

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables”

WHAT DOES THIS MEAN TO ME?

When I see graph in a word, I know it connects to writing or drawing.

The root graph appears in words like paragraph, photograph, and autograph.

When I find the root, I can figure out the word's meaning.

THIS WEEK'S FOCUS

Root graph

from “Understanding the Texas Regions”

The root graph means to write or draw. A paragraph is a section of writing. A photograph is light-writing (a picture). This week we study the root graph.

This deck teaches **the root graph (write)** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 6 • Syllable Types

TEKS 4.2(B) • Syllable Types • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying syllable types. Our focus is word with the root graph syllables. The root graph comes from Greek and means to write or draw. Words with graph connect to writing or recording.”

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

“The root graph means to write or draw. A paragraph is a section of writing. A photograph is light-writing (a picture). This week we study the root graph.”

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

PREP & MATERIALS: the Root graph slide deck for Cluster 6 Module 4 . a class or student copy of "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask a student how reading the word would change if the word with the root graph pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with the root graph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Notice the word with the root graph.

Read this sentence about the passage. Find the bold word and the root graph and its meaning (write).

"Students learn **geography** to understand why each Texas region looks and feels different."

I CAN | I can notice a word with the root graph and name the root graph and its meaning (write).

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Grade 4 · Cluster 6 · Syllable Types · Monday

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with the root graph syllable."

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

"Listen as I read the sentence. I am looking for the word with the root graph syllable in geography."

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

ANSWER KEY: geography (related vocabulary). Ge-og-ra-phy. The root graph means to write. Geo means earth. Geography is writing about the earth.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with the root graph syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the root graph and its meaning (write). Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with the root graph syllable? Look for the root graph and its meaning (write).

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with the root graph syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with the root graph pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with the root graph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Choose the word with the root graph.

Read the sentence. Which word is a word with the root graph? Use the rule.

"The teacher asked students to write a **paragraph about the Texas region they liked best."**

A paragraph • **B** grasslands • **C** plains

I CAN | I can choose the word with the root graph and explain how I know.

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Grade 4 · Cluster 6 · Syllable Types · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a word with a word with the root graph syllable."

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

"Read the sentence and all three choices. Only one word has the word with the root graph pattern."

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

ANSWER KEY: A. paragraph. Par-a-graph. The root graph means to write. Para means beside. A paragraph is a section written beside other sections. Grasslands is a compound word.

CHECK FOR UNDERSTANDING

Ask a student to name the root graph and its meaning (write) in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the root graph and its meaning (write).

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the root graph and its meaning (write).

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the word the rule fits. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another word with the root graph syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with the root graph works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Show the word with the root graph.

Read the sentence. In the bold word, name the root graph and its meaning (write).

"Zavier took a **photograph** of the Coastal Plains to remember the trip."

I CAN | I can show the root graph and its meaning (write).

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Grade 4 · Cluster 6 · Syllable Types · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a word with the root graph syllable works."

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

"The bold word is **photograph**. Name the root graph and its meaning (write)."

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

ANSWER KEY: photograph (related vocabulary). Pho-to-graph. The root graph means to write or record. Photo means light. A photograph is light recorded as an image.

CHECK FOR UNDERSTANDING

Ask a student to point to the root graph and its meaning (write) in the word.

COMMON MISCONCEPTION

Students may name only part of the pattern. Require all parts.

POSSIBLE STUDENT QUESTION

Can a word have more than one word with the root graph syllable? Yes, a longer word can.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the rule works. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the pattern were different.

TODAY'S THINKING JOB

OWN

"I can use the root graph to figure out a word's meaning."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Own it. Read the longer word.

Split the word into its parts. Name the root graph and its meaning (write).

autobiography
au / to / bi / og / ra / phy

I CAN | I can use the root graph to figure out a word's meaning.

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Grade 4 · Cluster 6 · Syllable Types · Thursday

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can use the root graph to figure out a word's meaning."

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

"Autobiography is a longer word. Split it and read each syllable."

▶ Model the cover-and-read once, then have students split the word on the OWN row of the tracking sheet.

