

DECODING THE CODE · TEACHER MANUAL

Same Strategy, Every Subject

Ready-to-teach vocabulary lessons for Grades 6–12 secondary core content teachers, new or experienced.

photo + synthesis

colon + ize + ation

peri + meter

per + spect + ive

Tenneh Freeman
Sankofa Learning Design · Science · Social Studies · Math · ELA/RLA

INSIDE THIS MANUAL

Syllables say it. Morphemes mean it.

Ready-to-teach vocabulary lessons for Grades 6–12 secondary core content teachers, new or experienced. No reading-specialist training needed.

Part 1 brings the routine from the course into science, social studies, and math. **Part 2** adds one ELA/RLA lesson for every grade, 6 through 12, so students hear the same routine in every class.

LESSON 1 · SCIENCE · GRADE 8

Light, Put Together

Mr. Johnson's word: *photosynthesis*

LESSON 2 · SOCIAL STUDIES · GRADE 10

The Process of Taking Land

Ms. Williams's word: *colonization*

LESSON 3 · MATH · GRADE 7

The Measure Around

Mr. Green's word: *perimeter*

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Companion to *Decoding the Code: Structured Literacy for Content-Area Teachers, Grades 6–12*, Module 2, Same Strategy, Every Subject

START HERE

How to Use This Manual

If you are new to teaching reading

- Read **Before you teach** on each lesson's first page. It gives you all the word knowledge you need.
- Read the **teacher talk** in the plan word for word the first time.
- Keep **If students say...** next to you. It tells you what to say when a student gets stuck.

If you are an experienced teacher

- Use the bold segment names as your outline and teach the routine your way.
- Swap in a word from your own unit once students know the routine. The handout and cards work for any word.
- Use the 90-minute block page for a longer period or a second day.

Make it your own. These lessons are a starting point, not a script you must follow. You know your students best: add, cut, shorten, or stretch any part to fit your class, your schedule, and your unit. Swap in your own words, passages, and examples whenever they work better.

The same six steps in every lesson

1	2	3	4	5	6
Hook and predict 5 min	Syllables say it 8 min	Morphemes mean it 8 min	Build the family 10 min	Use it in content 10 min	Exit ticket 4 min

Why both splits? Syllables tell students how to say a word. Morphemes tell them what it means. The two splits often do not line up: *pe-rim-e-ter* versus *peri + meter*. Teaching both gives every student, not just your strongest readers, a way into the word.

What's in each lesson

Page 1 · Overview	Big idea, gesture anchor, objectives, TEKS, word background, the word split two ways, and the word family
Page 2 · Plan	Minute-by-minute plan with teacher talk and an error correction script
Page 3 · Supports	What to say when students get stuck, accommodations, Spanish cognates, extension, 90-minute block, and answer key
Page 4 · Playlist	Ready-to-use strategies from the Sankofa Strategy Playlist, written for that lesson's word
Student pages	Two-page handout with a content passage and a cut-off exit ticket, plus word part cards
Slides	One editable PowerPoint deck per lesson (separate files)

The six syllable types students name

Closed (one vowel closed in by a consonant: short sound) · **Open** (ends in one vowel: long sound or a schwa) · **Silent e** · **Vowel team** · **R-controlled** · **Consonant-le**. Endings such as *-tion* are read as one chunk: /shun/.

SANKOFA STRATEGY PLAYLIST

Strategies for Every Step

Thirteen low-prep strategies, built around the routine in every lesson. Each one works with any word, in any subject, and most take five minutes or less. Use them to swap in, stretch, or review any part of a lesson.

Say It
Warm-up and syllables

Take It Apart
Morphemes

Build It Up
Word family

Fix It
Learning from mistakes

Show It
Exit and evidence

Say It

Warm-up and syllables: Get every student saying the word out loud before anyone has to write it.

Pick a Corner

Hook · 4 min · Four signs, one per corner

1. Post three possible meanings in three corners. The fourth corner reads “Something else.”
2. Read the word and the sentence aloud. Students walk to the meaning they predict.
3. In each corner, students tell a neighbor which word part made them choose it.
4. Reveal the answer later in the lesson, after students split the word.

Moving to a corner makes every student commit to a prediction, and naming a word part starts the meaning hunt before instruction begins.

Tap and Tell

Syllables say it · 3 min · None

1. Partner A taps one finger on the forearm for each syllable while saying it.
2. Partner B names each syllable type: closed, open, r-controlled, and so on.
3. Switch roles and repeat with the same word, then with a family word.

Pairing a motion with each syllable makes the split physical, and partner talk means every student says the word, not just the volunteers.

Three Voices

Syllables say it · 1 min · None

1. The class reads the word together in a whisper.
2. Read it again in a normal voice.
3. Read it a third time in a strong, proud voice.

Three quick repetitions build fluency without boredom, and the whisper round lowers the risk for hesitant readers.

SANKOFA STRATEGY PLAYLIST

Take It Apart

Morphemes: Find the parts that carry meaning and prove what they mean.

Split Two Ways

Morphemes mean it · 5 min · Index card per student

1. On the front of a card, students write the word split into syllables.
2. On the back, they write the same word split into meaning parts, with a meaning under each part.
3. Partners compare: where do the two splits line up, and where do they cross?

It makes the core idea of the routine visible: the reading split and the meaning split do two different jobs.

Root Detective

Use it in content · 6 min · Any content passage, highlighter

1. Students hunt the passage for every word that shares today's root.
2. They box the root in each word and write a guess at its meaning in the margin.
3. Partners check each guess against the sentence it sits in.

It moves the word off a vocabulary list and into real text, where students will meet it on their own.

Imposter Word

Morphemes mean it · 4 min · Four words on the board

1. Show four words. Three share today's root. One only looks like it does.
2. Partners find the imposter and prove it using meaning, not spelling.
3. Share out: what does the real root mean, and why doesn't the imposter fit?

Students have to use meaning to decide, which is the habit that stops them from guessing by how a word looks.

Build It Up

Word family: Grow one base into a family of words students can use.

Family Tree

Build the family · 8 min · Chart paper or a handout tree

1. Write the base and its meaning at the roots of a tree.
2. Each family word goes on a branch, with its added parts marked.
3. Each branch gets a leaf: the word's meaning in the student's own words.
4. Post trees on the wall and add new branches as students find more words.

One base growing many words is the big idea of morphology, and the tree shows it at a glance.

Builder Relay

Build the family · 8 min · Word part cards, one set per team

1. Teams line up facing their set of word part cards.
2. One student at a time adds or swaps a single card to make a new real word.
3. Before the next turn, the builder says what the word means. The team checks it.
4. Count real words with correct meanings at the end.

Every turn is a quick check of a real word and its meaning, and teams correct each other in the moment.

Gesture Charades

Build the family · 4 min · Family word cards

1. A student draws a family word card and acts out only the gestures for its parts.
2. The partner names the word and says what it means.
3. Switch roles after each word.

Linking each meaning part to a motion gives students one more way to remember it.

SANKOFA STRATEGY PLAYLIST

Fix It

Learning from mistakes: Find a mistake, explain it, and fix it. Low risk, high learning.

Spot the Slip

After the exit ticket · 4 min · One sample answer, projected

1. Project a sample exit ticket with a wrong split, a wrong meaning, or both.
2. Partners find each slip and explain why it is wrong.
3. Rewrite the answer correctly together.

Fixing an anonymous mistake is low risk and puts the most common errors right in front of the class.

Two Truths and a Root

Review or 90-minute block · 4 min · Three statements on the board

1. Post three statements about today's word parts. Two are true, one is false.
2. Students vote on the false one, then defend their choice to a partner.
3. Fix the false statement so it becomes true.

Students have to justify their choice, not just pick one, so the teacher hears their thinking.

Show It

Exit and evidence: Quick proof of learning the teacher can scan in seconds.

Go Back and Get It

Next day's warm-up · 3 min · None

1. Before the new lesson, students write one sentence that uses yesterday's word.
2. Then they add today's word to the same sentence or a second one.
3. Two volunteers read theirs aloud.

Bringing back yesterday's learning (retrieval practice) helps it stick. The name comes from Sankofa: go back and get what you need.

Word in My Pocket

Exit · 2 min · Sticky notes

1. Each student writes one sentence that uses the word correctly.
2. They post the note on the door on the way out.
3. The teacher scans the door to see who needs a reteach tomorrow.

It is fast, visible evidence of use, and the teacher can sort it in under a minute.

Make it your own. Treat this playlist like the lessons: a starting point. Rename a strategy, change the steps, or invent your own. The best strategy is the one your students will actually do.

For more classroom strategies, see the lead4ward Instructional Strategies Playlist at lead4ward.com/playlists.

LESSON 1 · SCIENCE · MR. JOHNSON

Light, Put Together

Syllables Say It, Morphemes Mean It with photosynthesis · Grade 8 · 45 minutes, with a 90-minute block option · Whole class

A plant never eats, yet it builds all of its own food. The name of the process tells you how.

Big idea. Photosynthesis is two meaning parts: *photo* (light) and *synthesis* (putting together). Put the meanings side by side and the definition is sitting right there: putting things together using light.
Multisensory anchor. Light hands for *photo*: close both fists, then open your fingers wide like a burst of light. **Clasp hands** for *synthesis*: bring both hands together and lace the fingers.

Objectives

1. Given *photosynthesis*, students will split it into 5 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the two morphemes in *photosynthesis* and write a working definition from the parts.
3. Students will build at least 4 words from the *photo* and *synth* family and explain 3 of them in their own words while reading a short science passage.

