

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

WHAT DOES THIS MEAN TO ME?

A digraph is two letters that make one sound, like sh, ch, th, and wh.

The two letters work together to spell a single sound.
short starts with sh, and think starts with th.

THE SPELLING RULE

Consonant Digraphs sh, ch, th, wh

other short thing think third

WHERE THEY APPEAR: "On the third try, she made it over."

This deck teaches **Consonant Digraphs sh, ch, th, wh** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the digraph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Notice the digraph.

Find the two letters that make one sound.

short = sh + ort

I CAN I can notice a digraph, two letters that make one sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the correct digraph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Choose the correct spelling.

Which spelling begins with the sh sound?

short · sort · shert

I CAN I can choose the word with the correct digraph.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Show the rule.

Fill in the digraph for this word from the reading.

___ ird = _____ (use th)

I CAN I can spell a passage word with a digraph.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Own the rule.

Fill in the digraph for this new word on your own.

___ ale = _____ (use wh)

I CAN I can spell a new digraph word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Explain and transfer.

Explain why short starts with sh, then spell one digraph word of your own.

"I think Lily might need someone to play with," Beth said.

I CAN I can explain a digraph and use the word in my own writing.



Your turn to spell.

On your tracking sheet, add the digraph to each word, then use one in a sentence about the reading.

___ in (ch) → _____ air (ch) → _____ en (wh) → _____ ale
(wh) → _____ eel (wh) → _____

I CAN I can spell words with digraphs on my own.

Answers, across the five thinking levels.

NOTICE short = sh + ort. The letters sh make one sound.

CHOOSE short is correct. It begins with the sh sound.

SHOW th + ird = third.

OWN wh + ale = whale.

DEFEND short starts with the digraph sh, two letters for one sound; a correct student word might be chair, when, or wheel.

YOUR TURN chin, chair, when, whale, wheel

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • CONSONANT DIGRAPHS SH, CH, TH, WH

SHEET 1 of 36

Slide 9 of 10

READ THIS SENTENCE.

On the _____ try, Lily made it over the rope.

Which word correctly completes the sentence?

A third

B thurd

C thrid

D terd

The Answer, and Why

TEKS (3.2)(B) • CONSONANT DIGRAPHS SH, CH, TH, WH

SHEET 1 of 36

Slide 10 of 10

The answer is **A**.

A **third** · Correct. It begins with the digraph th.

B **thurd** · Uses u, but this word is spelled with i.

C **thrid** · Puts the letters out of order.

D **terd** · Leaves out the h in the th digraph.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with beginning and ending consonant blends"

WHAT DOES THIS MEAN TO ME?

A blend is two or three letters whose sounds you can still hear, like bl, dr, st, and lt.

Unlike a digraph, I hear each letter in a blend.

blew begins with bl, and felt ends with lt.

THE SPELLING RULE**Beginning and Ending Blends**

best blew drew felt glad

WHERE THEY APPEAR: "The sun felt warm on Beth's face."

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

TODAY'S THINKING JOB

NOTICE

"I can notice the blend."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with beginning and ending consonant blends"

Notice the blend.

Find the letters that blend together.

blew = bl + ew

I CAN I can notice a blend, letters whose sounds I can hear.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the correct blend."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with beginning and ending consonant blends"

Choose the correct spelling.

Which spelling begins with the bl blend?

blew • bew • blu

I CAN I can choose the word with the correct blend.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with beginning and ending consonant blends"

Show the rule.

Fill in the blend for this word from the reading.

___ ad = _____ (use gl)

I CAN I can spell a passage word with a blend.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with beginning and ending consonant blends"

Own the rule.

Fill in the blend for this new word on your own.

___ og = _____ (use fr)

I CAN I can spell a new blend word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with beginning and ending consonant blends"

Explain and transfer.

Explain why blew begins with bl, then spell one blend word of your own.

"Then the whistle blew."

I CAN I can explain a blend and use the word in my own writing.



Your turn to spell.

On your tracking sheet, add the blend to each word, then use one in a sentence about the reading.

___ op (st) → _____ an (pl) → _____ ha ___ (nd) → _____ ju ___
(mp) → _____ og (fr) → _____

I CAN I can spell words with blends on my own.

Answers, across the five thinking levels.

NOTICE blew = bl + ew. I can hear both the b and the l.

CHOOSE blew is correct. It begins with the bl blend.

SHOW gl + ad = glad.

OWN fr + og = frog.

DEFEND blew begins with the blend bl, and I hear both letters; a correct student word might be stop, plan, or jump.

YOUR TURN stop, plan, hand, jump, frog

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • BEGINNING AND ENDING BLENDS

SHEET 2 of 36

Slide 9 of 10

READ THIS SENTENCE.

Then the whistle _____ and recess was over.

Which word correctly completes the sentence?

A blew

B bew

C blu

D blue

The answer is **A**.

A **blew** · Correct. It begins with the bl blend.

B **bew** · Leaves out the l in the bl blend.

C **blu** · Leaves off the ending sound of the word.

D **blue** · This sounds the same but is a color.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

WHAT DOES THIS MEAN TO ME?

A silent e at the end of a word makes the vowel long. The e is silent, but it changes the sound.

I see the silent e and make the vowel say its name.
made says long a, and time says long i.

THE SPELLING RULE**Long Vowels with Silent e**

came face made time wrote

WHERE THEY APPEAR: "Then Beth made her choice."

This deck teaches **Long Vowels with Silent e** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the silent e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Notice the silent e.

Find the silent e and the long vowel it makes.

made = m + a + d + e (long a)

I CAN I can notice the silent e that makes a vowel long.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the silent e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Choose the correct spelling.

Which spelling makes the vowel long?

time · tim · tyme

I CAN I can choose the word with the silent e.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Show the rule.

Add the silent e to this word from the reading.

mad + e = _ _ _ _ _

I CAN I can spell a passage word with a silent e.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Own the rule.

Add the silent e to this new word on your own.

hop + e = _ _ _ _ _

I CAN I can spell a new silent e word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Explain and transfer.

Explain how the silent e changes hop into hope, then spell one silent e word of your own.

"The sun felt warm on Beth's face."

I CAN I can explain the silent e rule and use a word in my own writing.



Your turn to spell.

On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading.

hop → _____ rid → _____ not → _____ cub → _____ can → _____

I CAN I can add a silent e to make a vowel long on my own.

Answers, across the five thinking levels.

NOTICE made = m + a + d + e. The silent e makes the a say long a.

CHOOSE time is correct. The silent e makes the i say long i.

SHOW mad + e = made.

OWN hop + e = hope.

DEFEND the silent e turns hop into hope by making the o long; a correct student word might be ride, note, or cane.

YOUR TURN hope, ride, note, cube, cane

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG VOWELS WITH SILENT E

SHEET 3 of 36

Slide 9 of 10

READ THIS SENTENCE.

Then Beth _____ her choice on the ballot.

Which word correctly completes the sentence?

A made

B mad

C maid

D mayd

The answer is **A**.

A **made** · Correct. The silent e makes the a say long a.

B **mad** · Leaves off the silent e, so the a would be short.

C **maid** · This sounds the same but means a helper.

D **mayd** · Adds a y that this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling short-vowel words with the consonant-vowel-consonant pattern"

WHAT DOES THIS MEAN TO ME?

A short CVC word has a consonant, a vowel, and a consonant, and the vowel says its short sound.

With no silent e, the vowel stays short.

box has a short o, and get has a short e.

THE SPELLING RULE**Short Vowels and CVC Patterns**

box get him sun ran

WHERE THEY APPEAR: "One by one, the students placed their ballots in a box."

This deck teaches **Short Vowels and CVC Patterns** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the short vowel."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling short-vowel words with the consonant-vowel-consonant pattern"

Notice the short vowel.

Find the consonant, vowel, consonant.

box = b + o + x (short o)

I CAN I can notice a short vowel in a CVC word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with a short vowel."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling short-vowel words with the consonant-vowel-consonant pattern"

Choose the correct spelling.

Which spelling has a short u sound?

sun • sune • soon

I CAN I can choose the word with a short vowel.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling short-vowel words with the consonant-vowel-consonant pattern"

Show the rule.

Spell this short vowel word from the reading.

g _ _ _ t = _ _ _ _ _ (short e)

I CAN I can spell a passage word with a short vowel.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling short-vowel words with the consonant-vowel-consonant pattern"

Own the rule.

Spell this new short vowel word on your own.

c _ _ _ p = _ _ _ _ _ (short u)

I CAN I can spell a new short vowel word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling short-vowel words with the consonant-vowel-consonant pattern"

Explain and transfer.

Explain why box has a short o, then spell one short vowel word of your own.

"She ran toward the jump ropes where her friend Ava was waiting."

I CAN I can explain a short vowel word and use one in my own writing.



Your turn to spell.

On your tracking sheet, spell each short vowel word, then use one in a sentence about the reading.

c _ _ _ t (a) → _ _ _ _ _ p _ _ _ n (e) → _ _ _ _ _ d _ _ _ g (i) → _ _ _ _ _ h _ _ _ t (o) →
_ _ _ _ _ c _ _ _ p (u) → _ _ _ _ _

I CAN I can spell short vowel CVC words on my own.

Answers, across the five thinking levels.

NOTICE box = b + o + x. The o is short because there is no silent e.

CHOOSE sun is correct. It has a short u sound.

SHOW g + e + t = get.

OWN c + u + p = cup.

DEFEND box has a short o because it is a CVC word with no silent e; a correct student word might be cat, pen, or hot.

