

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

When I find graph, I know the word relates to writing or drawing.

When I find scope, I know the word relates to seeing.

Combining roots with prefixes and suffixes builds meaning.

THIS WEEK'S FOCUS

Roots graph and scope**from “A Voice in the Community”**

This week we study the roots graph (write) and scope (see) using words from "A Voice in the Community."

This deck teaches **the roots graph and scope** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are studying syllable types. Our focus is word with graph or scope syllables. The root graph means write or draw. The root scope means see or look at. Both roots help build words about recording or observing.”

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

“This week we study the roots graph (write) and scope (see) using words from "A Voice in the Community.””

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

PREP & MATERIALS: the Roots graph and scope slide deck for Cluster 6 Module 2 . a class or student copy of "A Voice in the Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with graph or scope."

EXACT TEKS WORDING

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

Notice the word with graph or scope.

Read this sentence from the passage. Find the bold word and the root and its meaning.

"She wrote a strong **paragraph** explaining her position."

I CAN | I can notice a word with graph or scope and name the root and its meaning.

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Grade 5 · Cluster 6 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a word with graph or scope 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 graph or scope syllable in paragraph."

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

ANSWER KEY: paragraph. Para- means beside or alongside. Graph means write. A paragraph is a section of writing that stands beside other sections.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the root and its meaning. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with graph or scope."

EXACT TEKS WORDING

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

Choose the word with graph or scope.

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

"She wrote a strong **paragraph** explaining her position to the community."

A position • **B** paragraph • **C** community

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

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Grade 5 · 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 graph or scope 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 graph or scope pattern."

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

ANSWER KEY: B. biography. Bio- means life. Graph means write. A biography is writing about a person's life. Scope means see, but biography has graph.

CHECK FOR UNDERSTANDING

Ask a student to name the root and its meaning in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the root and its meaning.

POSSIBLE STUDENT QUESTION

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

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 graph or scope syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with graph or scope works."

EXACT TEKS WORDING

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

Show the word with graph or scope.

Read the sentence. In the bold word, name the root and its meaning.

"Under a **microscope**, small details become visible to the eye."

I CAN | I can show the root and its meaning.

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Grade 5 · 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 graph or scope syllable works."

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

"The bold word is **microscope**. Name the root and its meaning."

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

ANSWER KEY: microscope. Micro- means small. Scope means see. A microscope is a tool for seeing small things.

CHECK FOR UNDERSTANDING

Ask a student to point to the root and its meaning 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 graph or scope 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 to figure out a word's meaning."

EXACT TEKS WORDING

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

Own it. Read the longer word.

Split the word into its parts. Name the root and its meaning.

autograph
au / to / graph

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

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Grade 5 · 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 to figure out a word's meaning."

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

"Autograph 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 / graph. Auto- means self. Graph means write. An autograph is writing done by oneself, a person's own signature.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in autograph 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 graph or scope."

EXACT TEKS WORDING

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

Defend the rule.

Prove the bold word follows the rule. Name the root and its meaning.

"A doctor uses a **stethoscope** to listen to the heart."

I CAN | I can prove that a word has graph or scope.

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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 graph or scope."

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

"For stethoscope, name the root and its meaning and prove it."

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

ANSWER KEY: stethoscope. Stetho- means chest. Scope means see (or examine). A stethoscope is a tool for examining the chest by listening.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with graph or scope? Yes, if it has the root and its meaning.

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 graph or scope syllable.

Find a word with graph or scope on your own.

Go back to the passage. Find one word with graph or scope. Copy the sentence and name the root and its meaning.

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

I CAN | I can find a word with graph or scope 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 graph or scope syllable on your own.”

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

“Copy the exact sentence. Then name the root and its meaning.”

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

ANSWER KEY: telegraph. Tele means far. Graph means write. A telegraph is a device for writing messages over long distances.

CHECK FOR UNDERSTANDING

Scan for students who name the root and its meaning together.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the root and its meaning.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE paragraph. Para- means beside or alongside. Graph means write. A paragraph is a section of writing that stands beside other sections.

CHOOSE B. paragraph. Para- means beside. Graph means write. A paragraph is a section of writing. Position and community do not contain graph or scope.

SHOW microscope. Micro- means small. Scope means see. A microscope is a tool for seeing small things.

OWN au / to / graph. Auto- means self. Graph means write. An autograph is writing done by oneself, a person's own signature.

DEFEND stethoscope. Stetho- means chest. Scope means see (or examine). A stethoscope is a tool for examining the chest by listening.

YOUR TURN telegraph. Tele means far. Graph means write. A telegraph is a device for writing messages over long distances.

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 and its meaning. 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 and its meaning.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“She wrote a strong paragraph. ... The biography showed her story. ... Under a microscope, small details become visible.”

In which word does the root graph mean write?

A election

B community

C biography

D opinions

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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 C.

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 and its meaning.

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 C.

A election

Election does not contain the root graph or scope.

B community

Community does not contain graph or scope.

C biography Correct.

Bio- means life. Graph means write. A biography is writing about someone's life.

D opinions

Opinions does not contain graph or scope.

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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 C. 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 graph or scope syllable word and prove the rule.