TEKS alignment

Science 8.6(E)	Investigate how mass is conserved in chemical reactions and relate conservation of mass to the rearrangement of atoms using chemical equations, including photosynthesis.
ELA 8.2(C)	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots.

Before you teach

Photosynthesis comes from two Greek parts. *Photo* means light (phos, photos). *Synthesis* means a putting together, from *syn* (together) and *thesis* (a placing). You do not need to teach the Greek. Students only need the two working meanings: light and putting together.

The word, two ways

pho	to	syn	the	sis
open	open	closed	open	closed

PART	MEANING	ORIGIN
photo	light	Greek
synthesis	putting together	Greek: syn = together, thesis = placing

Materials

- Lesson 1 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 1 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
photograph	photo + graph	an image made by light (graph = write or draw)
photon	photo + -on	a tiny packet of light energy
synthesize	synthesis + -ize	to put parts together to make something new
synthetic	synthesis + -ic	made by putting parts together; not found in nature
photosynthetic	photosynthesis + -ic	able to carry out photosynthesis

LESSON 1 · SCIENCE · MR. JOHNSON

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "During photosynthesis, a plant uses light energy to turn carbon dioxide and water into glucose and oxygen." Read it aloud once while students follow. Ask: "What do you think the plant is doing? Which part of the word might mean light?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *photosynthesis* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: pho · to · syn · the · sis. Name each type: pho (open), to (open), syn (closed), the (open), sis (closed). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *photo* (light) + *synthesis* (putting together). Teach each meaning with its gesture. Put the meanings side by side: *photosynthesis* = putting things together using light.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: photograph, photon, synthesize, synthetic, photosynthetic. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Food From Light* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *synthetic*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Photo means picture."	"A photo is a picture made with light. Light is the part that travels into other words. What does a photograph need to work?"
Splits the word as photo / syn / thesis to read it.	"That's the meaning split. For reading, find the vowels first: pho-to-syn-the-sis. Syllables say it, morphemes mean it."
Reads *syn* as /sine/.	"Is a consonant closing the door? Then the vowel is short: /sin/. Try it again."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *fotosíntesis, fotografía, fotón, sintetizar, sintético*.

Ready for more

Find *thesis* (a statement you put down to prove) and *hypothesis* (hypo = under: an idea put under a test). How does placing connect them?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Lab connection · 20 min	Students model the equation with colored paper atoms or beads, rearrange them from reactants to products, and count each kind on both sides.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards into light words, put-together words, and words with both.
Write it · 5 min	Write three sentences about photosynthesis using three family words.

Answer key

1. Word parts	Synth means put together, so to synthesize is to put parts together to make something new: here, atoms put together into glucose.
2. Detail	It takes in carbon dioxide and water; it makes glucose and oxygen.
3. Content	The atoms are only rearranged. The number of each kind of atom is the same on both sides of the equation, so no mass is lost or gained.
Exit ticket	syn·thet·ic (closed, closed, closed). Parts: synthe (put together) + -ic (having to do with). Meaning: made by putting parts together, not found in nature.

LESSON 1 · SCIENCE · MR. JOHNSON

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *photosynthesis*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** taking a picture of a plant · **B** putting things together using light · **C** a plant's way of drinking water · **D** Something else. *Answer: B.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap pho · to · syn · the · sis and name each type. Then the class reads *photosynthesis* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *photograph, photon, photosynthetic, phonics*. Imposter: **phonics**. *Phon* means sound, not light. Photo words are about light.
Builder Relay Build It Up	Build the family	Teams use the Lesson 1 word part cards. Target words: photosynthesis, photograph, photon, synthesize, synthetic, photosynthetic.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Photo means light. × Synthetic means found in nature. *Fix: Synth means put together, so synthetic means made by putting parts together, not found in nature.* ✓ Photosynthesis has five syllables.
Spot the Slip Fix It	After the exit ticket	Project: "pho-tos-yn-the-sis. Photo means picture." *Fixed: pho-to-syn-the-sis. Photo means light: a photo is a picture made with light.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *photosynthesis*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 2 · SOCIAL STUDIES · MS. WILLIAMS

The Process of Taking Land

Syllables Say It, Morphemes Mean It with colonization · Grade 10 · World History · 45 minutes, with a 90-minute block option · Whole class

Industrialization, urbanization, globalization, colonization: four big words on one unit test, and they all end the same way.

Big idea. Colonization is a base plus a suffix chain: *colon* (settler or farmer) + *-ize* (to make or do) + *-ation* (the process of). Together: the process of settling in a place and taking control of land that belonged to someone else. **Multisensory anchor. Plant a seed** for *colon*: push a fist down like a farmer planting. **Roll your hands** for *-ization*: turn your hands over each other like a wheel, because a process keeps going.

Objectives

1. Given *colonization*, students will split it into 5 syllables, read it accurately, and identify the suffix chunk *-tion*.
2. Students will mark the base and suffixes in *colonization* and write a working definition from the parts.
3. Students will build at least 4 words with *colon* or *-ization* and use 3 of them to explain one effect of European imperialism in Africa.

TEKS alignment

WH.8(B)	Identify the major political, economic, and social motivations that influenced European imperialism.
WH.8(C)	Explain the major characteristics and impact of European imperialism.

Before you teach

Colonization comes from the Latin *colonus* (settler, farmer) through *colony*. The suffix chain *-ize* + *-ation* turns it into a process noun. The same chain builds most of the big process words in a world history unit, which is why one lesson pays off across the whole unit.

The word, two ways

col closed | **o** open | **ni** open | **za** open

tion suffix chunk, says /shun/

PART	MEANING	ORIGIN
colon	settler, farmer	Latin colonus
-ize	to make, to do	
-ation	the process of	

Materials

- Lesson 2 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 2 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
colony	colon + -y	a place settled and ruled by another country
colonist	colon + -ist	a person who settles in a colony
colonial	colon + -ial	having to do with colonies or colonial rule
decolonization	de- + colonization	the process of ending colonial rule
industrialization	industrial + -ization	the process of shifting to factory work and machines
urbanization	urban + -ization	the process of people moving into cities

LESSON 2 · SOCIAL STUDIES · MS. WILLIAMS

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "By 1914, European colonization had placed nearly all of Africa under foreign rule." Read it aloud once while students follow. Ask: "What happened to Africa by 1914? Which ending tells you this was a process, not one event?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *colonization* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: col · o · ni · za · tion. Name each type: col (closed), o (open), ni (open), za (open), tion (suffix chunk, says /shun/). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *colon* (settler, farmer) + *-ize* (to make, to do) + *-ation* (the process of). Teach each meaning with its gesture. Put the meanings side by side: *colonization* = the process of settling in a place and taking control of land that belonged to someone else.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: colony, colonist, colonial, decolonization, industrialization, urbanization. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Drawing Lines on a Map* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *urbanization*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Colon is the punctuation mark." (or the body part)	"Good noticing: English has more than one colon. This one comes from a Latin word for a settler or farmer. Which meaning fits a word about taking land?"
Reads *-tion* as /tee-on/.	"-tion is a chunk we read as one sound: /shun/. Say it with me: col-o-ni-za-shun."
Says -ization means "the thing."	"Look at the other words: industrialization, urbanization. Each one keeps happening over time. -ization means the process of."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *colonización, colonia, colono, colonial, industrialización, urbanización, globalización*.

Ready for more

Compare *colonization* and *imperialism* (imperium = command, -ism = system). How is a process different from a system?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Map analysis · 20 min	Partners compare a map of Africa in 1880 with a map from 1914 and label three changes using family words.
Word wall card · 10 min	Each pair makes one word wall card for a family word: syllables, parts, meanings, and a quick sketch.
-ization sort · 10 min	Sort -ization words (colonization, industrialization, urbanization, globalization, decolonization) into causes and effects of imperialism, and defend each choice.
Write it · 5 min	Write a three-sentence claim about one impact of colonization using three family words.

Answer key

1. Word parts	de- (undo, reverse) + colon (settler) + -ization (the process of): the process of undoing colonial rule.
2. Cause	European factories needed raw materials, so colonies were forced to grow and mine them for export.
3. Impact	Borders split some peoples apart and pushed others together under one colonial government.
Exit ticket	ur·ban·i·za·tion (r-controlled, closed, open, open, suffix chunk). Parts: urban (city) + -ize + -ation (the process of). Meaning: the process of people moving into cities and cities growing.

LESSON 2 · SOCIAL STUDIES · MS. WILLIAMS

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *colonization*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a list of countries in columns · **B** a type of punctuation mark · **C** the process of settling in and taking control of land · **D** Something else. *Answer: C.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap col · o · ni · za · tion and name each type. Then the class reads *colonization* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *colony, colonist, colonial, column*. Imposter: **column**. *Column* comes from a Latin word for a pillar, not *colon* (settler, farmer).
Builder Relay Build It Up	Build the family	Teams use the Lesson 2 word part cards. Target words: colonization, colony, colonist, colonial, decolonization, industrialization, urbanization.
Two Truths and a Root Fix It	Review or 90-minute block	✓ -ization means the process of. × Urbanization means people moving to farms. *Fix: Urban means city, so urbanization is the process of people moving into cities.* ✓ Decolonization means ending colonial rule.
Spot the Slip Fix It	After the exit ticket	Project: "co-lo-ni-za-tion. Colon means a punctuation mark." *Fixed: col-o-ni-za-tion. Here colon means settler or farmer.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *colonization*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 3 · MATH · MR. GREEN

The Measure Around

Syllables Say It, Morphemes Mean It with perimeter · Grade 7 · 45 minutes, with a 90-minute block option · Whole class

Perimeter, diameter, centimeter, thermometer: they all end in meter. That ending is a clue you can use on any measurement word.