YOUR TURN cat, pen, dig, hot, cup

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • SHORT VOWELS AND CVC PATTERNS

SHEET 4 of 36

Slide 9 of 10

READ THIS SENTENCE.

The students placed their ballots in a _____.

Which word correctly completes the sentence?

A box

B boxe

C bocks

D bax

The Answer, and Why

TEKS (3.2)(B) • SHORT VOWELS AND CVC PATTERNS

SHEET 4 of 36

Slide 10 of 10

The answer is **A**.

A box · Correct. It is a short o CVC word with no silent e.

B boxe · Adds a silent e that this word does not need.

C bocks · Spells the x sound with cks, but this word uses x.

D bax · Uses a, but this word has a short o.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

WHAT DOES THIS MEAN TO ME?

When something already happened, we add -ed to the base word.

First I find the base word, then I add -ed to the end.
call becomes called, need becomes needed.

THE SPELLING RULE**Adding -ed to a Base Word**

used called filled needed sailed

WHERE THEY APPEAR: "The Pilgrims explored the land and found an area called Plymouth."

This deck teaches **Adding -ed to a Base Word** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the -ed ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Notice the ending.

Find the base word and the -ed ending.

called = call + ed

I CAN I can notice when -ed is added to a base word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct -ed spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Choose the correct spelling.

Which one adds -ed to the base word correctly?

used • usd • useed

I CAN I can choose the word that adds -ed correctly.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Show the rule.

Add -ed to this base word from the reading.

fill + ed = _ _ _ _ _

I CAN I can spell a passage word by adding -ed.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Own the rule.

Add -ed to a brand new base word on your own.

walk + ed = _ _ _ _ _

I CAN I can spell a new word by adding -ed.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Explain and transfer.

Explain why needed ends in -ed, then spell one -ed word of your own.

"There was also fresh water and land where crops could be planted."

I CAN I can explain the -ed rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add -ed to each base word, then use one in a sentence about the reading.

jump → _____ land → _____ pack → _____ rest → _____ walk → _____

I CAN I can add -ed to base words on my own.

Answers, across the five thinking levels.

NOTICE

called = call + ed. The base word is call.

CHOOSE

used is correct. use and used do not add -ed to the base word use.

SHOW

fill + ed = filled.

OWN

walk + ed = walked.

DEFEND

need + ed = needed; a correct student word might be jumped, landed, or packed.

YOUR TURN

jumped, landed, packed, rested, walked

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • ADDING -ED TO A BASE WORD

SHEET 5 of 36

Slide 9 of 10

READ THIS SENTENCE.

The Pilgrims _____ across the ocean to reach a new land.

Which word correctly completes the sentence?

A sailed

B saild

C saled

D sailed

The Answer, and Why

TEKS (3.2)(B) • ADDING -ED TO A BASE WORD

SHEET 5 of 36

Slide 10 of 10

The answer is **A**.

A sailed · Correct. The base word sail plus -ed spells sailed.

B saild · Drops the e in the -ed ending.

C saled · Drops a letter from the base word sail.

D sailed · Doubles the l, which this base word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with -s and -es"

WHAT DOES THIS MEAN TO ME?

To mean more than one, we add -s to most words.

When a word ends in s, x, z, ch, or sh, we add -es so it can be said.

ship becomes ships, and wish becomes wishes.

THE SPELLING RULE**Plurals with -s and -es**

crops fires homes ships trees

WHERE THEY APPEAR: "Nearby were forests filled with tall trees that could be used to build homes and ships."

This deck teaches **Plurals with -s and -es** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the plural ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with -s and -es"

Notice the ending.

Find the base word and the plural ending.

ships = ship + s

I CAN I can notice when -s or -es makes a word plural.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct plural spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with -s and -es"

Choose the correct spelling.

Which one makes the base word wish plural correctly?

wishes • wishs • wishess

I CAN I can choose the plural that follows the rule.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with -s and -es"

Show the rule.

Make this base word from the reading plural.

home + s = _ _ _ _ _

I CAN I can spell a passage word as a plural.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with -s and -es"

Own the rule.

Make this new base word plural on your own.

box + es = _ _ _ _ _

I CAN I can spell a new plural on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with -s and -es"

Explain and transfer.

Explain why wishes needs -es, then spell one plural of your own.

"There was also fresh water and land where crops could be planted."

I CAN I can explain the plural rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, make each base word plural, then use one in a sentence about the reading.

box → _____ **dish** → _____ **fox** → _____ **bench** → _____ **wish** → _____

I CAN I can spell plurals with -s and -es on my own.

Answers, across the five thinking levels.

NOTICE

ships = ship + s. The base word is ship.

CHOOSE

wishes is correct. wish ends in sh, so it takes -es, not -s.

SHOW

home + s = homes.

OWN

box + es = boxes.

DEFEND

wish + es = wishes because it ends in sh; a correct student word might be dishes, foxes, or benches.

YOUR TURN

boxes, dishes, foxes, benches, wishes

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • PLURALS WITH -S AND -ES

SHEET 6 of 36

Slide 9 of 10

READ THIS SENTENCE.

Nearby were forests filled with tall _____.

Which word correctly completes the sentence?

A trees

B treees

C treeeses

D treies

The answer is **A**.

A trees · Correct. Tree ends in a vowel sound, so we just add -s.

B treees · Adds an extra e that the base word tree does not need.

C treeeses · Adds -es to a word that only needs -s.

D treies · Uses the y to ies rule, but tree does not end in y.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel teams ee and ea"

WHAT DOES THIS MEAN TO ME?

The long e sound can be spelled with the team ee or the team ea.

I look for two vowels working together to make one long e.
week uses ee, and sea uses ea.

THE SPELLING RULE**Long e Spelled ee and ea**

sea weeks trees freely reached

WHERE THEY APPEAR: "After many weeks at sea, they reached the coast of North America."

This deck teaches **Long e Spelled ee and ea** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the ee and ea teams."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel teams ee and ea"

Notice the vowel team.

Find the two vowels that spell the long e.

weeks = w + ee + ks

I CAN I can notice ee and ea spelling the long e sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct long e spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel teams ee and ea"

Choose the correct spelling.

Which spelling shows the long e team correctly?

sea • sae • saa

I CAN I can choose the vowel team that spells long e.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel teams ee and ea"

Show the rule.

Fill in the vowel team for this word from the reading.

w _ _ _ ks = _ _ _ _ _ (use ee)

I CAN I can spell a passage word with a vowel team.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel teams ee and ea"

Own the rule.

Fill in the vowel team for this new word on your own.

gr _ _ _ n = _ _ _ _ _ (use ee)

I CAN I can spell a new long e word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel teams ee and ea"

Explain and transfer.

Explain how you know sea uses ea, then spell one long e word of your own.

"After many weeks at sea, they reached the coast of North America."

I CAN I can explain the long e team rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, fill in the vowel team for each word, then use one in a sentence about the reading.

gr ___ n → _____ dr ___ m → _____ t ___ ch → _____ sw ___ t →
_____ cl ___ n → _____

I CAN I can spell long e words with ee and ea on my own.

Answers, across the five thinking levels.

NOTICE weeks = w + ee + ks. The team ee spells the long e.

CHOOSE sea is correct. The team ea spells the long e sound.

SHOW w + ee + ks = weeks.

OWN gr + ee + n = green.

DEFEND freely uses the ee team; a correct student word might be dream, teach, or clean.

YOUR TURN green, dream, teach, sweet, clean

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG E SPELLED EE AND EA

SHEET 7 of 36

Slide 9 of 10

READ THIS SENTENCE.

After many _____ at sea, the Pilgrims reached land.

Which word correctly completes the sentence?

A weeks

B weaks

C weekes

D weks

The answer is **A**.

A weeks · Correct. The team ee spells the long e in weeks.

B weaks · Uses the ea team, but this word is spelled with ee.

C weekes · Adds an extra e that the word does not need.

D weks · Leaves out one letter of the ee team.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

WHAT DOES THIS MEAN TO ME?

A silent e at the end of a word can make the vowel say its name.
The e is silent, but it makes the vowel long.
made says long a, and home says long o.

THE SPELLING RULE**Long Vowels with Silent e**

made place became home safe

WHERE THEY APPEAR: "Soon, Plymouth became the place where they settled and built their new colony."

This deck teaches **Long Vowels with Silent e** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the silent e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Notice the silent e.

Find the silent e and the long vowel it makes.

made = m + a + d + e (long a)

I CAN I can notice the silent e that makes a vowel long.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct silent e spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Choose the correct spelling.

Which spelling makes the vowel long?

home • hom • hoem

I CAN I can choose the word with the silent e.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Show the rule.

Add the silent e to this word from the reading.

plac + e = _ _ _ _ _

I CAN I can spell a passage word with a silent e.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Own the rule.

Add the silent e to this new word on your own.

hop + e = _ _ _ _ _

I CAN I can spell a new silent e word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Explain and transfer.

Explain how the silent e changes hop into hope, then spell one silent e word of your own.

"The harbor made it possible for their ship to anchor safely."

I CAN I can explain the silent e rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading.

hop → _____ cap → _____ rid → _____ not → _____ kit → _____

I CAN I can add a silent e to make a vowel long on my own.

Answers, across the five thinking levels.

NOTICE made = m + a + d + e. The silent e makes the a say long a.

CHOOSE home is correct. The silent e makes the o say long o.

SHOW plac + e = place.

OWN hop + e = hope.

DEFEND the silent e turns hop into hope by making the o long; a correct student word might be cape, ride, or note.

