Start a Wave" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 30 of 36 · Cluster 7 · Module 2

WORD PARTS IN THE READING

thoughtful (thought + ful): "A thoughtful citizen also knows"

Respectful (respect + ful): "Respectful questions help us see"

thoughtful (thought + ful): "A thoughtful citizen also knows"

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"A thoughtful citizen also knows"

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.

TEKS 3(C) · SUFFIX -FUL · Week 30 of 36 · Cluster 7 · Module 2

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ful means.

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

thoughtful = thought + ful

A. full of B. without 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 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: A. full of. Thoughtful means full of careful thought.

TEKS 3(C) · SUFFIX -FUL · Week 30 of 36 · Cluster 7 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Respectful questions help us see"

Respectful = _____ + _____

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 Respectful 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: Respect + ful. In this sentence, Respectful means full of respect; polite.

TEKS 3(C) · SUFFIX -FUL · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

power + ful = ? • fear + 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: powerful, fearful, truthful. Answers vary. Example: A truthful answer builds trust.

TEKS 3(C) · SUFFIX -FUL · 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.

MORPHEMES

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"A thoughtful citizen also knows"

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 thoughtful 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: Thought plus -ful means full of thought. The line says the citizen knows things, which fits a person who thinks carefully.

TEKS 3(C) · SUFFIX -FUL · 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.

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: respectful (respect + ful), which means full of respect.

TEKS 3(C) · SUFFIX -FUL · 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 -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	A. full of. Thoughtful means full of careful thought.
SHOW	Respect + ful. In this sentence, Respectful means full of respect; polite.
OWN	powerful, fearful, truthful. Answers vary. Example: A truthful answer builds trust.
DEFEND	Thought plus -ful means full of thought. The line says the citizen knows things, which fits a person who thinks carefully.
YOUR TURN	Answers vary. One example: respectful (respect + ful), which means full of respect.

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: A. full of. Thoughtful means full of careful thought. SHOW: Respect + ful. In this sentence, Respectful means full of respect; polite. OWN: powerful, fearful, truthful. Answers vary. Example: A truthful answer builds trust. DEFEND: Thought plus -ful means full of thought. The line says the citizen knows things, which fits a person who thinks carefully. YOUR TURN: Answers vary. One example: respectful (respect + ful), which means full of respect.

TEKS 3(C) · SUFFIX -FUL · 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.

SHOW WHAT YOU KNOW

SUFFIX -FUL

MORPHEMES

WEEK 30 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Respectful questions help us see

The suffix -ful helps the reader understand that respectful questions are what?

A questions without respect

B questions full of respect

C questions asked once again

D people who ask questions

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 respectful questions 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. questions full of respect

TEKS 3(C) · SUFFIX -FUL · 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 B.

A **questions without respect**
Without is the meaning of -less.

B **questions full of respect**
Correct. Respect plus -ful means full of respect.

C **questions asked once again**
Again is the meaning of re-, not -ful.

D **people who ask questions**
A person fits the suffix -er.

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. questions without respect: Without is the meaning of -less. B. questions full of respect: Correct. Respect plus -ful means full of respect. C. questions asked once again: Again is the meaning of re-, not -ful. D. people who ask questions: A person fits the suffix -er.

TEKS 3(C) · SUFFIX -FUL · 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 -ful in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 31 of 36

Grade 5 · Cluster 7 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "Try, Learn, Change"

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 7 Module 3 · a class or student copy of "Try, Learn, Change" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 31 of 36 · Cluster 7 · Module 3

WORD PARTS IN THE READING

settlers (settle + er): "At Plymouth, English settlers found"

workers (work + er): "And many workers carried on."

thinkers (think + er): "Because good thinkers know to change."

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.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"At Plymouth, English settlers found"

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: Settlers. It has the suffix -er: settle + er.

TEKS 3(C) · SUFFIX -ER · Week 31 of 36 · Cluster 7 · 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.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -er means.

The word settlers has the suffix -er. What does -er means?

settlers = settle + er

A. full of B. a person who C. not

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 settlers 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: B. a person who. Settlers means people who settle in a new place.

TEKS 3(C) · SUFFIX -ER · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word settlers.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"And many workers carried on."

workers = _____ + _____

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 workers 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: Work + er. In this sentence, workers means people who work.

TEKS 3(C) · SUFFIX -ER · Week 31 of 36 · Cluster 7 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

teach + er = ? • garden + er = ? • lead + 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: teacher, gardener, leader. Answers vary. Example: The gardener planted beans by the fence.