Big idea. Perimeter is two meaning parts: *peri* (around) and *meter* (measure). Together: the measure around, which is exactly what students calculate when they add up the sides of a shape.
Multisensory anchor. Trace a circle in the air with one finger for *peri* (around). **Pinch a ruler** with thumb and finger for *meter* (measure).

Objectives

1. Given *perimeter*, students will split it into 4 syllables, name each syllable type, and read it accurately.
2. Students will mark *peri* and *meter*, write a working definition from the parts, and explain why the syllable split and the meaning split are different.
3. Students will build at least 4 words with *meter* or *peri* and use *perimeter*, *diameter*, and *circumference* correctly while solving two problems.

TEKS alignment

Math 7.9(B)	Determine the circumference and area of circles.
ELA 7.2(C)	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots.

Before you teach

Perimeter comes from Greek *peri* (around) and *metron* (measure). The syllable split (pe-rim-e-ter) and the meaning split (peri + meter) do not line up, which makes it a perfect word for showing students why we teach both.
Circumference is Latin: *circum* (around) + *ferre* (to carry).

The word, two ways

pe	rim	e	ter
open	closed	open	r-controlled

PART	MEANING	ORIGIN
peri	around	Greek
meter	measure	Greek metron

Materials

- Lesson 3 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 3 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
diameter	dia + meter	the measure across a circle, through its center
centimeter	centi + meter	one hundredth of a meter
thermometer	thermo + meter	a tool that measures heat
periscope	peri + scope	a tool for looking around something
circumference	circum + fer + -ence	the distance around a circle (circum = around, fer = carry)

LESSON 3 · MATH · MR. GREEN

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "To find how much fencing the garden needs, find the perimeter of the rectangle." Read it aloud once while students follow. Ask: "What will you add up to find the fencing? Which part of the word might mean measure?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *perimeter* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: pe · rim · e · ter. Name each type: pe (open), rim (closed), e (open), ter (r-controlled). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *peri* (around) + *meter* (measure). Teach each meaning with its gesture. Put the meanings side by side: *perimeter* = the measure around.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: diameter, centimeter, thermometer, periscope, circumference. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Around and Across* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *diameter*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Meter is just the unit, like 5 meters."	"You're right that it's a unit. It's also a word part that means measure. The unit got its name because it measures length."
Splits peri / me / ter to read it.	"That mixes the two splits. Find the vowels to read it: pe-rim-e-ter. Then split the meaning: peri + meter. Two different jobs."
Confuses perimeter with area.	"What does peri mean? Around. Perimeter only goes around the edge. Area covers the inside."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *perímetro, diámetro, centímetro, termómetro, periscópio, circunferencia*.

Ready for more

Find *symmetry* (sym = together, same + metr = measure). How does the meaning of measure help explain a symmetric shape?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Measure it · 20 min	Groups measure the perimeter of three classroom objects and the diameter and circumference of a round object with string, then compare C ÷ d to π.
Word wall card · 10 min	Each pair makes one word wall card for a meter word: syllables, parts, meanings, and a labeled sketch.
Around or across? · 10 min	Sort word and picture cards into measure-around words and measure-across words.
Write it · 5 min	Explain in three sentences how perimeter and circumference are alike and different, using three family words.

Answer key

1. Word parts	Peri and circum both mean around. Perimeter is the measure around any shape; circumference is the distance around a circle.
2. Solve	6 + 6 + 6 + 6 = 24 meters (or 4 × 6 = 24 meters).
3. Solve	C = πd = 3.14 × 2 = 6.28 meters.
Exit ticket	di·am·e·ter (open, closed, open, r-controlled). Parts: dia (across, through) + meter (measure). Meaning: the measure across a circle through its center.

LESSON 3 · MATH · MR. GREEN

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *perimeter*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** the measure around a shape · **B** the space inside a shape · **C** a tool for measuring heat · **D** Something else. *Answer: A.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap pe · rim · e · ter and name each type. Then the class reads *perimeter* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *perimeter, diameter, thermometer, meteor*. Imposter: **meteor**. *Meteor* comes from a Greek word for things high in the air, not *meter* (measure).
Builder Relay Build It Up	Build the family	Teams use the Lesson 3 word part cards. Target words: perimeter, diameter, centimeter, thermometer, periscope, circumference.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Peri means around. × A thermometer measures distance. *Fix: Thermo means heat, so a thermometer measures heat.* ✓ Diameter is the measure across a circle.
Spot the Slip Fix It	After the exit ticket	Project: "per-im-e-ter. Perimeter means the area inside." *Fixed: pe-rim-e-ter. Peri (around) + meter (measure): the measure around.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *perimeter*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

PART 2 · ELA/RLA, GRADES 6–12

Why ELA/RLA Lessons Are Here

These lessons are not part of the Decoding the Code course. That was a design choice, and here is why.

The course targets the biggest gap.
Science, social studies, and math teachers teach the densest academic vocabulary in a student's day, yet most were never trained to teach reading. Closing that gap is the problem the course was built to solve.

ELA/RLA teachers already own this work.
In Grades 6–8, the Texas ELAR TEKS name Greek and Latin roots by grade (6.2(C), 7.2(C), 8.2(C)). Adding ELA to the course would have repeated what ELA teachers are already expected to teach and made a short minicourse longer.

A short course stays focused.
Decoding the Code is a minicourse with one transfer goal: content teachers using one routine. Keeping the scope tight is what lets busy teachers finish it.

So why add them?

Because *Same Strategy, Every Subject* only works if it is truly every subject. ELA and reading classes are where students practice reading most. When ELA teachers use the same words (syllables say it, morphemes mean it), students hear one routine all day, from first period to last.

There is also a high school gap. In English I–IV, the vocabulary standards shift to connotation, figurative meaning, and foreign phrases. Root study often fades right when texts get hardest. The English I–IV lessons keep it going and connect it to the literary analysis those courses already require.

Why literacy matters in every room

35%
of 12th graders scored at or above NAEP Proficient in reading in 2024.

32%
of 12th graders scored below NAEP Basic in reading, the largest share ever reported.

About 7 in 10
8th graders scored at NAEP Basic or below in reading in 2024.

Literacy first. Literacy is not one department's job. It is the skill every other subject sits on. Every teacher who gives students a way into a hard word is a reading teacher.

The ELA/RLA lessons

LESSON	GRADE	WORD	STANDARDS
4 · Written by Hand	Grade 6	*manuscript*	ELAR 6.2(C) · ELAR 6.6(F)
5 · What We Can See	Grade 7	*evidence*	ELAR 7.2(C) · ELAR 7.6(C)
6 · Feeling In	Grade 8	*empathy*	ELAR 8.2(C) · ELAR 8.6(F)
7 · Speaking Against	Grade 9 · English I	*contradiction*	English I 2(B) · English I 8(F)
8 · Looking Through	Grade 10 · English II	*perspective*	English II 2(B) · English II 1(A)
9 · Worth Believing	Grade 11 · English III	*credibility*	English III 1(A) · English III 8(F)
10 · Side by Side	Grade 12 · English IV	*juxtaposition*	English IV 2(A) · English IV 8(F)

Sources: National Assessment Governing Board (2025), 12th grade NAEP reading results; USAFacts (2025), NAEP 2024 reading proficiency; Texas Education Agency, ELAR TEKS §110.22–110.24 and §110.36–110.39.

LESSON 4 · ELA/RLA · GRADE 6 ELAR

Written by Hand

Syllables Say It, Morphemes Mean It with manuscript · Grade 6 · 45 minutes, with a 90-minute block option · Whole class

Before computers, every book you love started as a stack of handwritten pages. The word for those pages tells you exactly how they were made.

Big idea. Manuscript is two meaning parts: *manu* (hand) and *script* (written). Put them side by side: written by hand. Today authors call any draft a manuscript, even when they type it.
Multisensory anchor. Show your hand for *manu*: hold up an open palm. **Write in the air** for *script*: trace a big cursive loop with one finger.

Objectives

1. Given *manuscript*, students will split it into 3 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 2 morphemes in *manuscript* and write a working definition from the parts.
3. Students will build at least 4 words from the *scrib/script* family and use 2 of them in a written response about a short informational text.

TEKS alignment

ELAR 6.2(C)	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.
ELAR 6.6(F)	Respond using newly acquired vocabulary as appropriate.

Before you teach

Manuscript comes from Latin: *manu* (by hand, from manus) and *scriptus* (written, from scribere). The root appears as *scrib* and *script*; both mean write. Grade 6 TEKS name man and scrib/script by name, so this lesson hits the standard directly.

The word, two ways

man	u	script
closed	open	closed

PART	MEANING	ORIGIN
manu	hand	Latin manus
script	written	Latin scribere: to write

Materials

- Lesson 4 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 4 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
describe	de + scrib + e	to write down what something is like
scribble	scrib + ble	to write fast and messy
subscribe	sub + scrib + e	to write your name under; to sign up
inscribe	in + scrib + e	to write or carve into a surface
manual	manu + al	done by hand; also a handbook
manufacture	manu + facture	to make things, first by hand and now by machine

LESSON 4 · ELA/RLA · GRADE 6 ELAR

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "The author spent three years revising her manuscript before it became a book." Read it aloud once while students follow. Ask: "What do you think a manuscript is? Which part of the word might mean write?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *manuscript* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: man · u · script. Name each type: man (closed), u (open), script (closed). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *manu* (hand) + *script* (written). Teach each meaning with its gesture. Put the meanings side by side: *manuscript* = a book or paper written by hand; an author's draft before it is published.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: describe, scribble, subscribe, inscribe, manual, manufacture. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *From Manuscript to Book* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *subscribe*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"A script is for a movie."	"A movie script is something written down. That's the part that travels: script means written. What else is written?"
Splits it manu / script to read it.	"That's the meaning split. For reading, find the vowels first: man-u-script. Syllables say it, morphemes mean it."
Reads the *u* as /uh/.	"The u stands alone at the end of a syllable. Open syllable, long sound: /yoo/."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *manuscrito, manual, manufactura, describir, suscribir, inscribir*.