YOUR TURN hope, cape, ride, note, kite

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG VOWELS WITH SILENT E

SHEET 8 of 36

Slide 9 of 10

READ THIS SENTENCE.

Plymouth became the _____ where the Pilgrims settled.

Which word correctly completes the sentence?

A place

B plac

C plase

D playce

The answer is **A**.

- A place** · Correct. The silent e makes the a in place say long a.
- B plac** · Leaves off the silent e, so the a would be short.
- C plase** · Spells the sound with s, but this word uses c before the silent e.
- D playce** · Adds an extra y that this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

WHAT DOES THIS MEAN TO ME?

When r follows a vowel, it changes the sound the vowel makes. The vowel and the r work together as one team, like ar, or, and ir. farm has ar, and born has or.

THE SPELLING RULE**R-Controlled Vowels (ar, er, ir, or, ur)**

born farm girl hard part

WHERE THEY APPEAR: "When Laura was a little girl, her family moved many times as they looked for places to live and farm."

This deck teaches **R-Controlled Vowels (ar, er, ir, or, ur)** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the r-controlled vowel."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Notice the vowel and r.

Find the vowel that works together with r.

farm = f + ar + m

I CAN I can notice a vowel teaming with r.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct r-controlled spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Choose the correct spelling.

Which spelling shows the vowel and r team in girl?

girl • gerl • gurl

I CAN I can choose the right vowel and r team.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Show the rule.

Fill in the vowel and r team for this word from the reading.

b _ _ _ n = _ _ _ _ _ (use or)

I CAN I can spell a passage word with a vowel and r.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Own the rule.

Fill in the vowel and r team for this new word on your own.

c _ _ _ n = _ _ _ _ _ (use or)

I CAN I can spell a new r-controlled word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Explain and transfer.

Explain why farm uses ar, then spell one r-controlled word of your own.

"She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work."

I CAN I can explain the r-controlled rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, fill in the vowel and r team for each word, then use one in a sentence about the reading.

t _ _ _ n → _ _ _ _ _ b _ _ _ d → _ _ _ _ _ c _ _ _ n → _ _ _ _ _ g _ _ _ m → _ _ _ _ _ d
_ _ _ k → _ _ _ _ _

I CAN I can spell r-controlled words on my own.

Answers, across the five thinking levels.

NOTICE

farm = f + ar + m. The a and r work together.

CHOOSE

girl is correct. The i and r team spell the sound in girl.

SHOW

b + or + n = born.

OWN

c + or + n = corn.

DEFEND

farm uses ar because the a teams with r; a correct student word might be turn, bird, or dark.

YOUR TURN

turn, bird, corn, germ, dark

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • R-CONTROLLED VOWELS

SHEET 9 of 36

Slide 9 of 10

READ THIS SENTENCE.

When Laura was a little _____, her family moved often.

Which word correctly completes the sentence?

A girl

B gurl

C gerl

D gril

The answer is **A**.

A **girl** · Correct. The team ir spells the sound in girl.

B **gurl** · Uses the ur team, but this word is spelled with ir.

C **gerl** · Uses the er team, but this word is spelled with ir.

D **gril** · Puts the r before the i, but the vowel comes first in girl.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"

WHAT DOES THIS MEAN TO ME?

We add -ing to a base word to show something is happening.
For most words we just add -ing, but when a word ends in silent e, we drop the e first.
help becomes helping, and write becomes writing.

THE SPELLING RULE**Adding -ing to a Base Word**

going living growing helping writing

WHERE THEY APPEAR: "Her stories described building homes, growing food, going to school, and helping neighbors."

This deck teaches **Adding -ing to a Base Word** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the -ing ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"

Notice the ending.

Find the base word and the -ing ending.

helping = help + ing

I CAN I can notice when -ing is added to a base word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct -ing spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"

Choose the correct spelling.

Which one adds -ing to write correctly?

writing · writeing · writting

I CAN I can choose the word that adds -ing correctly.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"

Show the rule.

Add -ing to this base word from the reading.

grow + ing = _ _ _ _ _

I CAN I can spell a passage word by adding -ing.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"

Own the rule.

Add -ing to this new base word on your own.

read + ing = _ _ _ _ _

I CAN I can spell a new word by adding -ing.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"

Explain and transfer.

Explain why writing drops the e, then spell one -ing word of your own.

"She wanted people to understand what life was like for families living long ago."

I CAN I can explain the -ing rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add -ing to each base word, then use one in a sentence about the reading.

play → _____ read → _____ make → _____ hope → _____ jump → _____

I CAN I can add -ing to base words on my own.

Answers, across the five thinking levels.

NOTICE

helping = help + ing. The base word is help.

CHOOSE

writing is correct. write drops the silent e before adding -ing.

SHOW

grow + ing = growing.

OWN

read + ing = reading.

DEFEND

writing drops the e from write before -ing; a correct student word might be playing, making, or hoping.

YOUR TURN

playing, reading, making, hoping, jumping

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • ADDING -ING TO A BASE WORD

SHEET 10 of 36

Slide 9 of 10

READ THIS SENTENCE.

Laura Ingalls Wilder became famous for _____ the Little House books.

Which word correctly completes the sentence?

A writing

B writeing

C writting

D wrihting

The Answer, and Why

TEKS (3.2)(B) • ADDING -ING TO A BASE WORD

SHEET 10 of 36

Slide 10 of 10

The answer is **A**.

A writing · Correct. Write drops the silent e before adding -ing.

B writeing · Keeps the silent e, which we drop before -ing.

C writting · Doubles the t, which this word does not need.

D wrighting · Adds letters that do not belong in write.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns by changing y to i and adding -es"

WHAT DOES THIS MEAN TO ME?

When a word ends in a consonant plus y, we change the y to i and add -es to make it plural.

First I change the y to i, then I add -es.
story becomes stories, and baby becomes babies.

THE SPELLING RULE**Plurals: Change y to ies**

stories families cities babies ponies

WHERE THEY APPEAR: "Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier."

This deck teaches **Plurals: Change y to ies** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice y changed to ies."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns by changing y to i and adding -es"

Notice the ending.

Find where y changed to i and es was added.

stories = story → stori + es

I CAN I can notice y changing to ies in a plural.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct y to ies spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns by changing y to i and adding -es"

Choose the correct spelling.

Which one makes baby plural correctly?

babies • babys • babyes

I CAN I can choose the plural that changes y to ies.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns by changing y to i and adding -es"

Show the rule.

Make this base word from the reading plural.

story → _____ (change y to ies)

I CAN I can spell a passage word as a y to ies plural.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns by changing y to i and adding -es"

Own the rule.

Make this new base word plural on your own.

puppy → _____ (change y to ies)

I CAN I can spell a new y to ies plural on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns by changing y to i and adding -es"

Explain and transfer.

Explain why baby becomes babies, then spell one y to ies plural of your own.

"She wanted people to understand what life was like for families living long ago."

I CAN I can explain the y to ies rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, change each word from y to ies, then use one in a sentence about the reading.

puppy → _____ candy → _____ party → _____ berry → _____ cherry → _____

I CAN I can change y to ies to make plurals on my own.

Answers, across the five thinking levels.

NOTICE stories = story, change the y to i, then add es.

CHOOSE babies is correct. Change the y to i, then add es.

SHOW story becomes stories.

OWN puppy becomes puppies.

DEFEND baby becomes babies because it ends in a consonant plus y; a correct student word might be candies, parties, or berries.

YOUR TURN puppies, candies, parties, berries, cherries

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • PLURALS: CHANGE Y TO IES

SHEET 11 of 36

Slide 9 of 10

READ THIS SENTENCE.

Laura shared many _____ about life on the prairie.

Which word correctly completes the sentence?

A stories

B storys

C stories

D storyies

The answer is **A**.

- A stories** · Correct. Change the y to i and add es.
- B storys** · Just adds s without changing the y to i.
- C storyes** · Adds es but does not change the y to i.
- D storyies** · Adds ies but keeps the y that should change to i.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words in which the letter y spells the long e sound"

WHAT DOES THIS MEAN TO ME?

At the end of some words, the letter y spells the long e sound.
I hear a long e, and I see a y doing the spelling.
busy ends in a long e, and so does family.

THE SPELLING RULE**The Letter y Spelling Long e**

busy story family history many

WHERE THEY APPEAR: "People could picture the wide fields, the small homes, and the busy days on the farm."

This deck teaches **The Letter y Spelling Long e** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice y spelling long e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words in which the letter y spells the long e sound"

Notice the ending.

Find the y that spells the long e sound.

busy = b + u + s + y (long e)

I CAN I can notice y spelling the long e sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct long e spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words in which the letter y spells the long e sound"

Choose the correct spelling.

Which spelling ends with y for the long e sound?

many • manee • manie

I CAN I can choose the word that ends in y for long e.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words in which the letter y spells the long e sound"

Show the rule.

Finish this word from the reading with a long e y.

famil ___ = _____ (use y)

I CAN I can spell a passage word that ends in a long e y.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words in which the letter y spells the long e sound"

Own the rule.

Finish this new word with a long e y on your own.

happ ___ = _____ (use y)

I CAN I can spell a new long e y word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words in which the letter y spells the long e sound"

Explain and transfer.

Explain how y spells long e in busy, then spell one long e y word of your own.

"Her books helped children and adults learn about history through stories."