TEKS 3(C) · SUFFIX -ER · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"Because good thinkers know to change."

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 thinkers 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: Think plus -er means people who think. The line says they know to change, which fits people who think about what works.

TEKS 3(C) · SUFFIX -ER · 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 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 -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: leaders (lead + er), which means people who lead.

TEKS 3(C) · SUFFIX -ER · 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 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	Settlers. It has the suffix -er: settle + er.
CHOOSE	B. a person who. Settlers means people who settle in a new place.
SHOW	Work + er. In this sentence, workers means people who work.
OWN	teacher, gardener, leader. Answers vary. Example: The gardener planted beans by the fence.
DEFEND	Think plus -er means people who think. The line says they know to change, which fits people who think about what works.
YOUR TURN	Answers vary. One example: leaders (lead + er), which means people who lead.

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: Settlers. It has the suffix -er: settle + er. CHOOSE: B. a person who. Settlers means people who settle in a new place. SHOW: Work + er. In this sentence, workers means people who work. OWN: teacher, gardener, leader. Answers vary. Example: The gardener planted beans by the fence. DEFEND: Think plus -er means people who think. The line says they know to change, which fits people who think about what works. YOUR TURN: Answers vary. One example: leaders (lead + er), which means people who lead.

TEKS 3(C) · SUFFIX -ER · 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
SUFFIX -ER

MORPHEMES

WEEK 31 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Did outcomes match what leaders planned?

The suffix -er in the word leaders shows that the word refers to what?

A plans that were made

B people who lead a group

C the act of leading again

D places where people meet

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 the word leaders shows 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 lead a group

TEKS 3(C) · SUFFIX -ER · 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 B.

A **plans that were made**
A plan is the thing made, not the person.

B **people who lead a group**
Correct. Lead plus -er means people who lead.

C **the act of leading again**
Again is the meaning of re-, not -er.

D **places where people meet**
The suffix -er 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. plans that were made: A plan is the thing made, not the person. B. people who lead a group: Correct. Lead plus -er means people who lead. C. the act of leading again: Again is the meaning of re-, not -er. D. places where people meet: The suffix -er names a person, not a place.

TEKS 3(C) · SUFFIX -ER · 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 suffix -er in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 32 of 36

Grade 5 · Cluster 7 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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". 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 "Try, Learn, Change"

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."

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 "Try, Learn, Change" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 32 of 36 · Cluster 7 · Module 4

WORD PARTS IN THE READING

useful (use + ful): "A useful response fits the need,"

Helpful (help + ful): "Helpful, fair, or freely made;"

useful (use + ful): "A useful response fits the need,"

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"A useful response fits the need,"

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: Useful. It has the suffix -ful: use + ful.

TEKS 3(C) · SUFFIX -FUL · Week 32 of 36 · Cluster 7 · 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.

MORPHEMES

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ful means.

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

useful = use + ful

A. without B. again C. full of

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 useful 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. Useful means able to be used well; helpful.

TEKS 3(C) · SUFFIX -FUL · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

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

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Helpful, fair, or freely made;"

Helpful = _____ + _____

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 Helpful 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: Help + ful. In this sentence, Helpful means giving help.

TEKS 3(C) · SUFFIX -FUL · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

play + ful = ? • hope + ful = ? • pain + 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, hopeful, painful. Answers vary. Example: The playful puppy chased the ball.

TEKS 3(C) · SUFFIX -FUL · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"A useful response fits the 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 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: Use plus -ful means full of use. The line says the response fits the need, so it can be put to good use.

TEKS 3(C) · SUFFIX -FUL · 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.

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 giving help.

TEKS 3(C) · SUFFIX -FUL · 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 -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Useful. It has the suffix -ful: use + ful.
CHOOSE	C. full of. Useful means able to be used well; helpful.
SHOW	Help + ful. In this sentence, Helpful means giving help.
OWN	playful, hopeful, painful. Answers vary. Example: The playful puppy chased the ball.
DEFEND	Use plus -ful means full of use. The line says the response fits the need, so it can be put to good use.
YOUR TURN	Answers vary. One example: helpful (help + ful), which means 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: Useful. It has the suffix -ful: use + ful. CHOOSE: C. full of. Useful means able to be used well; helpful. SHOW: Help + ful. In this sentence, Helpful means giving help. OWN: playful, hopeful, painful. Answers vary. Example: The playful puppy chased the ball. DEFEND: Use plus -ful means full of use. The line says the response fits the need, so it can be put to good use. YOUR TURN: Answers vary. One example: helpful (help + ful), which means giving help.