Ready for more

Find *manicure* (manu + cure: care of the hands) and *postscript* (post = after: written after the letter, P.S.). What other script words can you find in your independent reading book?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Mentor text · 20 min	Students read the first page of the class novel or a short story and list three words the author uses to describe the setting.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards into hand words, write words, and words with both.
Write it · 5 min	Write three sentences about your own writing process using three family words.

Answer key

1. Word parts	De means down and scrib means write, so to describe is to write down what something is like.
2. Detail	The editor reads it and suggests changes.
3. Response	It connects back to manu (hand) and script (written): even a printed book started as words someone wrote.
Exit ticket	sub·scribe (closed, silent e). Parts: sub (under) + scrib (write) + e. Meaning: to write your name under something; to sign up.

LESSON 4 · ELA/RLA · GRADE 6 ELAR

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *manuscript*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a movie script about a man · **B** a book or paper written by hand · **C** a machine that prints books · **D** Something else. *Answer: B.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap man · u · script and name each type. Then the class reads *manuscript* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *describe, subscribe, scribble, scrimmage*. Imposter: **scrimmage**. *Scrimmage* grew out of the word skirmish, not *scrib* (write).
Builder Relay Build It Up	Build the family	Teams use the Lesson 4 word part cards. Target words: manuscript, describe, scribble, subscribe, inscribe, manual, manufacture.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Manu means hand. × A manual is always a machine. *Fix: Manual means done by hand, or a handbook.* ✓ Subscribe has two syllables.
Spot the Slip Fix It	After the exit ticket	Project: "manus-cript. Script means movie." *Fixed: man-u-script. Script means written.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *manuscript*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 5 · ELA/RLA · GRADE 7 ELAR

What We Can See

Syllables Say It, Morphemes Mean It with evidence · Grade 7 · 45 minutes, with a 90-minute block option · Whole class

"Cite your evidence" shows up on nearly every reading answer. The word itself tells you what counts.

Big idea. Evidence is three meaning parts: *e* (out), *vid* (see), and *-ence* (a state or thing). Together: something that can be seen out in the open. Text evidence is proof a reader can see right on the page.
Multisensory anchor. Point out for *e*: push one hand forward. **Binoculars** for *vid*: circle your eyes with both hands.

Objectives

1. Given *evidence*, students will split it into 3 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *evidence* and write a working definition from the parts.
3. Students will build at least 4 words from the *vid/vis* family and use 2 of them in a claim-and-evidence response.

TEKS alignment

ELAR 7.2(C)	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
ELAR 7.6(C)	Use text evidence to support an appropriate response.

Before you teach

Evidence comes from Latin *evidentia*: *e/ex* (out) + *videre* (to see). The root shows up as *vid* and *vis*; both mean see. Grade 7 TEKS list vid/vis by name, so this lesson pairs the vocabulary standard with citing text evidence.

The word, two ways

ev	i	dence
closed	open	suffix chunk

PART	MEANING	ORIGIN
e	out	Latin ex
vid	see	Latin videre
-ence	a state or thing	

Materials

- Lesson 5 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 5 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
evident	e + vid + ent	easy to see; clear
provide	pro + vid + e	to see ahead and supply what is needed
video	vid + eo	something you see
visible	vis + ible	able to be seen
revise	re + vis + e	to see again and change
vision	vis + ion	the ability to see; a picture in your mind

LESSON 5 · ELA/RLA · GRADE 7 ELAR

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "Use evidence from the story to explain why the character changes her mind." Read it aloud once while students follow. Ask: "What do you think evidence means? Which part of the word might mean see?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *evidence* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: ev · i · dence. Name each type: ev (closed), i (open), dence (suffix chunk). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *e* (out) + *vid* (see) + *-ence* (a state or thing). Teach each meaning with its gesture. Put the meanings side by side: *evidence* = something you can see that shows what is true; proof.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: evident, provide, video, visible, revise, vision. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Proof on the Page* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *visible*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Evidence is just a quote."	"A quote can be evidence. Evidence is anything on the page we can see that proves a point: a detail, an action, a word choice."
Reads *ev* as /eev/.	"Is a consonant closing the door on that e? Then it's short: /ev/."
Says vid and vis are different roots.	"Same Latin root, two spellings. Both mean see."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *evidencia, evidente, video, proveer, visible, visión, revisar*.

Ready for more

Find *vista* (a view you see), *visa* (a document someone has looked at and approved), and *envision*. Which one names a picture in your mind?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Evidence hunt · 20 min	In the class novel, partners find two pieces of evidence for one claim about a character and label each as stated or implied.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards into vid words and vis words, then circle the part that means see.
Write it · 5 min	Write a two-sentence claim and evidence response using evidence, evident, and visible.

Answer key

1. Word parts	Re means again and vis means see, so to revise is to see your work again and change ideas, not just spelling.
2. Inference	Anger or frustration. Clenched fists show tension, so the feeling becomes visible without being named.
3. Response	Sample: The character is nervous; she "twisted her sleeve until a thread came loose." Any detail that shows nerves works.
Exit ticket	vis·i·ble (closed, open, consonant-le). Parts: vis (see) + -ible (able to be). Meaning: able to be seen.

LESSON 5 · ELA/RLA · GRADE 7 ELAR

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *evidence*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a feeling you can't explain · **B** a kind of video · **C** proof you can see · **D** Something else. *Answer: C.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap ev · i · dence and name each type. Then the class reads *evidence* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *video, visible, revise, vivid*. Imposter: **vivid**. *Vivid* comes from a Latin word for alive, not *vid/vis* (see).
Builder Relay Build It Up	Build the family	Teams use the Lesson 5 word part cards. Target words: evidence, evident, provide, video, visible, revise, vision.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Vid and vis both mean see. × To revise means only to fix spelling. *Fix: Re (again) + vis (see): to see your work again and change ideas.* ✓ Evidence has three syllables.
Spot the Slip Fix It	After the exit ticket	Project: "e-vid-ence. Evidence means my opinion." *Fixed: ev-i-dence. E (out) + vid (see) + -ence: proof you can see.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *evidence*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 6 · ELA/RLA · GRADE 8 ELAR

Feeling In

Syllables Say It, Morphemes Mean It with empathy · Grade 8 · 45 minutes, with a 90-minute block option · Whole class

A good author can make you care deeply about a character who never existed. The word for that power hides a root you already know from other words.

Big idea. Empathy is three meaning parts: *em* (in), *path* (feeling), and *-y* (a state). Together: the state of feeling in, from inside someone else's experience.
Multisensory anchor. Step in for *em*: take one small step forward. **Hand on heart** for *path*: place one hand over your heart.

Objectives

1. Given *empathy*, students will split it into 3 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *empathy* and write a working definition from the parts.
3. Students will build at least 4 words from the *path* family and use 2 of them to explain how an author builds a character.

TEKS alignment

ELAR 8.2(C)	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.
ELAR 8.6(F)	Respond using newly acquired vocabulary as appropriate.

Before you teach

Empathy comes from Greek *em* (in) + *pathos* (feeling, suffering). English borrowed it only about a hundred years ago, long after sympathy. Grade 8 TEKS list *path* by name. The root can mean feeling or disease (pathology), so context matters.

The word, two ways

em	pa	thy
closed	open	open

PART	MEANING	ORIGIN
em	in	Greek
path	feeling	Greek pathos: feeling, suffering
-y	a state of	

Materials

- Lesson 6 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 6 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
sympathy	sym + path + y	feeling along with someone; feeling sorry for them
apathy	a + path + y	no feeling; not caring
pathetic	path + etic	causing pity; weak
sympathize	sym + path + ize	to feel along with someone
empathetic	em + path + etic	able to feel what others feel
telepathy	tele + path + y	feeling from far away; reading minds

LESSON 6 · ELA/RLA · GRADE 8 ELAR

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "The author builds empathy by letting us hear the narrator's private thoughts." Read it aloud once while students follow. Ask: "What do you think empathy means? Which part of the word might mean feeling?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *empathy* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: em · pa · thy. Name each type: em (closed), pa (open), thy (open). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *em* (in) + *path* (feeling) + *-y* (a state of). Teach each meaning with its gesture. Put the meanings side by side: *empathy* = the ability to feel what someone else feels, as if you were inside their experience.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: sympathy, apathy, pathetic, sympathize, empathetic, telepathy. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *In Someone Else's Shoes* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *apathy*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Empathy and sympathy mean the same thing."	"They're cousins. Look at the first part: em means in, sym means with. Which one puts you inside the experience?"
Reads *thy* as /thigh/.	"At the end of this word, y says /ee/: /thee/."
Says pathetic just means 'lame.'	"That's how we use it now. Path means feeling: pathetic first meant something that makes you feel pity."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *empatía, simpatía, apatía, telepatía, patético*.