I CAN I can explain the long e y rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, finish each word with a long e y, then use one in a sentence about the reading.

happ ____ → _____ luck ____ → _____ penn ____ → _____ cit ____ →
_____ carr ____ → _____

I CAN I can spell words that end in a long e y on my own.

Answers, across the five thinking levels.

NOTICE

busy ends in y, and the y spells the long e sound.

CHOOSE

many is correct. The y at the end spells the long e.

SHOW

famil + y = family.

OWN

happ + y = happy.

DEFEND

the y in busy spells the long e sound; a correct student word might be lucky, penny, or carry.

YOUR TURN

happy, lucky, penny, city, carry

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • THE LETTER Y SPELLING LONG E

SHEET 12 of 36

Slide 9 of 10

READ THIS SENTENCE.

The children spent the _____ days working on the farm.

Which word correctly completes the sentence?

A busy

B busee

C busie

D busi

The answer is **A**.

A busy · Correct. The y at the end spells the long e sound.

B busee · Uses ee for long e, but this word ends in y.

C busie · Adds an ie, but this word simply ends in y.

D busi · Leaves off the y that spells the long e.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the diphthongs ou and ow"

WHAT DOES THIS MEAN TO ME?

The letters ou and ow can spell the same vowel sound, the one you hear in loud.

I listen for that sound, then choose ou or ow to spell it.

loud uses ou, and town uses ow.

THE SPELLING RULE**Diphthongs ou and ow**

loud town down found ground

WHERE THEY APPEAR: "Voices grew loud like clashing, noisy rings."

This deck teaches **Diphthongs ou and ow** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the ou and ow sound."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the diphthongs ou and ow"

Notice the vowel sound.

Find the letters that spell the sound in loud.

town = t + ow + n

I CAN I can notice ou and ow spelling one vowel sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose ou or ow correctly."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the diphthongs ou and ow"

Choose the correct spelling.

Which spelling shows the sound in loud?

loud • lowd • lod

I CAN I can choose ou or ow to spell the sound.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the diphthongs ou and ow"

Show the rule.

Fill in the letters for this word from the poem.

t _ _ _ n = _ _ _ _ _ (use ow)

I CAN I can spell a passage word with ou or ow.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the diphthongs ou and ow"

Own the rule.

Fill in the letters for this new word on your own.

cl ___ d = _____ (use ou)

I CAN I can spell a new ou or ow word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the diphthongs ou and ow"

Explain and transfer.

Explain why loud uses ou, then spell one ou or ow word of your own.

"Disagreements spread like storms across the town,"

I CAN I can explain the ou and ow rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, fill in ou or ow for each word, then use one in a sentence about the reading.

cl ____ d → _____ m ____ th → _____ br ____ n → _____ sh ____ t → _____
cr ____ d → _____

I CAN I can spell ou and ow words on my own.

Answers, across the five thinking levels.

NOTICE town = t + ow + n. The letters ow spell the vowel sound.

CHOOSE loud is correct. This word uses ou to spell the sound.

SHOW t + ow + n = town.

OWN cl + ou + d = cloud.

DEFEND loud uses ou to spell the sound you hear; a correct student word might be cloud, brown, or shout.

YOUR TURN cloud, mouth, brown, shout, crowd

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • DIPHTHONGS OU AND OW

SHEET 13 of 36

Slide 9 of 10

READ THIS SENTENCE.

Voices grew _____ like clashing, noisy rings.

Which word correctly completes the sentence?

A loud

B lowd

C lod

D lloud

The answer is **A**.

A loud · Correct. This word uses ou to spell the vowel sound.

B lowd · Uses ow, but this word is spelled with ou.

C lod · Leaves out a letter of the ou team.

D llood · Doubles the l, which this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long a spelled ai and ay"

WHAT DOES THIS MEAN TO ME?

The long a sound can be spelled with the team ai or the team ay.
We usually use ay at the end of a word and ai in the middle.
say uses ay, and rain uses ai.

THE SPELLING RULE**Long a Spelled ai and ay**

say way stayed rain paid

WHERE THEY APPEAR: "So people gathered, searching for a way,"

This deck teaches **Long a Spelled ai and ay** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the ai and ay teams."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long a spelled ai and ay"

Notice the vowel team.

Find the letters that spell the long a.

way = w + ay

I CAN I can notice ai and ay spelling the long a sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose ai or ay correctly."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long a spelled ai and ay"

Choose the correct spelling.

Which spelling shows the long a at the end?

say • sai • saye

I CAN I can choose ai or ay to spell the long a.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long a spelled ai and ay"

Show the rule.

Fill in the team for this word from the poem.

w _ _ _ = _ _ _ _ _ (use ay)

I CAN I can spell a passage word with ai or ay.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long a spelled ai and ay"

Own the rule.

Fill in the team for this new word on your own.

tr ___ n = _____ (use ai)

I CAN I can spell a new long a word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long a spelled ai and ay"

Explain and transfer.

Explain why say ends in ay, then spell one long a word of your own.

"To write fair rules that everyone would obey."

I CAN I can explain the ai and ay rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, fill in ai or ay for each word, then use one in a sentence about the reading.

pl ____ → _____ tr ____ n → _____ w ____ t → _____ gr ____ → _____ m
____ l → _____

I CAN I can spell long a words with ai and ay on my own.

Answers, across the five thinking levels.

NOTICE

way = w + ay. The team ay spells the long a.

CHOOSE

say is correct. We use ay to spell the long a at the end of a word.

SHOW

w + ay = way.

OWN

tr + ai + n = train.

DEFEND

say ends in ay because ay spells the long a at the end of a word; a correct student word might be play, wait, or mail.

YOUR TURN

play, train, wait, gray, mail

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG A SPELLED AI AND AY

SHEET 14 of 36

Slide 9 of 10

READ THIS SENTENCE.

So people gathered, searching for a _____.

Which word correctly completes the sentence?

A way

B wai

C waye

D wey

The answer is **A**.

A way · Correct. We use ay to spell the long a at the end of a word.

B wai · Uses ai, but the long a at the end of a word is spelled ay.

C waye · Adds an extra e that this word does not need.

D wey · Uses ey, but this word spells the long a with ay.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in a consonant plus le"

WHAT DOES THIS MEAN TO ME?

Many words end in a consonant followed by the letters le.
The consonant and le together make the last beat of the word.
litt-le, and peo-ple.

THE SPELLING RULE**Words Ending in Consonant plus le**

little people tumble brittle apple

WHERE THEY APPEAR: "Some took more food while others had too little,"

This deck teaches **Words Ending in Consonant plus le** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the consonant plus le ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in a consonant plus le"

Notice the ending.

Find the consonant and le that end the word.

little = lit + t + le

I CAN I can notice a word that ends in a consonant plus le.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct consonant plus le spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in a consonant plus le"

Choose the correct spelling.

Which one ends in a consonant plus le correctly?

tumble • tumbel • tumbal

I CAN I can choose the word that ends in a consonant plus le.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in a consonant plus le"

Show the rule.

Finish this word from the poem with the right ending.

peo ___ = _____ (use ple)

I CAN I can spell a passage word that ends in a consonant plus le.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in a consonant plus le"

Own the rule.

Finish this new word with a consonant plus le on your own.

tab ___ = _____ (use le)

I CAN I can spell a new consonant plus le word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in a consonant plus le"

Explain and transfer.

Explain how tumble ends in a consonant plus le, then spell one of your own.

"And fairness often seemed to tumble down."

I CAN I can explain the consonant plus le rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, finish each word with a consonant plus le, then use one in a sentence about the reading.

tab ___ → _____ cand ___ → _____ simp ___ → _____ bott ___ →
_____ gent ___ → _____

I CAN I can spell consonant plus le words on my own.

Answers, across the five thinking levels.

NOTICE

little = lit + t + le. It ends in the consonant t plus le.

CHOOSE

tumble is correct. The consonant b joins le to end the word.

SHOW

peo + ple = people.

OWN

tab + le = table.

DEFEND

tumble ends in the consonant b plus le; a correct student word might be candle, bottle, or gentle.

YOUR TURN

table, candle, simple, bottle, gentle

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • WORDS ENDING IN CONSONANT PLUS LE

SHEET 15 of 36

Slide 9 of 10

READ THIS SENTENCE.

Some took more food while others had too _____.

Which word correctly completes the sentence?

A little

B littel

C littil

D litle

The answer is **A**.

A little · Correct. It ends in the consonant t plus le.

B littel · Puts the e before the l, but this word ends in le.

C littil · Spells the ending with il, but this word ends in le.

D litle · Leaves out one t that this word needs.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel sound spelled oo, ew, and ue"

WHAT DOES THIS MEAN TO ME?

The vowel sound you hear in food can be spelled oo, ew, or ue.
I listen for that sound, then choose oo, ew, or ue.
food uses oo, grew uses ew, and true uses ue.

THE SPELLING RULE**The oo Sound Spelled oo, ew, and ue**

food grew took true argued

WHERE THEY APPEAR: "Some took more food while others had too little,"

This deck teaches **The oo Sound Spelled oo, ew, and ue** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice oo, ew, and ue."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel sound spelled oo, ew, and ue"

Notice the vowel sound.

Find the letters that spell the sound in food.

grew = gr + ew

I CAN I can notice oo, ew, and ue spelling one vowel sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose oo, ew, or ue correctly."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel sound spelled oo, ew, and ue"

Choose the correct spelling.

Which spelling shows the sound in true?

true • troo • trew

I CAN I can choose oo, ew, or ue to spell the sound.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel sound spelled oo, ew, and ue"

Show the rule.