TEKS 3(C) · SUFFIX -FUL · 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 -FUL

MORPHEMES

WEEK 32 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

A useful response fits the need,

What does the word useful mean in this line?

A not able to be used at all

B used once and then again

C able to be put to good use

D a person who uses tools

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 useful mean in this line?*

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. able to be put to good use

TEKS 3(C) · SUFFIX -FUL · 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 C.

A **not able to be used at all**
This is the opposite, like -less was added.

B **used once and then again**
Again is the meaning of re-, not -ful.

C **able to be put to good use**
Correct. Use plus -ful means full of use, and the line says it fits the need.

D **a person who uses tools**
A person fits the suffix -er, not -ful.

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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. not able to be used at all: This is the opposite, like -less was added. B. used once and then again: Again is the meaning of re-, not -ful. C. able to be put to good use: Correct. Use plus -ful means full of use, and the line says it fits the need. D. a person who uses tools: A person fits the suffix -er, not -ful.

TEKS 3(C) · SUFFIX -FUL · 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 -ful in another book they are reading.

TEKS 3(C)
PREFIX TRANS-

MORPHEMES

WEEK 33 of 36

Grade 5 · Cluster 8 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 TRANS-

The prefix **trans-** means "across; change". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "From Protest to Participation: How a Nation Changes"

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 trans-. It means across; change."

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 8 Module 1 · a class or student copy of "From Protest to Participation: How a Nation Changes" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX TRANS- · Week 33 of 36 · Cluster 8 · Module 1

WORD PARTS IN THE READING

transform (trans + form): "New inventions can transform daily life."

transport (trans + port): "New roads and railroads helped people transport goods across the nation." **[Extra example, not from the passage]**

transport (trans + port): "New roads and railroads helped people transport goods across the nation." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix trans-, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"New inventions can transform daily life."

I CAN I can find a word with the prefix trans- 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 trans- 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 trans-.*

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

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

ANSWER KEY: Transform. It has the prefix trans-: trans + form.

TEKS 3(C) · PREFIX TRANS- · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find trans-? 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 trans have the prefix trans-? 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what trans- means.

The word transform has the prefix trans-. What does trans- mean?

transform = trans + form

A. across; change B. above C. self

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

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 trans-."

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

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding trans- 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. across; change. Transform means to change the form of.

TEKS 3(C) · PREFIX TRANS- · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of trans- to explain the whole word transform.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"New roads and railroads helped people transport goods across the nation."

transport = _____ + _____

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 transport 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: Trans + port. In this sentence, transport means to carry across from one place to another.

TEKS 3(C) · PREFIX TRANS- · Week 33 of 36 · Cluster 8 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

trans + port = ? • trans + form = ? • trans + plant = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix trans- 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 trans- 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 trans-. 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: transport, transform, transplant. Answers vary. Example: We had to transplant the tomato plants into bigger pots.

TEKS 3(C) · PREFIX TRANS- · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"New roads and railroads helped people transport goods across the nation."

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 transport 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: Trans- means across, so transport means to carry across. The sentence says new roads carried goods across the nation.

TEKS 3(C) · PREFIX TRANS- · 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 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 trans- 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 trans- 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 TRANS- · 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 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 trans- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Transform. It has the prefix trans-: trans + form.
CHOOSE	A. across; change. Transform means to change the form of.
SHOW	Trans + port. In this sentence, transport means to carry across from one place to another.
OWN	transport, transform, transplant. Answers vary. Example: We had to transplant the tomato plants into bigger pots.
DEFEND	Trans- means across, so transport means to carry across. The sentence says new roads carried goods across the nation.
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: Transform. It has the prefix trans-: trans + form. CHOOSE: A. across; change. Transform means to change the form of. SHOW: Trans + port. In this sentence, transport means to carry across from one place to another. OWN: transport, transform, transplant. Answers vary. Example: We had to transplant the tomato plants into bigger pots. DEFEND: Trans- means across, so transport means to carry across. The sentence says new roads carried goods across the nation. YOUR TURN: Answers vary. One example: disagreement (dis + agreement), which means a time when people do not agree.

TEKS 3(C) · PREFIX TRANS- · 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.

SHOW WHAT YOU KNOW
PREFIX TRANS-

MORPHEMES

WEEK 33 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

New inventions can transform daily life.