Ready for more

Path can also mean disease or suffering. Find *pathology* (the study of disease) and *pathogen* (something that causes disease). How do feeling and suffering connect?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Character empathy map · 20 min	Partners choose a character from the class novel and record what the character thinks, feels, says, and does, citing a line for each.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards: words about caring, words about not caring, and words that name an action.
Write it · 5 min	Write a short paragraph about a character using empathy, sympathy, and apathy correctly.

Answer key

1. Word parts	Sym means with or together, so sympathy is feeling along with someone, often sorry for them. Em means in, so empathy is feeling from inside their experience.
2. Craft	It lets readers hear the character's private thoughts, fears, and hopes, so we understand why they act.
3. Response	Answers vary. Strong answers use two family words correctly, such as empathy and sympathetic.
Exit ticket	ap·a·thy (closed, open, open). Parts: a (without) + path (feeling) + -y (a state of). Meaning: a state of not caring.

LESSON 6 · ELA/RLA · GRADE 8 ELAR

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *empathy*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** feeling what someone else feels · **B** a path through the woods · **C** feeling sorry for yourself · **D** Something else. *Answer: A.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap em · pa · thy and name each type. Then the class reads *empathy* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *sympathy, apathy, telepathy, pathway*. Imposter: **pathway**. In *pathway*, path is the everyday English word for a trail, not the Greek *path* (feeling).
Builder Relay Build It Up	Build the family	Teams use the Lesson 6 word part cards. Target words: empathy, sympathy, apathy, pathetic, sympathize, empathetic, telepathy.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Path means feeling. × Apathy means caring a lot. *Fix: A (without) + path (feeling): apathy means not caring.* ✓ Empathy and sympathy start with different prefixes.
Spot the Slip Fix It	After the exit ticket	Project: "emp-a-thy. Empathy means feeling sorry for someone." *Fixed: em-pa-thy. Feeling sorry for someone is sympathy. Empathy is feeling from inside their experience.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *empathy*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 7 · ELA/RLA · ENGLISH I

Speaking Against

Syllables Say It, Morphemes Mean It with contradiction · Grade 9 · English I · 45 minutes, with a 90-minute block option · Whole class

"My only love sprung from my only hate." Juliet says two opposite things in one breath. Shakespeare does it on purpose.

Big idea. Contradiction is three meaning parts: *contra* (against), *dict* (say), and *-ion* (the act of). Together: the act of saying against, or saying the opposite. Authors use contradiction to show conflict inside a character.
Multisensory anchor. Cross your arms in an X for *contra*. **Words leaving** for *dict*: move one hand out from your mouth.

Objectives

1. Given *contradiction*, students will split it into 4 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *contradiction* and write a working definition from the parts.
3. Students will build at least 4 words from the *dict* family and use 2 of them to analyze an author's diction.

TEKS alignment

English I 2(B)	Analyze context to distinguish between the denotative and connotative meanings of words.
English I 8(F)	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Before you teach

Contradiction comes from Latin *contra* (against) + *dicere* (to say). English I TEKS do not name roots, but they ask students to analyze connotation and diction, and both depend on knowing what a word says. The routine gives students a way into the literary terms they meet every day.

The word, two ways

con	tra	dic	tion
closed	open	closed	suffix chunk

PART	MEANING	ORIGIN
contra	against	Latin
dict	say	Latin dicere
-ion	the act of	

Materials

- Lesson 7 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 7 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
diction	dict + ion	an author's word choice
predict	pre + dict	to say before it happens
verdict	ver + dict	a true saying; a jury's decision
dictionary	dict + ionary	a book of what words say
contradict	contra + dict	to say the opposite
dictate	dict + ate	to say aloud for someone to write

LESSON 7 · ELA/RLA · ENGLISH I

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "Juliet's speech is full of contradiction: she calls Romeo a 'beautiful tyrant.'" Read it aloud once while students follow. Ask: "What do you think contradiction means? Which part of the word might mean against?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *contradiction* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: con · tra · dic · tion. Name each type: con (closed), tra (open), dic (closed), tion (suffix chunk). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *contra* (against) + *dict* (say) + *-ion* (the act of). Teach each meaning with its gesture. Put the meanings side by side: *contradiction* = the act of saying the opposite; two ideas that cannot both be true.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: diction, predict, verdict, dictionary, contradict, dictate. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Words at War* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *verdict*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Contradiction just means arguing."	"Arguing is two people disagreeing. Contradiction is saying the opposite, sometimes inside one person's own words."
Splits it contra / dic / tion to read it.	"That mixes the two splits. For reading, find the vowels: con-tra-dic-tion."
Can't name the connotation.	"Ask: how does this word feel? Warm, cold, scary, kind? That feeling is the connotation."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *contradicción, contradecir, dicción, diccionario, predecir, veredicto, dictar*.

Ready for more

Find *paradox*, a statement that seems to contradict itself but holds a truth. Write one paradox about high school.

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Oxymoron hunt · 20 min	Partners search Act 1, Scene 1 of *Romeo and Juliet* (or any class text) for oxymorons and explain the connotation of each word.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards by how something is said: before, against, truly, or aloud.
Write it · 5 min	Write two sentences about a character using contradiction, diction, and predict.

Answer key

1. Word parts	Dict means say. A dictionary collects what words say (their meanings); diction is how an author chooses what to say.
2. Connotation	Tyrant feels harsh and cruel; beautiful feels warm and admiring. Together they show Juliet loves Romeo and feels betrayed at the same time.
3. Craft	Contradiction shows characters torn between feelings, so readers can predict that the conflict inside them will lead to hard choices and trouble.
Exit ticket	ver·dict (r-controlled, closed). Parts: ver (true) + dict (say). Meaning: a decision; first, a jury's "true saying."

LESSON 7 · ELA/RLA · ENGLISH I

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *contradiction*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a kind of dictionary · **B** saying the opposite · **C** agreeing with someone · **D** Something else. *Answer: B.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap con · tra · dic · tion and name each type. Then the class reads *contradiction* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *predict, verdict, diction, district*. Imposter: **district**. *District* comes from a Latin word meaning to draw apart, not *dict* (say).
Builder Relay Build It Up	Build the family	Teams use the Lesson 7 word part cards. Target words: contradiction, diction, predict, verdict, dictionary, contradict, dictate.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Dict means say. × Diction means a book of words. *Fix: A book of words is a dictionary. Diction is an author's word choice.* ✓ An oxymoron is a short contradiction.
Spot the Slip Fix It	After the exit ticket	Project: "con-trad-ic-tion. Contra means with." *Fixed: con-tra-dic-tion. Contra means against.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *contradiction*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 8 · ELA/RLA · ENGLISH II

Looking Through

Syllables Say It, Morphemes Mean It with perspective · Grade 10 · English II · 45 minutes, with a 90-minute block option · Whole class

Two people can watch the same event and tell two completely different stories. Neither one has to be lying.

Big idea. Perspective is three meaning parts: *per* (through), *spect* (look), and *-ive* (having the quality of). Together: looking through. Every story is told through someone's eyes.
Multisensory anchor. Push through for *per*: slide one flat hand forward past the other. **Telescope** for *spect*: curl a hand into a tube and look through it.

Objectives

1. Given *perspective*, students will split it into 3 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *perspective* and write a working definition from the parts.
3. Students will build at least 4 words from the *spect* family and use 2 of them in a respectful discussion about point of view.

TEKS alignment

English II 2(B)	Analyze context to distinguish among denotative, connotative, and figurative meanings of words.
English II 1(A)	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

Before you teach

Perspective comes from Latin *per* (through) + *specere* (to look). The family is large and crosses subjects: spectrum and specimen share the root. English II TEKS ask students to sort denotative, connotative, and figurative meanings; perspective carries all three.

The word, two ways

per r-controlled | **spec** closed | **tive** suffix chunk

PART	MEANING	ORIGIN
per	through	Latin
spect	look	Latin specere
-ive	having the quality of	

Materials

- Lesson 8 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 8 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
inspect	in + spect	to look into
spectator	spect + ator	a person who looks on
respect	re + spect	to look again; to see someone's worth
retrospective	retro + spect + ive	looking back
introspection	intro + spect + ion	looking inward at your own thoughts
prospect	pro + spect	a look forward; something that may happen

LESSON 8 · ELA/RLA · ENGLISH II

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "Achebe tells the story of colonization from the perspective of an Igbo village." Read it aloud once while students follow. Ask: "What do you think perspective means? Which part of the word might mean look?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *perspective* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: per · spec · tive. Name each type: per (r-controlled), spec (closed), tive (suffix chunk). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *per* (through) + *spect* (look) + *-ive* (having the quality of). Teach each meaning with its gesture. Put the meanings side by side: *perspective* = a way of looking at something; the point of view a story is told through.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: inspect, spectator, respect, retrospective, introspection, prospect. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Whose Story Is It?* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *spectator*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Perspective means opinion."	"An opinion is what you think. A perspective is where you're looking from. Your perspective shapes your opinion."
Reads *per* as /pair/.	"The r controls the vowel: /pur/. Bossy r."
Says respect has nothing to do with looking.	"Re means again. To respect someone is to look again and see their worth."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *perspectiva, inspeccionar, espectador, respeto, retrospectiva, introspección*.

Ready for more

Rewrite one paragraph of a class text from another character's perspective. What details change? What stays the same?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Perspective swap · 20 min	Students rewrite a short scene from the class text from a minor character's perspective, then compare with a partner.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards by direction: looking through, into, back, inward, or forward.
Write it · 5 min	Write three sentences about the class text using perspective, spectator, and respect.