Fill in the letters for this word from the poem.

gr ___ = _____ (use ew)

I CAN I can spell a passage word with oo, ew, or ue.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel sound spelled oo, ew, and ue"

Own the rule.

Fill in the letters for this new word on your own.

m _ _ _ n = _ _ _ _ _ (use oo)

I CAN I can spell a new oo, ew, or ue word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the vowel sound spelled oo, ew, and ue"

Explain and transfer.

Explain why true uses ue, then spell one oo, ew, or ue word of your own.

"Communities could grow more safe and true."

I CAN I can explain the oo, ew, and ue rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, fill in oo, ew, or ue for each word, then use one in a sentence about the reading.

m _ _ _ n → _ _ _ _ _ bl _ _ _ → _ _ _ _ _ gl _ _ _ → _ _ _ _ _ sp _ _ _ n → _ _ _ _ _
ch _ _ _ → _ _ _ _ _

I CAN I can spell oo, ew, and ue words on my own.

Answers, across the five thinking levels.

NOTICE grew = gr + ew. The letters ew spell the vowel sound.

CHOOSE true is correct. This word uses ue to spell the sound.

SHOW gr + ew = grew.

OWN m + oo + n = moon.

DEFEND true uses ue to spell the sound; a correct student word might be moon, blew, or glue.

YOUR TURN moon, blew, glue, spoon, chew

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • THE OO SOUND SPELLED OO, EW, AND UE

SHEET 16 of 36

Slide 9 of 10

READ THIS SENTENCE.

Communities could grow more safe and _____.

Which word correctly completes the sentence?

A true

B troo

C trew

D tru

The Answer, and Why

TEKS (3.2)(B) • THE OO SOUND SPELLED OO, EW, AND UE

SHEET 16 of 36

Slide 10 of 10

The answer is **A**.

A true · Correct. This word uses ue to spell the vowel sound.

B troo · Uses oo, but this word is spelled with ue.

C trew · Uses ew, but this word is spelled with ue.

D tru · Leaves off the e that this word needs.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in the suffix -tion"

WHAT DOES THIS MEAN TO ME?

The letters tion at the end of a word say the sound shun.

When I hear shun at the end of a naming word, I usually spell it tion.

act becomes action, and invent becomes invention.

THE SPELLING RULE**The Suffix -tion (the shun sound)**

invention action creation education celebration

WHERE THEY APPEAR: "This invention helped protect homes, barns, and churches from fires caused by lightning."

This deck teaches **The Suffix -tion (the shun sound)** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the tion ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in the suffix -tion"

Notice the ending.

Find the tion chunk that says shun.

action = ac + tion

I CAN I can notice tion spelling the shun sound.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct tion spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in the suffix -tion"

Choose the correct spelling.

Which one spells the shun sound at the end?

action • acshun • actshun

I CAN I can choose tion to spell the shun sound.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in the suffix -tion"

Show the rule.

Add the tion chunk to this word from the reading.

inven ___ = _____ (use tion)

I CAN I can spell a passage word that ends in tion.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in the suffix -tion"

Own the rule.

Add the tion chunk to this new word on your own.

protec ___ = _____ (use tion)

I CAN I can spell a new tion word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words that end in the suffix -tion"

Explain and transfer.

Explain why invention ends in tion, then spell one tion word of your own.

"Throughout his life, he created many inventions and ideas that helped communities."

I CAN I can explain the tion rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add the tion chunk to each word, then use one in a sentence about the reading.

protec ___ → _____ **collec** ___ → _____ **addi** ___ → _____ **invita** ___ → _____
 _____ **correc** ___ → _____

I CAN I can spell words that end in tion on my own.

Answers, across the five thinking levels.

NOTICE

action = ac + tion. The tion says shun.

CHOOSE

action is correct. The shun sound at the end is spelled tion.

SHOW

inven + tion = invention.

OWN

protec + tion = protection.

DEFEND

invention ends in tion because tion spells the shun sound; a correct student word might be collection, addition, or correction.

YOUR TURN

protection, collection, addition, invitation, correction

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • THE SUFFIX -TION

SHEET 17 of 36

Slide 9 of 10

READ THIS SENTENCE.

Franklin's lightning rod was a famous _____.

Which word correctly completes the sentence?

A invention

B inventshun

C inventtion

D invension

The answer is **A**.

- A invention** · Correct. The shun sound at the end is spelled tion.
- B inventshun** · Spells the sound the way it sounds, but shun is written tion.
- C inventtion** · Doubles the t, which this word does not need.
- D invension** · Uses sion, but this word is spelled with tion.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

WHAT DOES THIS MEAN TO ME?

When r follows a vowel, the vowel and r work together as one team.

The team can be ar, er, ir, or, or ur.

barns has ar, and born has or.

THE SPELLING RULE**R-Controlled Vowels (ar, er, ir, or, ur)**

born barns churches safer leader

WHERE THEY APPEAR: "This invention helped protect homes, barns, and churches from fires caused by lightning."

This deck teaches **R-Controlled Vowels (ar, er, ir, or, ur)** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the r-controlled vowel."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Notice the vowel and r.

Find the vowel that teams with r.

barns = b + ar + ns

I CAN I can notice a vowel teaming with r.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct r-controlled spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Choose the correct spelling.

Which spelling shows the vowel and r team in born?

born • bern • birn

I CAN I can choose the right vowel and r team.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Show the rule.

Fill in the vowel and r team for this word from the reading.

b _ _ _ n = _ _ _ _ _ (use or)

I CAN I can spell a passage word with a vowel and r.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Own the rule.

Fill in the vowel and r team for this new word on your own.

g _ _ _ den = _ _ _ _ _ (use ar)

I CAN I can spell a new r-controlled word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Explain and transfer.

Explain why barns uses ar, then spell one r-controlled word of your own.

"He was born in 1706 in Boston and grew up curious about how things worked."

I CAN I can explain the r-controlled rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, fill in the vowel and r team for each word, then use one in a sentence about the reading.

c _ _ _ ner → _ _ _ _ _ g _ _ _ den → _ _ _ _ _ th _ _ _ sty → _ _ _ _ _ t _ _ _ tle →
_ _ _ _ _ w _ _ _ ter → _ _ _ _ _

I CAN I can spell r-controlled words on my own.

Answers, across the five thinking levels.

NOTICE barns = b + ar + ns. The a and r work together.

CHOOSE born is correct. The o and r team spell the sound in born.

SHOW b + or + n = born.

OWN g + ar + den = garden.

DEFEND barns uses ar because the a teams with r; a correct student word might be corner, winter, or turtle.

YOUR TURN corner, garden, thirsty, turtle, winter

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • R-CONTROLLED VOWELS

SHEET 18 of 36

Slide 9 of 10

READ THIS SENTENCE.

Franklin's ideas helped make communities _____.

Which word correctly completes the sentence?

A safer

B safor

C safir

D safur

The answer is **A**.

A safer · Correct. The er team spells the ending sound in safer.

B safor · Uses or, but this word ends in er.

C safir · Uses ir, but this word ends in er.

D safur · Uses ur, but this word ends in er.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

WHAT DOES THIS MEAN TO ME?

A silent e at the end of a word can make the vowel say its name.
The e is silent, but it makes the vowel long.
life says long i, and make says long a.

THE SPELLING RULE**Long Vowels with Silent e**

life make time wire guide

WHERE THEY APPEAR: "Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."

This deck teaches **Long Vowels with Silent e** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the silent e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Notice the silent e.

Find the silent e and the long vowel it makes.

time = t + i + m + e (long i)

I CAN I can notice the silent e that makes a vowel long.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct silent e spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Choose the correct spelling.

Which spelling makes the vowel long?

make • mak • maik

I CAN I can choose the word with the silent e.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Show the rule.

Add the silent e to this word from the reading.

lif + e = _ _ _ _ _

I CAN I can spell a passage word with a silent e.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Own the rule.

Add the silent e to this new word on your own.

rid + e = _ _ _ _ _

I CAN I can spell a new silent e word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Explain and transfer.

Explain how the silent e changes rid into ride, then spell one silent e word of your own.

"Throughout his life, he created many inventions and ideas that helped communities."

I CAN I can explain the silent e rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading.

hop → _____ cap → _____ rid → _____ not → _____ cub → _____

I CAN I can add a silent e to make a vowel long on my own.

Answers, across the five thinking levels.

NOTICE time = t + i + m + e. The silent e makes the i say long i.

CHOOSE make is correct. The silent e makes the a say long a.

SHOW lif + e = life.

OWN rid + e = ride.

DEFEND the silent e turns rid into ride by making the i long; a correct student word might be hope, cape, or note.

YOUR TURN hope, cape, ride, note, cube

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG VOWELS WITH SILENT E

SHEET 19 of 36

Slide 9 of 10

READ THIS SENTENCE.

During Franklin's _____, lightning caused much damage.

Which word correctly completes the sentence?

A time

B tim

C tyme

D timme

The answer is **A**.

A time · Correct. The silent e makes the i say long i.

B tim · Leaves off the silent e, so the i would be short.

C tyme · Uses y, but this word spells the long i with i and a silent e.

D timme · Doubles the m, which this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

WHAT DOES THIS MEAN TO ME?

We add -ed to a base word to show it already happened.
First I find the base word, then I add -ed to the end.
help becomes helped, and place becomes placed.

THE SPELLING RULE**Adding -ed to a Base Word**

used liked caused helped placed

WHERE THEY APPEAR: "During Franklin's time, lightning strikes often caused serious damage to buildings."