The prefix trans- means change or across. What does transform mean in this sentence?

A to keep daily life just the same

B to form daily life once again

C to invent new things each day

D to change the form of daily life

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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 change or across. What does transform 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. to change the form of daily life

TEKS 3(C) · PREFIX TRANS- · 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 D.

A **to keep daily life just the same**
Keeping it the same is the opposite of trans-.

B **to form daily life once again**
Again is the meaning of re-, not trans-.

C **to invent new things each day**
Invent is a nearby word, not the meaning.

D **to change the form of daily life**
Correct. Trans- means change and form means shape, so transform means change.

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. to keep daily life just the same: Keeping it the same is the opposite of trans-. B. to form daily life once again: Again is the meaning of re-, not trans-. C. to invent new things each day: Invent is a nearby word, not the meaning. D. to change the form of daily life: Correct. Trans- means change and form means shape, so transform means change.

TEKS 3(C) · PREFIX TRANS- · 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 prefix trans- in another book they are reading.

TEKS 3(C)
ROOT AUTO

MORPHEMES

WEEK 34 of 36

Grade 5 · Cluster 8 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "From Protest to Participation: How a Nation Changes"

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 8 Module 2 · a class or student copy of "From Protest to Participation: How a Nation Changes" · the student tracking sheet · pencils

TEKS 3(C) · ROOT AUTO · Week 34 of 36 · Cluster 8 · Module 2

WORD PARTS IN THE READING

automatically (auto + matic + ally): "Winning independence did not automatically solve the problem of governing a new nation."

automobile (auto + mobile): "An automobile made it easier for citizens to travel to vote." **[Extra example, not from the passage]**

automobile (auto + mobile): "An automobile made it easier for citizens to travel to vote." **[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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the root.

Read this sentence from the passage. Find the word with the root auto.

"Winning independence did not automatically solve the problem of governing a new nation."

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 sentence 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.*

ANSWER KEY: Automatically. It has the root auto: auto + matic + ally.

TEKS 3(C) · ROOT AUTO · Week 34 of 36 · Cluster 8 · Module 2

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what auto means.

The word automatically has the root auto. What does auto mean?

automatically = auto + matic + ally

A. earth B. self C. light

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 automatically 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: B. self. Automatically means by itself, without extra work.

TEKS 3(C) · ROOT AUTO · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of auto to explain the whole word automatically.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"An automobile made it easier for citizens to travel to vote."

automobile = _____ + _____

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 automobile 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 + mobile. In this sentence, automobile means a car; a machine that moves by itself.

TEKS 3(C) · ROOT AUTO · Week 34 of 36 · Cluster 8 · Module 2

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 new senator signed an autograph for my class.

TEKS 3(C) · ROOT AUTO · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

How do the root and the sentence prove what automobile means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"An automobile made it easier for citizens to travel to vote."

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 automobile 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 it made it easier for citizens to travel to vote.

TEKS 3(C) · ROOT AUTO · 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 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: happiness (happy + ness), which means the state of being happy.

TEKS 3(C) · ROOT AUTO · 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 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	Automatically. It has the root auto: auto + matic + ally.
CHOOSE	B. self. Automatically means by itself, without extra work.
SHOW	Auto + mobile. In this sentence, automobile means a car; a machine that moves by itself.
OWN	automobile, autograph, automatic. Answers vary. Example: The new senator signed an autograph for my class.
DEFEND	Auto means self, so an automobile moves by itself. The sentence says it made it easier for citizens to travel to vote.
YOUR TURN	Answers vary. One example: happiness (happy + ness), which means the state of being happy.

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: Automatically. It has the root auto: auto + matic + ally. CHOOSE: B. self. Automatically means by itself, without extra work. SHOW: Auto + mobile. In this sentence, automobile means a car; a machine that moves by itself. OWN: automobile, autograph, automatic. Answers vary. Example: The new senator signed an autograph for my class. DEFEND: Auto means self, so an automobile moves by itself. The sentence says it made it easier for citizens to travel to vote. YOUR TURN: Answers vary. One example: happiness (happy + ness), which means the state of being happy.

TEKS 3(C) · ROOT AUTO · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Winning independence did not automatically solve the problem of governing a new nation.

The Greek root auto means self. What does automatically mean in this sentence?

- **A** by a vote of the people
- **B** with help from the earth below
- **C** by itself, without more work
- **D** once again, with more war

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 does automatically 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 C. by itself, without more work

TEKS 3(C) · ROOT AUTO · 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 C.