Answer key

1. Word parts	Spect means look. A spectator is a person who looks on; a perspective is a way of looking through someone's eyes.
2. Craft	He told the story from inside an Igbo village, so readers looked through the eyes of the people who lived there instead of outsiders.
3. Discussion	Answers vary. Strong answers name the missing voice and use perspective correctly.
Exit ticket	spec·ta·tor (closed, open, r-controlled). Parts: spect (look) + -ator (one who). Meaning: a person who watches.

LESSON 8 · ELA/RLA · ENGLISH II

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *perspective*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a fancy word for opinion · **B** looking at something through a microscope · **C** a way of looking; a point of view · **D** Something else. *Answer: C.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap per · spec · tive and name each type. Then the class reads *perspective* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *inspect, spectator, respect, speckled*. Imposter: **speckled**. *Speckled* comes from an old word for a small spot, not *spect* (look).
Builder Relay Build It Up	Build the family	Teams use the Lesson 8 word part cards. Target words: perspective, inspect, spectator, respect, retrospective, introspection, prospect.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Spect means look. × A spectator is a player in the game. *Fix: A spectator is a person who looks on.* ✓ Introspection means looking inward.
Spot the Slip Fix It	After the exit ticket	Project: "pers-pec-tive. Perspective means opinion." *Fixed: per-spec-tive. Per (through) + spect (look): a way of looking.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *perspective*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 9 · ELA/RLA · ENGLISH III

Worth Believing

Syllables Say It, Morphemes Mean It with credibility · Grade 11 · English III · 45 minutes, with a 90-minute block option · Whole class

Before readers reached Frederick Douglass's first sentence, two other men had written to promise he was telling the truth. Why would a brilliant writer need that?

Big idea. Credibility is three meaning parts: *cred* (believe), *-ible* (able to be), and *-ity* (the state of). Together: the state of being able to be believed. In argument, credibility is why an audience trusts a speaker.
Multisensory anchor. Hand on heart for *cred*: "I believe it." **Open palms** for *-ible*: "able to."

Objectives

1. Given *credibility*, students will split it into 5 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *credibility* and write a working definition from the parts.
3. Students will build at least 4 words from the *cred* family and use 2 of them to evaluate a speaker or source.

TEKS alignment

English III 1(A)	Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.
English III 8(F)	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Before you teach

Credibility comes from Latin *credere* (to believe), the same root as credit and creed. In argument it connects to ethos, the appeal to a speaker's character. English III TEKS ask students to critique a speaker's diction and syntax; credibility is often what is at stake.

The word, two ways

cred	i	bil	i	ty
closed	open	closed	open	open

PART	MEANING	ORIGIN
cred	believe	Latin credere
-ible	able to be	
-ity	the state of	

Materials

- Lesson 9 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 9 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
credible	cred + ible	able to be believed
incredible	in + cred + ible	not able to be believed; amazing
credit	cred + it	trust; belief that you will pay
discredit	dis + cred + it	to make someone less believable
credential	cred + ential	a document that shows you can be trusted

LESSON 9 · ELA/RLA · ENGLISH III

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "A speaker's credibility depends on whether the audience believes she is honest and informed." Read it aloud once while students follow. Ask: "What do you think credibility means? Which part of the word might mean believe?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *credibility* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: cred · i · bil · i · ty. Name each type: cred (closed), i (open), bil (closed), i (open), ty (open). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *cred* (believe) + *-ible* (able to be) + *-ity* (the state of). Teach each meaning with its gesture. Put the meanings side by side: *credibility* = the quality of being worth believing.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: credible, incredible, credit, discredit, credential. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Who Gets Believed?* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *credential*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Credible means famous."	"Famous people can still be wrong. Credible means worth believing. Ask: why should I believe this source?"
Reads *cred* as /creed/.	"A consonant closes in the e, so it's short: /cred/. Closed syllable."
Says incredible only means 'great.'	"That's the everyday meaning. In- means not, so the root meaning is not believable. Check the context."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *credibilidad, creíble, increíble, crédito, desacreditar, credencial*.

Ready for more

Compare *credible*, *credulous* (too ready to believe), and *credence* (belief or trust). Write one sentence using all three about a viral news story.

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Source check · 20 min	Partners rate two short sources on a topic from the class text: who wrote it, what proof it gives, and whether the diction sounds informed.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards into words about trust and words about doubt.
Write it · 5 min	Write a three-sentence evaluation of a speaker using credible, credibility, and discredit.

Answer key

1. Word parts	Cred means believe and -ible means able to be, so credible means able to be believed. In- means not, so incredible means not able to be believed, or so amazing it is hard to believe.
2. Rhetoric	Many white readers doubted that a man who had escaped slavery could write so well. Well-known white abolitionists vouching for him gave him credibility with that audience.
3. Craft	He used precise diction and specific names and places, and he kept a steady voice.
Exit ticket	cre·den·tial (open, closed, suffix chunk). Parts: cred (believe) + -ential (having to do with). Meaning: a document or quality that shows you can be trusted.

LESSON 9 · ELA/RLA · ENGLISH III

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *credibility*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** being worth believing · **B** having good grades · **C** being famous · **D** Something else. *Answer: A.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap cred · i · bil · i · ty and name each type. Then the class reads *credibility* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *credit, credential, incredible, crescent*. Imposter: **crescent**. *Crescent* comes from a Latin word meaning to grow, not *cred* (believe).
Builder Relay Build It Up	Build the family	Teams use the Lesson 9 word part cards. Target words: credibility, credible, incredible, credit, discredit, credential.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Cred means believe. × Incredible always means great. *Fix: In (not) + cred + -ible: not able to be believed. 'Great' is the everyday meaning.* ✓ A credential shows you can be trusted.
Spot the Slip Fix It	After the exit ticket	Project: "cre-dib-il-i-ty. Credible means famous." *Fixed: cred-i-bil-i-ty. Cred (believe) + -ible: able to be believed.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *credibility*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 10 · ELA/RLA · ENGLISH IV

Side by Side

Syllables Say It, Morphemes Mean It with juxtaposition · Grade 12 · English IV · 45 minutes, with a 90-minute block option · Whole class

"It was the best of times, it was the worst of times." Charles Dickens opens a novel about revolution by placing two opposites next to each other.

Big idea. Juxtaposition is three meaning parts: *juxta* (beside), *pos* (place), and *-ition* (the act of). Together: the act of placing side by side. Authors juxtapose ideas so readers notice the contrast.
Multisensory anchor. Two fists side by side for *juxta*. **Set it down** for *pos*: place one hand flat on the desk.

Objectives

1. Given *juxtaposition*, students will split it into 5 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *juxtaposition* and write a working definition from the parts.
3. Students will build at least 4 words from the *pos* family and use 2 of them to evaluate an author's craft.

TEKS alignment

English IV 2(A)	Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.
English IV 8(F)	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.

Before you teach

Juxtaposition joins Latin *juxta* (beside) and *positio* (a placing, from ponere). The *pos* family is one of the largest in English. English IV TEKS ask students to validate multiple meanings of advanced vocabulary and evaluate how diction and syntax shape a text. Juxtaposition is both a vocabulary word and a craft move.

The word, two ways

jux	ta	po	si	tion
closed	open	open	open	suffix chunk

PART	MEANING	ORIGIN
juxta	beside, next to	Latin
pos	put, place	Latin ponere
-ition	the act of	

Materials

- Lesson 10 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 10 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
position	pos + ition	the place where something is put
composition	com + pos + ition	parts put together; a piece of writing
exposition	ex + pos + ition	putting information out; the opening of a story
opposition	op + pos + ition	being placed against; resistance
compose	com + pos + e	to put together
propose	pro + pos + e	to put forward an idea

LESSON 10 · ELA/RLA · ENGLISH IV

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "Dickens uses juxtaposition to show how one era could hold both hope and despair." Read it aloud once while students follow. Ask: "What do you think juxtaposition means? Which part of the word might mean place?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *juxtaposition* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: jux · ta · po · si · tion. Name each type: jux (closed), ta (open), po (open), si (open), tion (suffix chunk). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *juxta* (beside, next to) + *pos* (put, place) + *-ition* (the act of). Teach each meaning with its gesture. Put the meanings side by side: *juxtaposition* = the act of placing two things side by side so their differences stand out.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: position, composition, exposition, opposition, compose, propose. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *The Best and the Worst* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *opposition*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Juxtaposition just means comparing."	"Comparing looks for what is alike. Juxtaposition places things side by side so the difference jumps out."
Reads *jux* as /yux/.	"In English, j says /j/. Closed syllable, short u: /juks/."
Splits it juxta / pos / ition to read it.	"That's the meaning split. For reading, find the vowels: jux-ta-po-si-tion."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *yuxtaposición, posición, composición, exposición, oposición, proponer, imponer*.

Ready for more

Look up the multiple meanings of *deposition*: in law, in geology, and in history. How does put or place connect all three?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Opening line study · 20 min	Partners compare the first sentences of three novels, find any juxtaposition, and rank which opening is most effective and why.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards: putting together, putting out, putting against, and putting forward.
Write it · 5 min	Write a two-sentence opening for your own essay that uses juxtaposition.

Answer key

1. Word parts	Both contain pos (place). Exposition puts information out at the start of a story; composition puts parts together into a whole.
2. Craft	He repeats the same structure, "it was the ___ of ___," while the key words flip to opposites, so the reader feels the swing back and forth.
3. Evaluate	Answers vary. Strong answers argue that the contrast mirrors a divided era and cite the opening line.
Exit ticket	op·po·si·tion (closed, open, open, suffix chunk). Parts: op (against) + pos (place) + -ition (the act of). Meaning: being placed against; resistance.