This deck teaches **Adding -ed to a Base Word** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the -ed ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Notice the ending.

Find the base word and the -ed ending.

helped = help + ed

I CAN I can notice when -ed is added to a base word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct -ed spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Choose the correct spelling.

Which one adds -ed to place correctly?

placed • placeed • plased

I CAN I can choose the word that adds -ed correctly.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Show the rule.

Add -ed to this base word from the reading.

help + ed = _ _ _ _ _

I CAN I can spell a passage word by adding -ed.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Own the rule.

Add -ed to this new base word on your own.

jump + ed = _ _ _ _ _

I CAN I can spell a new word by adding -ed.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ed to base words"

Explain and transfer.

Explain why helped ends in -ed, then spell one -ed word of your own.

"This invention helped protect homes, barns, and churches from fires caused by lightning."

I CAN I can explain the -ed rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add -ed to each base word, then use one in a sentence about the reading.

jump → _____ walk → _____ rest → _____ mix → _____ plant → _____

I CAN I can add -ed to base words on my own.

Answers, across the five thinking levels.

NOTICE helped = help + ed. The base word is help.

CHOOSE placed is correct. place already ends in e, so we add only d.

SHOW help + ed = helped.

OWN jump + ed = jumped.

DEFEND helped ends in -ed because it already happened; a correct student word might be walked, mixed, or planted.

YOUR TURN jumped, walked, rested, mixed, planted

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • ADDING -ED TO A BASE WORD

SHEET 20 of 36

Slide 9 of 10

READ THIS SENTENCE.

Lightning often _____ serious damage to buildings.

Which word correctly completes the sentence?

A caused

B caugd

C causeed

D caust

The Answer, and Why

TEKS (3.2)(B) • ADDING -ED TO A BASE WORD

SHEET 20 of 36

Slide 10 of 10

The answer is **A**.

- A caused** · Correct. Cause ends in e, so we add only d.
- B causd** · Leaves out the e that cause needs.
- C causeed** · Adds an extra e that this word does not need.
- D caust** · Spells it the way it sounds, but the base word is cause plus d.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling homophones"

WHAT DOES THIS MEAN TO ME?

Homophones are words that sound the same but are spelled differently and mean different things.

I have to think about the meaning to choose the right spelling.

buy means to purchase, but by means next to.

THE SPELLING RULE**Homophones (words that sound alike)**

buy see way made for

WHERE THEY APPEAR: "Many families who had never owned a car before were finally able to buy one."

This deck teaches **Homophones (words that sound alike)** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice words that sound alike."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling homophones"

Notice the sound-alikes.

Find two words that sound the same but look different.

buy and by sound alike

I CAN I can notice words that sound alike but are spelled differently.



TODAY'S THINKING JOB

CHOOSE

"I can choose the right homophone."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling homophones"

Choose the correct spelling.

Which spelling means to purchase something?

buy • by • bye

I CAN I can choose the homophone that fits the meaning.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling homophones"

Show the rule.

Choose the word from the reading that means to look.

to _____ how they worked (see or sea)

I CAN I can choose the homophone that fits the meaning.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling homophones"

Own the rule.

Choose the homophone that means the number 1.

I want _____ car. (one or won)

I CAN I can choose the right homophone on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling homophones"

Explain and transfer.

Explain why buy is spelled b-u-y here, then use one homophone pair of your own.

"Many families who had never owned a car before were finally able to buy one."

I CAN I can explain a homophone and use it in my own writing.



Your turn to spell.

On your tracking sheet, choose the homophone that fits each meaning, then write one pair of your own.

to purchase (buy / by) to look (see / sea) the number 1 (one / won) not old (new / knew) correct (right / write)

I CAN I can choose the right homophone for the meaning on my own.

Answers, across the five thinking levels.

NOTICE buy and by sound alike but mean different things.

CHOOSE buy is correct. buy means to purchase.

SHOW see, because it means to look.

OWN one, because it means the number.

DEFEND buy means to purchase, so it is spelled b-u-y; a correct student pair might be see and sea, or way and weigh.

YOUR TURN buy, see, one, new, right

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • HOMOPHONES

SHEET 21 of 36

Slide 9 of 10

READ THIS SENTENCE.

Many families were finally able to _____ a car.

Which word correctly completes the sentence?

A buy

B by

C bye

D bi

The answer is **A**.

A buy · Correct. Buy means to purchase, so it is spelled b-u-y.

B by · By means next to or beside, not to purchase.

C bye · Bye is a short way to say goodbye.

D bi · Bi is not the word we need in this sentence.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the comparative endings -er and -est"

WHAT DOES THIS MEAN TO ME?

We add -er to compare two things, and -est to compare three or more.

older compares two, and oldest compares many.

fast becomes faster, and faster becomes fastest.

THE SPELLING RULE**Comparative Endings -er and -est**

older later faster easier quicker

WHERE THEY APPEAR: "As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

This deck teaches **Comparative Endings -er and -est** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the -er and -est endings."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the comparative endings -er and -est"

Notice the ending.

Find the base word and the compare ending.

older = old + er

I CAN I can notice -er and -est comparing things.



TODAY'S THINKING JOB

CHOOSE

"I can choose -er or -est correctly."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the comparative endings -er and -est"

Choose the correct spelling.

Which one compares just two things?

faster • fastest • faster

I CAN I can choose -er to compare two things.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the comparative endings -er and -est"

Show the rule.

Add -er to this base word from the reading.

old + er = _ _ _ _ _

I CAN I can spell a passage word by adding -er.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the comparative endings -er and -est"

Own the rule.

Add -est to this new base word on your own.

fast + est = _ _ _ _ _

I CAN I can spell a new compare word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the comparative endings -er and -est"

Explain and transfer.

Explain why older ends in -er, then spell one compare word of your own.

"A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars."

I CAN I can explain the -er and -est rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add -er or -est to each base word, then use one in a sentence about the reading.

small + er → _____ quick + er → _____ old + est → _____ fast + est → _____
_____ kind + est → _____

I CAN I can add -er and -est to compare words on my own.

Answers, across the five thinking levels.

NOTICE older = old + er. The ending -er compares two things.

CHOOSE faster is correct. The ending -er compares just two things.

SHOW old + er = older.

OWN fast + est = fastest.

DEFEND older ends in -er because it compares two ages; a correct student word might be smaller, quicker, or kindest.

YOUR TURN smaller, quicker, oldest, fastest, kindest

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • COMPARATIVE ENDINGS -ER AND -EST

SHEET 22 of 36

Slide 9 of 10

READ THIS SENTENCE.

As Henry grew _____ than before, he learned to fix engines.

Which word correctly completes the sentence?

A older

B oldest

C olderr

D more older

The answer is **A**.

A older · Correct. old plus -er compares two ages.

B oldest · -est compares three or more, but here we compare two.

C olderr · Doubles the r, which this word does not need.

D more older · older already compares, so more is extra.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

WHAT DOES THIS MEAN TO ME?

A compound word is two smaller words joined to make one new word.

I can find the two words hiding inside.

business + man = businessman.

THE SPELLING RULE**Compound Words**

businessman everyday sunshine baseball notebook

WHERE THEY APPEAR: "Henry Ford was an American engineer and businessman who helped change the way people traveled and worked."

This deck teaches **Compound Words** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the two words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Notice the two words.

Find the two smaller words inside.

businessman = business + man

I CAN I can notice the two words inside a compound word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct compound spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Choose the correct spelling.

Which one joins two words into one correctly?

everyday · evryday · everydai

I CAN I can choose the correct compound word.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Show the rule.

Join these two words from the reading.

business + man = _ _ _ _ _

I CAN I can build a passage compound word.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Own the rule.

Join these two new words on your own.

sun + shine = _____

I CAN I can build a new compound word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Explain and transfer.

Explain how businessman is two words, then make one compound of your own.

"Henry Ford believed that cars should be available for everyday families."

I CAN I can explain a compound word and use it in my own writing.



Your turn to spell.

On your tracking sheet, join each pair into one compound word, then use one in a sentence about the reading.

rain + bow → _____ cup + cake → _____ foot + ball → _____ bed + room → _____
_____ pop + corn → _____

I CAN I can build compound words on my own.

Answers, across the five thinking levels.

NOTICE businessman = business + man.

CHOOSE everyday is correct. It joins every and day.

SHOW business + man = businessman.

OWN sun + shine = sunshine.

DEFEND businessman joins business and man; a correct student word might be baseball, notebook, or rainbow.

YOUR TURN rainbow, cupcake, football, bedroom, popcorn

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • COMPOUND WORDS

SHEET 23 of 36

Slide 9 of 10

READ THIS SENTENCE.

Henry Ford was an inventor and _____.

Which word correctly completes the sentence?

A businessman

B busnessman

C businessmen

D business man

The answer is **A**.

- A businessman** · Correct. It joins business and man into one word.
- B businessman** · Leaves out a letter of business.
- C businessmen** · Means more than one, but the sentence needs one.
- D business man** · Writes it as two words, but it is one compound word.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ly to base words"

WHAT DOES THIS MEAN TO ME?

We add -ly to a word to tell how something happens.
The -ly tells the way we do something.
quick becomes quickly, and slow becomes slowly.

THE SPELLING RULE**The Suffix -ly**

finally quickly especially slowly safely

WHERE THEY APPEAR: "Many families who had never owned a car before were finally able to buy one."

This deck teaches **The Suffix -ly** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the -ly ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ly to base words"

Notice the ending.

