

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An ending is a word part added to the end of a word.

The endings tion and sion spell the shun sound in a final stable syllable.

Spell the ending the same way each time you use it.

THE SPELLING RULE**Ending tion and sion**

action motion mission nation section station
question vacation division invention

The endings tion and sion spell the shun sound in a final stable syllable.

WHERE THEY APPEAR: “Our nation took action on the mission.”

This deck teaches **Ending tion and sion** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

EXACT TEKS WORDING (FROM TEA)

“determine the meaning of and use words with affixes such as mis, sub, ment, and ity or ty and roots such as auto, graph, and meter”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Latin root tract means pull or drag.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE**Root tract, meaning pull**

**attract subtract tractor extract contract distract
traction attraction retract protractor**

The Latin root tract means pull or drag.

WHERE THEY APPEAR: “A magnet can attract nails, but you can subtract them.”

This deck teaches **Root tract, meaning pull** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEKS NOTE: Spelling application: TEKS 4.2.B. Grade 4 names roots in the vocabulary standard 4.3.C; roots as a spelling standard begin at 5.2.B.

The answer is **A**.

A important · Correct. The last syllable is tant with an a.

B important · Spells the last syllable with e.

C inportant · Uses in for the first syllable; it should be im.

D importint · Spells the last syllable with i.

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

⌚ ~3 min

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

“The correct answer is A, important.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The last syllable is tant with an a.

TEKS (4.2.B.iii) • Multisyllabic multiple patterns • Sheet 8 of 36 • Cluster 1

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

Standards Sweep SPELLING Tracking Sheet

Sheet 28 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 6 • MODULE 4 • TEKS (4.3.C) • Root graph, meaning write

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the root.

Find the root inside the word.



CHOOSE

Developing

Choose the correct spelling.

Which spelling is correct?



SHOW

Independent

Show the rule.

Build or spell the word.



OWN

Advanced

Own the rule.

Build a new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain the root, then spell one word of your own.

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Spelling application: TEKS 4.2.B. Grade 4 names roots in the vocabulary standard 4.3.C; roots as a spelling standard begin at 5.2.B.