ANSWER KEY: au / to / bi / og / ra / phy. Auto means self. Bio means life. Graph means write. An autobiography is writing about one's own life.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in autobiography and its type.

COMMON MISCONCEPTION

Students may read the first syllable with the wrong vowel sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know where to split the word? Look for the syllable boundary.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about using the rule inside a longer word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to apply the rule to another longer word.

TODAY'S THINKING JOB

DEFEND

"I can prove that a word has the root graph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Defend the rule.

Prove the bold word follows the rule. Name the root graph and its meaning (write).

"After the trip, Xavier asked the park ranger for an **autograph** as a **souvenir**."

I CAN | I can prove that a word has the root graph.

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Grade 4 · Cluster 6 · Syllable Types · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can prove that a word has the root graph."

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

"For autograph, name the root graph and its meaning (write) and prove it."

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

ANSWER KEY: autograph (related vocabulary). Au-to-graph. The root graph means to write. Auto means self. An autograph is writing by oneself, a signature.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the root graph and its meaning (write). Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with the root graph? Yes, if it has the root graph and its meaning (write).

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving the rule. Keep the demand at this level.

RAISE THE THINKING

Ask a student to defend why another word in the sentence is NOT a word with the root graph syllable.

Find a word with the root graph on your own.

Go back to the passage. Find one word with the root graph. Copy the sentence and name the root graph and its meaning (write).

Go back to the reading.
Find one word with the root graph.
Copy the exact sentence. Then name the root graph and its meaning (write).

I CAN | I can find a word with the root graph and prove it.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find a word with the root graph syllable on your own.”

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

“Copy the exact sentence. Then name the root graph and its meaning (write).”

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

ANSWER KEY: graphic. Graph-ic. The root graph means to write or draw. Graphic relates to drawing.

CHECK FOR UNDERSTANDING

Scan for students who name the root graph and its meaning (write) together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the root graph and its meaning (write).

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the root graph and its meaning (write).

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE geography (related vocabulary). Ge-og-ra-phy.
The root graph means to write. Geo means earth.
Geography is writing about the earth.

CHOOSE A. paragraph. Par-a-graph. The root graph means to write. Para means beside. A paragraph is a section written beside other sections. Grasslands is a compound word.

SHOW photograph (related vocabulary). Pho-to-graph.
The root graph means to write or record. Photo means light. A photograph is light recorded as an image.

OWN au / to / bi / og / ra / phy. Auto means self. Bio means life. Graph means write. An autobiography is writing about one's own life.

DEFEND autograph (related vocabulary). Au-to-graph.
The root graph means to write. Auto means self. An autograph is writing by oneself, a signature.

YOUR TURN graphic. Graph-ic. The root graph means to write or draw. Graphic relates to drawing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

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

▶ Reveal the answer slide one row at a time. Have students check their own tracking sheets.

"If you missed one, that is where your learning is. Go back to the word and find the pattern."

▶ Celebrate students who explained the rule, not only students who named the word.

CHECK FOR UNDERSTANDING

Students can explain the rule, not just name the word.

COMMON MISCONCEPTION

Naming the word without the root graph and its meaning (write). Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not just memorize the list? Because readers meet new words in books and tests, and the rule reads them.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the root graph and its meaning (write).

RAISE THE THINKING

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

SYLLABLE TYPES

READ THIS PASSAGE EXCERPT.

“Some parts have forests and rivers, while others have dry deserts. ... Each region has unique features, but all play an important role in Texas.”

Which word has the root graph, meaning to write?

A region

B geography

C important

D features

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the excerpt and the question aloud.

“Read all four choices before you decide. The best answer is the one the rule fits.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students choose by the rule, not by which word looks familiar.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the pattern in each choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Check for the root graph and its meaning (write).

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

A region

Region has no root graph.

B geography Correct.

Ge-og-ra-phy. The root graph means to write. Geography is writing about the earth.

C important

Important has the root port (carry), not graph.

D features

Features has no root graph.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

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

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice is a real word from the reading, but it does not fit the pattern."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why is the second choice wrong? Because it has a different syllable type.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence using a word with the root graph syllable word and prove the rule.