Find the base word and the -ly ending.

quickly = quick + ly

I CAN I can notice -ly telling how something happens.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct -ly spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ly to base words"

Choose the correct spelling.

Which one adds -ly to slow correctly?

slowly • slowley • slowly

I CAN I can choose the word that adds -ly correctly.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ly to base words"

Show the rule.

Add -ly to this base word from the reading.

quick + ly = _____

I CAN I can spell a passage word by adding -ly.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ly to base words"

Own the rule.

Add -ly to this new base word on your own.

safe + ly = _ _ _ _ _

I CAN I can spell a new -ly word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ly to base words"

Explain and transfer.

Explain why quickly ends in -ly, then spell one -ly word of your own.

"Dusty roads connected many towns, and cars helped people travel across them more quickly."

I CAN I can explain the -ly rule and use it in my own writing.



Your turn to spell.

On your tracking sheet, add -ly to each base word, then use one in a sentence about the reading.

quiet + ly → _____ loud + ly → _____ kind + ly → _____ neat + ly → _____
brave + ly → _____

I CAN I can add -ly to words on my own.

Answers, across the five thinking levels.

NOTICE

quickly = quick + ly. The base word is quick.

CHOOSE

slowly is correct. We add -ly to the base word slow.

SHOW

quick + ly = quickly.

OWN

safe + ly = safely.

DEFEND

quickly ends in -ly because it tells how something happens; a correct student word might be quietly, loudly, or kindly.

YOUR TURN

quietly, loudly, kindly, neatly, bravely

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • THE SUFFIX -LY

SHEET 24 of 36

Slide 9 of 10

READ THIS SENTENCE.

Many families were _____ able to buy a car of their own.

Which word correctly completes the sentence?

A finally

B finaly

C finalley

D finalily

The answer is **A**.

- A finally** · Correct. It adds -ly to the base word final.
- B finaly** · Leaves out an l, since final plus ly makes two l's.
- C finalley** · Adds an extra e that this word does not need.
- D finalily** · Adds an extra i that this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling contractions"

WHAT DOES THIS MEAN TO ME?

A contraction is two words squeezed into one, with an apostrophe where letters are left out.

The apostrophe takes the place of the missing letters.
did not becomes didn't, and I am becomes I'm.

THE SPELLING RULE**Contractions**

didn't don't can't I'm it's

WHERE THEY APPEAR: "I'm sorry, Mrs. Ramirez," she said.

This deck teaches **Contractions** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the apostrophe in a contraction."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling contractions"

Notice the apostrophe.

Find the two words and the missing letters.

did not → didn't

I CAN I can notice a contraction made from two words.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct contraction."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling contractions"

Choose the correct spelling.

Which one is the contraction for did not?

didn't · did'nt · didnt

I CAN I can choose the contraction with the apostrophe in the right place.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling contractions"

Show the rule.

Make a contraction from these two words in the story.

I + am = _ _ _ _ _

I CAN I can build a contraction from the reading.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling contractions"

Own the rule.

Make a contraction from these two new words on your own.

is + not = _ _ _ _ _

I CAN I can build a new contraction on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling contractions"

Explain and transfer.

Explain where the apostrophe goes in didn't, then write one contraction of your own.

"I bumped the table and knocked it over. I didn't mean to."

I CAN I can explain a contraction and use it in my own writing.



Your turn to spell.

On your tracking sheet, make a contraction from each pair, then use one in a sentence about the reading.

is + not → _____ you + are → _____ they + are → _____ we + will → _____
that + is → _____

I CAN I can build contractions on my own.

Answers, across the five thinking levels.

NOTICE did not becomes didn't. The apostrophe takes the place of the o in not.

CHOOSE didn't is correct. The apostrophe goes where the o in not is left out.

SHOW I + am = I'm.

OWN is + not = isn't.

DEFEND in didn't the apostrophe replaces the o in not; a correct student contraction might be we'll, you're, or that's.

YOUR TURN isn't, you're, they're, we'll, that's

READ THIS SENTENCE.

Amina said, 'I _____ mean to break the jar.'

Which word correctly completes the sentence?

A didn't

B did'nt

C didnt

D didnt

The answer is **A**.

A **didn't** · Correct. The apostrophe replaces the o in not.

B **did'nt** · Puts the apostrophe in the wrong place.

C **didnt** · Leaves out the apostrophe a contraction needs.

D **didint** · Adds an extra letter instead of an apostrophe.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with soft c and soft g"

WHAT DOES THIS MEAN TO ME?

The letter c can say a soft s, and the letter g can say a soft j, usually before e, i, or y.

I listen for the soft sound to know it is a soft c or soft g.

race has a soft c, and page has a soft g.

THE SPELLING RULE**Soft c and Soft g**

race citizen science city page

WHERE THEY APPEAR: "Amina's heart started to race."

This deck teaches **Soft c and Soft g** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the soft sound."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with soft c and soft g"

Notice the soft sound.

Find the c or g that says a soft sound.

race = the c says soft s

I CAN I can notice soft c and soft g.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with a soft c."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with soft c and soft g"

Choose the correct spelling.

Which word has a soft c that says s?

race • rake • rack

I CAN I can choose the word with a soft c.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with soft c and soft g"

Show the rule.

Choose the soft-c word from the story that means to run fast.

The heart began to _____ (race or rake)

I CAN I can find a soft c in the reading.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with soft c and soft g"

Own the rule.

Choose the soft-g word that means very big.

a _____ tree (giant or gate)

I CAN I can find a soft g on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with soft c and soft g"

Explain and transfer.

Explain why race has a soft c, then write one soft c or soft g word of your own.

"Being a good citizen means telling the truth, even when it feels hard."

I CAN I can explain soft c and soft g and use one in my own writing.



Your turn to spell.

On your tracking sheet, underline the soft c or soft g in each word, then use one in a sentence about the reading.

place gentle giant circle ice

I CAN I can find soft c and soft g in words on my own.

Answers, across the five thinking levels.

NOTICE in race the c says a soft s sound.

CHOOSE race is correct. The c before e says a soft s.

SHOW race, because the c says soft s.

OWN giant, because the g before i says soft j.

DEFEND race has a soft c because the c comes before e; a correct student word might be place, gentle, or circle.

YOUR TURN place (soft c), gentle (soft g), giant (soft g), circle (soft c), ice (soft c)

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • SOFT C AND SOFT G

SHEET 26 of 36

Slide 9 of 10

READ THIS SENTENCE.

Amina's heart started to _____ when the jar broke.

Which word correctly completes the sentence?

A race

B rase

C rayce

D rece

The answer is **A**.

A race · Correct. The c before e says a soft s, spelling race.

B rase · Spells the soft sound with s, but this word uses a soft c.

C rayce · Adds a y that this word does not need.

D rece · Puts the letters out of order.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with silent letters such as kn, wr, and mb"

WHAT DOES THIS MEAN TO ME?

Some words have a silent letter you do not hear, like the k in know or the b in thumb.

The silent letter is there even though it makes no sound.
know starts with a silent k, and thumb ends with a silent b.

THE SPELLING RULE**Silent Letters kn, wr, and mb**

know knocked knee write thumb

WHERE THEY APPEAR: "Does anyone know what happened?" she asked calmly.

This deck teaches **Silent Letters kn, wr, and mb** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the silent letter."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with silent letters such as kn, wr, and mb"

Notice the silent letter.

Find the letter you do not hear.

know = the k is silent

I CAN I can notice a silent letter in a word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the silent letter."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with silent letters such as kn, wr, and mb"

Choose the correct spelling.

Which spelling of the word that means the joint in your leg is correct?

knee • nee • knea

I CAN I can choose the word with the silent letter.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with silent letters such as kn, wr, and mb"

Show the rule.

Add the silent letter to this word from the story.

___ now = _____ (add silent k)

I CAN I can spell a passage word with a silent letter.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with silent letters such as kn, wr, and mb"

Own the rule.

Add the silent letter to this new word on your own.

___ rist = _____ (add silent w)

I CAN I can spell a new silent letter word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with silent letters such as kn, wr, and mb"

Explain and transfer.

Explain why know has a silent k, then write one silent letter word of your own.

"I bumped the table and knocked it over."

I CAN I can explain a silent letter and use the word in my own writing.



Your turn to spell.

On your tracking sheet, add the silent letter to each word, then use one in a sentence about the reading.

___ nife (k) → _____ rist (w) → _____ rap (w) → _____ com ___
 (b) → _____ lam _____ (b) → _____

I CAN I can spell words with silent letters on my own.

Answers, across the five thinking levels.

NOTICE in know the k is silent. You do not hear it.

CHOOSE knee is correct. It has a silent k at the start.

SHOW know, with a silent k.

OWN wrist, with a silent w.

DEFEND know has a silent k that we do not say; a correct student word might be knife, wrap, or comb.

YOUR TURN knife, wrist, wrap, comb, lamb

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • SILENT LETTERS KN, WR, AND MB

SHEET 27 of 36

Slide 9 of 10

READ THIS SENTENCE.

Amina bumped the table and _____ the jar over.

Which word correctly completes the sentence?

A knocked

B nocked

C knoked

D knockd

The Answer, and Why

TEKS (3.2)(B) • SILENT LETTERS KN, WR, AND MB

SHEET 27 of 36

Slide 10 of 10

The answer is **A**.

- A** **knocked** · Correct. It has a silent k at the start and adds -ed.
- B** **nocked** · Leaves off the silent k that this word needs.
- C** **knoked** · Leaves out a k, so the base word knock is not complete.
- D** **knockd** · Leaves out the e in the -ed ending.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling common abbreviations"

WHAT DOES THIS MEAN TO ME?