A **by a vote of the people**
A vote is a nearby idea, not self.

B **with help from the earth below**
Earth is the meaning of geo, not auto.

C **by itself, without more work**
Correct. Auto means self. Winning did not solve the problem by itself.

D **once again, with more war**
Again is the meaning of re-, not auto.

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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. by a vote of the people: A vote is a nearby idea, not self. B. with help from the earth below: Earth is the meaning of geo, not auto. C. by itself, without more work: Correct. Auto means self. Winning did not solve the problem by itself. D. once again, with more war: Again is the meaning of re-, not auto.

TEKS 3(C) · ROOT AUTO · 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 root auto in another book they are reading.

TEKS 3(C)
PREFIX IN-

MORPHEMES

WEEK 35 of 36

Grade 5 · Cluster 8 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 IN-

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

from "From Protest to Participation: How a Nation Changes"

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 in-. 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 8 Module 3 · a class or student copy of "From Protest to Participation: How a Nation Changes" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX IN- · Week 35 of 36 · Cluster 8 · Module 3

WORD PARTS IN THE READING

injustice (in + justice): "But it did not solve the injustice of slavery."

incomplete (in + complete): "Reliable information also helps citizens recognize rumors or incomplete claims."

injustice (in + justice): "But it did not solve the injustice of slavery."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the prefix in-, 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the prefix.

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

"But it did not solve the injustice of slavery."

I CAN I can find a word with the prefix in- 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 in- 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 in-.*

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

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

ANSWER KEY: Injustice. It has the prefix in-: in + justice.

TEKS 3(C) · PREFIX IN- · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find in-? 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 in have the prefix in-? 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what in- means.

The word injustice has the prefix in-. What does in- mean?

injustice = in + justice

A. again B. before C. not

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

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 in-."

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

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding in- 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. Injustice means a lack of justice; unfair treatment.

TEKS 3(C) · PREFIX IN- · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of in- to explain the whole word injustice.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"Reliable information also helps citizens recognize rumors or incomplete claims."

incomplete = _____ + _____

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 incomplete 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: In + complete. In this sentence, incomplete means not complete; missing parts.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

in + correct = ? • in + active = ? • in + visible = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix in- 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 in- 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 in-. 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: incorrect, inactive, invisible. Answers vary. Example: The secret note was written in invisible ink.

TEKS 3(C) · PREFIX IN- · 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 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"But it did not solve the injustice of slavery."

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 injustice 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: In- means not, so injustice means something that is not just. The sentence names slavery, which treated people unfairly.

TEKS 3(C) · PREFIX IN- · 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 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix in- 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 in- 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: incomplete (in + complete), which means not complete.

TEKS 3(C) · PREFIX IN- · 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 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 in- and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE	Injustice. It has the prefix in-: in + justice.
CHOOSE	C. not. Injustice means a lack of justice; unfair treatment.
SHOW	In + complete. In this sentence, incomplete means not complete; missing parts.
OWN	incorrect, inactive, invisible. Answers vary. Example: The secret note was written in invisible ink.
DEFEND	In- means not, so injustice means something that is not just. The sentence names slavery, which treated people unfairly.
YOUR TURN	Answers vary. One example: incomplete (in + complete), which means not complete.

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: Injustice. It has the prefix in-: in + justice. CHOOSE: C. not. Injustice means a lack of justice; unfair treatment. SHOW: In + complete. In this sentence, incomplete means not complete; missing parts. OWN: incorrect, inactive, invisible. Answers vary. Example: The secret note was written in invisible ink. DEFEND: In- means not, so injustice means something that is not just. The sentence names slavery, which treated people unfairly. YOUR TURN: Answers vary. One example: incomplete (in + complete), which means not complete.

TEKS 3(C) · PREFIX IN- · 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.

READ THIS SENTENCE FROM THE PASSAGE.

Reliable information also helps citizens recognize rumors or incomplete claims.

The prefix in- helps the reader understand that incomplete claims are what?

A claims that are made again

B claims that are missing parts

C claims that are made before

D claims that are very reliable

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 in- helps the reader understand that incomplete claims 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. claims that are missing parts

TEKS 3(C) · PREFIX IN- · 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 B.

A **claims that are made again**
Again is the meaning of re-, not in-.

B **claims that are missing parts**
Correct. In- means not, so incomplete means not complete.

C **claims that are made before**
Before is the meaning of pre-, not in-.

D **claims that are very reliable**
Reliable is a nearby word, not the meaning.