LESSON 10 · ELA/RLA · ENGLISH IV

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *juxtaposition*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a strong argument · **B** placing two things side by side · **C** the ending of a story · **D** Something else. *Answer: B.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap jux · ta · po · si · tion and name each type. Then the class reads *juxtaposition* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *compose, oppose, deposit, possible*. Imposter: **possible**. *Possible* comes from a Latin word meaning to be able, not *pos* (put, place).
Builder Relay Build It Up	Build the family	Teams use the Lesson 10 word part cards. Target words: juxtaposition, position, composition, exposition, opposition, compose, propose.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Pos means put or place. × Exposition is the end of a story. *Fix: Ex (out) + pos (place): exposition puts information out at the start of a story.* ✓ Juxtaposition has five syllables.
Spot the Slip Fix It	After the exit ticket	Project: "juxt-ap-os-i-tion. Juxtaposition means comparing." *Fixed: jux-ta-po-si-tion. Juxta (beside) + pos (place): placing side by side so differences stand out.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *juxtaposition*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

SCIENCE · GRADE 8 · STUDENT HANDOUT

Light, Put Together

Name: Date: Period:

Today's goal: I can read *photosynthesis* by its syllables, explain it by its meaning parts, and use its word family in science.

WARM-UP · PREDICT

"During photosynthesis, a plant uses light energy to turn carbon dioxide and water into glucose and oxygen."

What do you think the plant is doing? Which part of the word might mean light?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type: | type: | type: | type: | type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means: | means:

photosynthesis means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
	photo light	graph · n · synthesis · synthetic

BEFORE	BASE	AFTER
photo	**synth** put together	esis · esize · etic

WORD	WHAT IT MEANS

Food From Light

Highlight every word from today's word family. Then answer with a partner.

Every leaf is a small factory. Inside its cells, structures called chloroplasts capture light. Light travels in tiny packets of energy called photons. When photons strike a leaf, the chloroplasts use that energy to synthesize, or put together, a new substance.

The plant takes in carbon dioxide from the air and water from the soil. It rearranges their atoms into glucose, a sugar the plant uses for energy, and releases oxygen. Scientists write it this way: $6CO_2 + 6H_2O$ + light → $C_6H_{12}O_6 + 6O_2$.

No atoms are lost and no new atoms appear. Count them on each side of the equation and the totals match. That is why photosynthesis is a strong example of the conservation of mass. Plants and algae are photosynthetic, so nearly every food chain on Earth begins with light.

1. Word parts. The passage says chloroplasts *synthesize* a new substance. Use word parts to explain what that means.

2. Detail. What two substances does the plant put together, and what two substances does it make?

3. Content. Why is photosynthesis an example of the conservation of mass?

✂ CUT HERE · EXIT TICKET

Name: Period:

"Many jackets are made of synthetic fabric." Split **synthetic** into syllables, box its meaning parts, and write what it means.

SOCIAL STUDIES · GRADE 10 · WORLD HISTORY · STUDENT HANDOUT

The Process of Taking Land

Name: _____ Date: _____ Period: _____

Today's goal: I can read *colonization* by its syllables, explain it by its meaning parts, and use its word family in social studies.

WARM-UP · PREDICT

"By 1914, European colonization had placed nearly all of Africa under foreign rule."

What happened to Africa by 1914? Which ending tells you this was a process, not one event?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

colonization means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
de	**colon** settler, farmer	y · ist · ial · ize · ization

BEFORE	BASE	AFTER
colon · industrial · urban · global · modern	**ization** the process of	

WORD	WHAT IT MEANS

Drawing Lines on a Map

Highlight every word from today's word family. Then answer with a partner.

In 1884 and 1885, leaders of European nations met in Berlin to set rules for claiming land in Africa. No African leaders were invited. Over the next thirty years, European powers divided almost the entire continent into colonies. Only Ethiopia and Liberia remained independent.

Colonization changed daily life. Colonial governments drew borders that split some peoples apart and pushed others together. Colonists and companies took farmland and mines, and Africans were forced to grow cash crops like cocoa and cotton for export. At the same time, industrialization in Europe created demand for these raw materials, and urbanization grew around ports and railways built to move them.

After World War II, independence movements grew across the continent. Ghana won independence in 1957, and dozens of nations followed. Historians call this period decolonization: the process of ending colonial rule.

1. Word parts. Break *decolonization* into its parts. Use the parts to explain its meaning.

2. Cause. How did industrialization in Europe connect to colonization in Africa?

3. Impact. Name one way colonial borders affected African peoples.

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"Urbanization grew around ports and railways." Split **urbanization** into syllables, box its meaning parts, and write what it means.

MATH · GRADE 7 · STUDENT HANDOUT

The Measure Around

Name: _____ Date: _____ Period: _____

Today's goal: I can read *perimeter* by its syllables, explain it by its meaning parts, and use its word family in math.

WARM-UP · PREDICT

"To find how much fencing the garden needs, find the perimeter of the rectangle."

What will you add up to find the fencing? Which part of the word might mean measure?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:

perimeter means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
peri · dia · centi · thermo · kilo	**meter** measure	s

BEFORE	BASE	AFTER
	peri around	meter · scope

WORD	WHAT IT MEANS

MATH · STUDENT HANDOUT, PAGE 2

Around and Across

Highlight every word from today's word family. Then answer with a partner.

A community garden is a rectangle 12 meters long and 5 meters wide. To buy fencing, the gardeners need its perimeter: the measure around. They add all four sides: 12 + 5 + 12 + 5 = 34 meters.

In the middle of the garden is a circular fountain. A circle has no straight sides, so its perimeter has a special name: circumference. *Circum* means around, just like *peri*. The diameter is the measure across the circle, through its center. The fountain's diameter is 4 meters.

To find the circumference, multiply the diameter by pi: C = πd. Using 3.14 for π, the circumference is 3.14 × 4 = 12.56 meters. A thermometer by the fountain measures heat, and a centimeter ruler measures small lengths. Every one of these words carries *meter*, because each one measures something.

1. Word parts. Use word parts to explain why *circumference* and *perimeter* mean almost the same thing.

2. Solve. A square patio has sides of 6 meters. What is its perimeter? Show your work.

3. Solve. A round table has a diameter of 2 meters. Using 3.14 for π, what is its circumference?

✂ CUT HERE · EXIT TICKET

Name: Period:

"The diameter of the fountain is 4 meters." Split **diameter** into syllables, box its meaning parts, and write what it means.

ELA/RLA · GRADE 6 · STUDENT HANDOUT

Written by Hand

Name: Date: Period:

Today's goal: I can read *manuscript* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"The author spent three years revising her manuscript before it became a book."

What do you think a manuscript is? Which part of the word might mean write?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type: type: type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means: means:

manuscript means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
de · sub · in	**scrib** write	e · ble

BEFORE	BASE	AFTER
	manu hand	script · al · facture

WORD	WHAT IT MEANS

From Manuscript to Book

Highlight every word from today's word family. Then answer with a partner.

Every book in your school library began as a manuscript. Long ago, that meant pages written by hand, one line at a time. Mary Shelley wrote the first draft of *Frankenstein* in notebooks, and those handwritten pages still exist today.

Today most authors type, but writers still call a draft a manuscript. An author works to describe each scene so clearly that readers can see it. Many authors scribble notes in the margins as they revise. Then an editor reads the manuscript and suggests changes.

When the book is finally printed, a factory can manufacture thousands of copies in a day. Readers who subscribe to an author's newsletter may even get a sneak peek. Still, every copy began with someone's hand and someone's words.

1. Word parts. The passage says authors work to *describe* each scene. Use word parts to explain what describe means.

2. Detail. What does an editor do with a manuscript?

3. Response. Why does the passage end with "someone's hand and someone's words"? Use the meaning of manuscript in your answer.

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"Subscribe to the class newsletter to get reading updates." Split **subscribe** into syllables, box its meaning parts, and write what it means.

ELA/RLA · GRADE 7 · STUDENT HANDOUT

What We Can See

Name: Date: Period:

Today's goal: I can read *evidence* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"Use evidence from the story to explain why the character changes her mind."

What do you think evidence means? Which part of the word might mean see?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

evidence means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
e · pro	**vid** see	ence · ent · eo · e

BEFORE	BASE	AFTER
re · in · super	**vis** see	ion · ible · e · ual

WORD	WHAT IT MEANS

Proof on the Page

Highlight every word from today's word family. Then answer with a partner.

When a detective solves a case, she does not guess. She looks for evidence: fingerprints, footprints, a torn ticket. Readers work the same way. Before you make a claim about a story, find evidence you can point to on the page.

Some answers are evident right away, because the author states them directly. Others are hidden. An author may provide small clues, like a character's clenched fists or a door slammed too hard. These details make a feeling visible even when no one names it.

Good writers also look back at their own work. To revise means to see it again. When you revise an answer, check that every claim has evidence a reader could find. If your proof is invisible to everyone but you, add a quotation.

1. Word parts. Use word parts to explain why *revise* means more than fixing spelling.

2. Inference. What feeling could a character's clenched fists make visible? Explain.

3. Response. Rewrite this claim with evidence: "The character is nervous." Invent one detail an author might provide.

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"The tiny crack in the glass was barely visible." Split **visible** into syllables, box its meaning parts, and write what it means.

ELA/RLA · GRADE 8 · STUDENT HANDOUT

Feeling In

Name: Date: Period:

Today's goal: I can read *empathy* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"The author builds empathy by letting us hear the narrator's private thoughts."