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. claims that are made again: Again is the meaning of re-, not in-. B. claims that are missing parts: Correct. In- means not, so incomplete means not complete. C. claims that are made before: Before is the meaning of pre-, not in-. D. claims that are very reliable: Reliable is a nearby word, not the meaning.

TEKS 3(C) · PREFIX IN- · 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 prefix in- in another book they are reading.

TEKS 3(C)
SUFFIX -ITY

MORPHEMES

WEEK 36 of 36

Grade 5 · Cluster 8 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

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 "From Protest to Participation: How a Nation Changes"

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 4 · a class or student copy of "From Protest to Participation: How a Nation Changes" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ITY · Week 36 of 36 · Cluster 8 · Module 4

WORD PARTS IN THE READING

equality (equal + ity): "The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone."

ability (able + ity): "That ability may be one of the most important skills in a representative government."

equality (equal + ity): "The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone."

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Notice the suffix.

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

"The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone."

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: Equality. It has the suffix -ity: equal + ity.

TEKS 3(C) · SUFFIX -ITY · Week 36 of 36 · Cluster 8 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Choose what -ity means.

The word equality has the suffix -ity. What does -ity mean?

equality = equal + ity

A. the state or quality of B. a person who C. before

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 equality 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. Equality means the state of being equal.

TEKS 3(C) · SUFFIX -ITY · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity to explain the whole word equality.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

"That ability may be one of the most important skills in a representative government."

ability = _____ + _____

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 ability 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: Able + ity. In this sentence, ability means the quality of being able; a skill.

TEKS 3(C) · SUFFIX -ITY · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Own it. Build and use your own word.

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

real + ity = ? • active + ity = ? • major + 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: reality, activity, majority. Answers vary. Example: The majority of the class voted for a garden.

TEKS 3(C) · SUFFIX -ITY · Week 36 of 36 · Cluster 8 · 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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Defend the meaning.

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

"The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to 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 equality 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: Equal plus -ity means the state of being equal. The sentence says rights were not equal for everyone, so the promise was not yet true.

TEKS 3(C) · SUFFIX -ITY · 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 -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: ability (able + ity), which means the quality of being able.

TEKS 3(C) · SUFFIX -ITY · Week 36 of 36 · Cluster 8 · 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	Equality. It has the suffix -ity: equal + ity.
CHOOSE	A. the state or quality of. Equality means the state of being equal.
SHOW	Able + ity. In this sentence, ability means the quality of being able; a skill.
OWN	reality, activity, majority. Answers vary. Example: The majority of the class voted for a garden.
DEFEND	Equal plus -ity means the state of being equal. The sentence says rights were not equal for everyone, so the promise was not yet true.
YOUR TURN	Answers vary. One example: ability (able + ity), which means the quality of being able.

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: Equality. It has the suffix -ity: equal + ity. CHOOSE: A. the state or quality of. Equality means the state of being equal. SHOW: Able + ity. In this sentence, ability means the quality of being able; a skill. OWN: reality, activity, majority. Answers vary. Example: The majority of the class voted for a garden. DEFEND: Equal plus -ity means the state of being equal. The sentence says rights were not equal for everyone, so the promise was not yet true. YOUR TURN: Answers vary. One example: ability (able + ity), which means the quality of being able.

TEKS 3(C) · SUFFIX -ITY · 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
SUFFIX -ITY

MORPHEMES

WEEK 36 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

That ability may be one of the most important skills in a representative government.

What does the word ability mean in this sentence?

A a person who is able to lead a group

B the act of doing the same thing once again

C the quality of being able to do something

D a government that is not able to act

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 ability 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 C. the quality of being able to do something

TEKS 3(C) · SUFFIX -ITY · 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 **a person who is able to lead a group**
A person fits the suffix -er, not -ity.

B **the act of doing the same thing once again**
Again is the meaning of re-, not -ity.

C **the quality of being able to do something**
Correct. Able plus -ity names the quality of being able, and the sentence calls it a skill.

D **a government that is not able to act**
Not is the meaning of un-, 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 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 is able to lead a group: A person fits the suffix -er, not -ity. B. the act of doing the same thing once again: Again is the meaning of re-, not -ity. C. the quality of being able to do something: Correct. Able plus -ity names the quality of being able, and the sentence calls it a skill. D. a government that is not able to act: Not is the meaning of un-, not -ity.

TEKS 3(C) · SUFFIX -ITY · 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 -ity in another book they are reading.