What do you think empathy means? Which part of the word might mean feeling?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

empathy means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
em · sym · a · tele	**path** feeling	y · etic · ize

WORD	WHAT IT MEANS

In Someone Else's Shoes

Highlight every word from today's word family. Then answer with a partner.

Sympathy and empathy sound alike, but they are not the same. Sympathy is feeling for someone: you are sorry they are sad. Empathy goes deeper. You feel into their experience, as if it were happening to you.

Authors build empathy on purpose. A first-person narrator lets readers hear private thoughts, fears, and hopes. When we know why a character acts, it becomes hard to judge them. Even a villain can seem less pathetic and more human.

The opposite of empathy is apathy: not caring at all. Asking how a character feels is good practice for asking how real people feel. Each time you ask "How would I feel?" you are reading with empathy.

1. Word parts. Use word parts to explain the difference between *sympathy* and *empathy*.

2. Craft. How does a first-person narrator help an author build empathy?

3. Response. Name a character from a book or film you felt empathy for. Use two family words to explain why.

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"The team's apathy showed when no one came to practice." Split **apathy** into syllables, box its meaning parts, and write what it means.

ELA/RLA · GRADE 9 · ENGLISH I · STUDENT HANDOUT

Speaking Against

Name: _____ Date: _____ Period: _____

Today's goal: I can read *contradiction* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"Juliet's speech is full of contradiction: she calls Romeo a 'beautiful tyrant.'"

What do you think contradiction means? Which part of the word might mean against?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

contradiction means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
contra · pre · ver · e	**dict** say	ion · ate · ionary

WORD	WHAT IT MEANS

Words at War

Highlight every word from today's word family. Then answer with a partner.

In *Romeo and Juliet*, Shakespeare's characters often contradict themselves. Romeo speaks of "loving hate" and "cold fire." Juliet calls Romeo a "beautiful tyrant." Each phrase joins two words that push against each other. A short contradiction like this is called an oxymoron.

These choices are part of Shakespeare's diction, his word choice. A word's denotation is its dictionary meaning. Its connotation is the feeling it carries. *Tyrant* carries a harsh, frightening connotation; *beautiful* carries a warm one. Put them side by side and the reader feels Juliet's confusion.

Readers who notice contradiction can predict trouble. A character torn between two feelings will have to choose. In this play, the verdict comes fast, and it is tragic.

1. Word parts. Use word parts to explain why *dictionary* and *diction* share the root dict.

2. Connotation. Explain the connotation of *tyrant* and of *beautiful*. Why put them together?

3. Craft. How does contradiction in Romeo's and Juliet's speech help a reader predict what will happen?

✂ CUT HERE · EXIT TICKET

Name: Period:

"After a long trial, the jury finally reached a verdict." Split **verdict** into syllables, box its meaning parts, and write what it means.

ELA/RLA · GRADE 10 · ENGLISH II · STUDENT HANDOUT

Looking Through

Name: Date: Period:

Today's goal: I can read *perspective* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"Achebe tells the story of colonization from the perspective of an Igbo village."

What do you think perspective means? Which part of the word might mean look?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type: | type: | type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means: | means: | means:

perspective means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
per · in · re · retro · intro · pro	**spect** look	ive · ion · ator · or

WORD	WHAT IT MEANS

Whose Story Is It?

Highlight every word from today's word family. Then answer with a partner.

For many years, many well-known English-language novels about Africa were written by European outsiders. Readers saw African life from a European perspective, like a spectator watching through a window.

In 1958, Nigerian author Chinua Achebe published *Things Fall Apart*. He told the story of the colonizers' arrival from inside an Igbo village. Readers who had only inspected Africa from the outside now looked through the eyes of the people who lived there.

Changing the perspective changes the story. A retrospective look at a historical event can reveal voices that were missing. When you read, ask: Whose eyes am I looking through? Whose story is not being told? A moment of introspection can change how you respect other people's stories.

1. Word parts. Use word parts to explain why a *spectator* and a *perspective* both involve looking.

2. Craft. How did Achebe change the perspective readers had on African life?

3. Discussion. Think of a story told from one side. Whose perspective is missing? Discuss respectfully with a partner, then write one sentence.

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"Every spectator in the stadium stood up at once." Split **spectator** into syllables, box its meaning parts, and write what it means.

ELA/RLA · GRADE 11 · ENGLISH III · STUDENT HANDOUT

Worth Believing

Name: Date: Period:

Today's goal: I can read *credibility* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"A speaker's credibility depends on whether the audience believes she is honest and informed."

What do you think credibility means? Which part of the word might mean believe?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

credibility means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
in · dis	**cred** believe	ible · ibility · it · ential · o

WORD	WHAT IT MEANS

Who Gets Believed?

Highlight every word from today's word family. Then answer with a partner.

In 1845, Frederick Douglass published the *Narrative of the Life of Frederick Douglass, an American Slave*. Before readers reached his first sentence, they found a preface by the abolitionist William Lloyd Garrison and a letter from Wendell Phillips. Both men vouched for Douglass.

Why? Many white readers at the time found it incredible that a man who had escaped slavery could write so powerfully. Some tried to discredit him by claiming the story was not his. The letters were meant to give him credibility with a doubtful audience.

Douglass did not need them for long. His precise diction, his specific names and places, and his steady voice made the narrative credible on its own. Today we credit him as one of the most important writers in American history. The question still matters: who gets believed, and why?

1. Word parts. Use word parts to explain the difference between *credible* and *incredible*.

2. Rhetoric. Why did the letters from Garrison and Phillips add credibility for readers in 1845?

3. Craft. Name two choices Douglass made that made his narrative credible on its own.

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"Her teaching credential hangs on the classroom wall." Split **credential** into syllables, box its meaning parts, and write what it means.

Side by Side

Name: _____ Date: _____ Period: _____

Today's goal: I can read *juxtaposition* by its syllables, explain it by its meaning parts, and use its word family in reading and writing.

WARM-UP · PREDICT

"Dickens uses juxtaposition to show how one era could hold both hope and despair."

What do you think juxtaposition means? Which part of the word might mean place?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

juxtaposition means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
juxta · com · ex · op · pro · im · de	**pos** put, place	ition · e · it

WORD	WHAT IT MEANS

The Best and the Worst

Highlight every word from today's word family. Then answer with a partner.

Charles Dickens published *A Tale of Two Cities* in 1859. Its first sentence is one of the most famous in English: "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness." Each pair places an idea beside its opposite.

This is juxtaposition. Dickens could have simply said the period was confusing. Instead, his syntax repeats the same structure while the key words flip, so the reader feels the swing between hope and despair. The opening works as exposition, too: it sets the mood before a single character appears.

The whole novel is built on this kind of composition. London is juxtaposed with Paris, peace with revolution, a careless man with a selfless act. When you write your own essays, try placing two ideas in opposition. The contrast does part of the arguing for you.

1. Word parts. Use word parts to explain how *exposition* and *composition* are related.

2. Craft. How does Dickens's syntax in the first sentence make the juxtaposition stronger?

3. Evaluate. Is juxtaposition an effective way to open a novel about revolution? Explain with evidence.

✂ CUT HERE · EXIT TICKET

Name: Period:

"The new rule faced strong opposition from students." Split **opposition** into syllables, box its meaning parts, and write what it means.

ALL LESSONS · CUT ON THE DASHED LINES

Word Part Cards

One set per pair. Purple = before the base · Orange = base or root · White = after the base. Print on cardstock.

Lesson 1 · Science · Grade 8 · photosynthesis

photo before	**photo** light	**synth** put together	**graph** after	**n** after
synthesis after	**synthetic** after	**esis** after	**esize** after	**etic** after

Lesson 2 · Social Studies · Grade 10 · colonization

de before	**colon** before	**industrial** before	**urban** before	**global** before
modern before	**colon** settler, farmer	**ization** the process of	**y** after	**ist** after
ial after	**ize** after	**ization** after		

Lesson 3 · Math · Grade 7 · perimeter

peri before	**dia** before	**centi** before	**thermo** before	**kilo** before
meter measure	**peri** around	**s** after	**meter** after	**scope** after

Lesson 4 · ELA/RLA · Grade 6 · manuscript

de before	**sub** before	**in** before	**scrib** write	**manu** hand
e after	**ble** after	**script** after	**al** after	**facture** after

Lesson 5 · ELA/RLA · Grade 7 · evidence

e before	**pro** before	**re** before	**in** before	**super** before
vid see	**vis** see	**ence** after	**ent** after	**eo** after
e after	**ion** after	**ible** after	**ual** after	

Lesson 6 · ELA/RLA · Grade 8 · empathy

em before	**sym** before	**a** before	**tele** before	**path** feeling
y after	**etic** after	**ize** after		

Lesson 7 · ELA/RLA · Grade 9 · contradiction

contra before	**pre** before	**ver** before	**e** before	**dict** say
ion after	**ate** after	**ionary** after		

Lesson 8 · ELA/RLA · Grade 10 · perspective

per before	**in** before	**re** before	**retro** before	**intro** before
pro before	**spect** look	**ive** after	**ion** after	**ator** after
or after				

Lesson 9 · ELA/RLA · Grade 11 · credibility

in before	**dis** before	**cred** believe	**ible** after	**ibility** after
it after	**ential** after	**o** after		

Lesson 10 · ELA/RLA · Grade 12 · juxtaposition

juxta before	**com** before	**ex** before	**op** before	**pro** before
im before	**de** before	**pos** put, place	**ition** after	**e** after
it after				



“It is not wrong to go back for what you forgot.”

SANKOFA · WEST AFRICA

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