An abbreviation is a short way to write a long word, and it usually ends with a period.

The short form stands for the whole word.

Mister is written Mr., and Mistress is written Mrs.

THE SPELLING RULE**Abbreviations**

Mr. Mrs. Dr. St. Mon.

WHERE THEY APPEAR: "her teacher, Mrs. Ramirez, asked the students to work quietly on a science project"

This deck teaches **Abbreviations** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the short form and the period."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling common abbreviations"

Notice the short form.

Find the abbreviation and the word it stands for.

Mister → Mr.

I CAN I can notice an abbreviation and its period.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct abbreviation."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling common abbreviations"

Choose the correct spelling.

Which is the correct abbreviation for Mistress?

Mrs. • Mrz. • Mss.

I CAN I can choose the correct abbreviation.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling common abbreviations"

Show the rule.

Write the abbreviation for the title in the story.

Mistress Ramirez → _____ (abbreviation)

I CAN I can write an abbreviation from the reading.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling common abbreviations"

Own the rule.

Write the abbreviation for this new word on your own.

Doctor → _____ (abbreviation)

I CAN I can write a new abbreviation on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling common abbreviations"

Explain and transfer.

Explain why Mrs. ends with a period, then write one abbreviation of your own.

"her teacher, Mrs. Ramirez, asked the students to work quietly on a science project"

I CAN I can explain an abbreviation and use it in my own writing.



Your turn to spell.

On your tracking sheet, write the abbreviation for each word, then use one in a sentence about the reading.

Doctor → _____ **Mister** → _____ **Street** → _____ **Monday** → _____
January → _____

I CAN I can write abbreviations on my own.

Answers, across the five thinking levels.

NOTICE

Mister is shortened to Mr., which ends with a period.

CHOOSE

Mrs. is correct. It is the abbreviation for Mistress and ends with a period.

SHOW

Mrs.

OWN

Dr.

DEFEND

Mrs. ends with a period because a period marks a shortened word; a correct student abbreviation might be Ms., Ave., or Jan.

YOUR TURN

Dr., Mr., St., Mon., Jan.

READ THIS SENTENCE.

The teacher in the story was named _____ Ramirez.

Which word correctly completes the sentence?

A Mrs.

B Mrs

C Mss.

D Misses

The answer is **A**.

A Mrs. · Correct. It is the abbreviation for Mistress and ends with a period.

B Mrs · Leaves off the period that an abbreviation needs.

C Mss. · Uses the wrong letters for this abbreviation.

D Misses · Spells it out instead of using the abbreviation.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long i spelled igh and y"

WHAT DOES THIS MEAN TO ME?

The long i sound can be spelled with igh or with the letter y.
I listen for the long i, then choose igh or y.
night uses igh, and sky uses y.

THE SPELLING RULE**Long i Spelled igh and y**

night light high sky by

AN EXAMPLE OF THE RULE: The letters igh and the letter y can both spell long i, as in night and sky. The poem uses y for long i in "By sharing kindness as we go."

This deck teaches **Long i Spelled igh and y** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the long i spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long i spelled igh and y"

Notice the long i spelling.

Find the letters that spell long i.

night = n + igh + t

I CAN I can notice igh and y spelling long i.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct long i spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long i spelled igh and y"

Choose the correct spelling.

Which spelling shows long i with igh?

night • nite • nyte

I CAN I can choose igh or y to spell long i.



TODAY'S THINKING JOB

SHOW

"I can show the rule with an example."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long i spelled igh and y"

Show the rule.

Fill in the letters for this long i word.

I _ _ _ t = _ _ _ _ _ (use igh)

I CAN I can spell a long i word with igh.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long i spelled igh and y"

Own the rule.

Fill in the letter for this new long i word on your own.

sk ___ = _____ (use y)

I CAN I can spell a new long i word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the long i spelled igh and y"

Explain and transfer.

Explain why night uses igh, then spell one long i word of your own.

"By sharing kindness as we go."

I CAN I can explain the igh and y rule and use a long i word in my own writing.



Your turn to spell.

On your tracking sheet, spell each long i word, then use one in a sentence about the poem.

b ____ (y) → _____ m ____ (y) → _____ fl ____ (y) → _____ br ____ t (igh) →
_____ s ____ (igh) → _____

I CAN I can spell long i words with igh and y on my own.

Answers, across the five thinking levels.

NOTICE night = n + igh + t. The letters igh spell long i.

CHOOSE night is correct. It spells long i with igh.

SHOW l + igh + t = light.

OWN sk + y = sky.

DEFEND night uses igh to spell long i; a correct student word might be by, my, or bright.

YOUR TURN by, my, fly, bright, sigh

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG I SPELLED IGH AND Y

SHEET 29 of 36

Slide 9 of 10

READ THIS SENTENCE.

The poem says we help a dream grow _____ sharing kindness with others.

Which word correctly completes the sentence?

A by

B high

C bie

D buy

The answer is **A**.

- A by** · Correct. The letter y spells the long i sound.
- B high** · Uses igh, but this word spells long i with y.
- C bie** · Adds an e that this word does not need.
- D buy** · This sounds the same but means to purchase.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes un, re, and dis"

WHAT DOES THIS MEAN TO ME?

A prefix is added to the front of a word to change its meaning.
un means not, re means again, and dis means the opposite.
unfair means not fair, and redo means to do again.

THE SPELLING RULE**Prefixes un, re, and dis**

undo unfair redo retell disagree

HOW THESE PREFIXES WORK: A prefix goes at the front of a word: un means not, re means again, and dis means the opposite.

This deck teaches **Prefixes un, re, and dis** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes un, re, and dis"

Notice the prefix.

Find the prefix at the front of the word.

unfair = un + fair

I CAN I can notice a prefix at the front of a word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the correct prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes un, re, and dis"

Choose the correct spelling.

Which one means not fair?

unfair · onfair · unffair

I CAN I can choose the word with the correct prefix.



TODAY'S THINKING JOB

SHOW

"I can show the rule with an example."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes un, re, and dis"

Show the rule.

Add a prefix to make the new meaning.

___ + do = _____ (means to do again)

I CAN I can build a word with a prefix.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes un, re, and dis"

Own the rule.

Add a prefix to make the new meaning on your own.

___ + agree = _____ (means to not agree)

I CAN I can build a new prefix word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes un, re, and dis"

Explain and transfer.

Explain how un changes fair into unfair, then make one prefix word of your own.

unkind means not kind, and reread means to read again.

I CAN I can explain a prefix and use a prefix word in my own writing.



Your turn to spell.

On your tracking sheet, add the prefix to each word, then use one in a sentence of your own.

un + happy → _____ re + read → _____ un + lock → _____ dis + appear → _____
_____ re + play → _____

I CAN I can build words with prefixes on my own.

Answers, across the five thinking levels.

NOTICE unfair = un + fair. The prefix un means not.

CHOOSE unfair is correct. The prefix un means not fair.

SHOW re + do = redo.

OWN dis + agree = disagree.

DEFEND un changes fair into unfair by meaning not; a correct student word might be unhappy, reread, or disappear.

YOUR TURN unhappy, reread, unlock, disappear, replay

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • PREFIXES UN, RE, AND DIS

SHEET 30 of 36

Slide 9 of 10

READ THIS SENTENCE.

If something is not fair, we say it is _____.

Which word correctly completes the sentence?

A unfair

B onfair

C unffair

D disfair

The answer is **A**.

A **unfair** · Correct. The prefix un means not, so unfair means not fair.

B **onfair** · Uses on, but the prefix that means not is un.

C **unffair** · Doubles the f, which this word does not need.

D **disfair** · Uses dis, but the prefix for not fair is un.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes pre and mis"

WHAT DOES THIS MEAN TO ME?

The prefix pre means before, and the prefix mis means wrong or badly.

I add pre or mis to the front of a word to change the meaning.
preview means to view before, and misread means to read wrong.

THE SPELLING RULE**Prefixes pre and mis**

preview prepay mistake misread misplace

HOW THESE PREFIXES WORK: The prefix pre means before, and mis means wrong: preview means to view before, and mistake means a wrong take.

This deck teaches **Prefixes pre and mis** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes pre and mis"

Notice the prefix.

Find the prefix pre or mis at the front.

preview = pre + view

I CAN I can notice the prefix pre or mis.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the correct prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes pre and mis"

Choose the correct spelling.

Which one means to read something wrong?

misread • misred • missread

I CAN I can choose the word with the correct prefix.



TODAY'S THINKING JOB

SHOW

"I can show the rule with an example."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes pre and mis"

Show the rule.

Add a prefix to make the new meaning.

___ + view = _____ (means to view before)

I CAN I can build a word with a prefix.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes pre and mis"

Own the rule.

Add a prefix to make the new meaning on your own.

___ + place = _____ (means to put in the wrong place)

I CAN I can build a new prefix word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the prefixes pre and mis"

Explain and transfer.

Explain how pre changes view into preview, then make one prefix word of your own.

pretest means a test before, and mistake means a wrong take.

I CAN I can explain a prefix and use a prefix word in my own writing.



Your turn to spell.

On your tracking sheet, add the prefix to each word, then use one in a sentence of your own.

pre + heat → _____ pre + paid → _____ mis + lead → _____ mis + spell → _____
_____ pre + test → _____

I CAN I can build words with pre and mis on my own.

Answers, across the five thinking levels.

NOTICE preview = pre + view. The prefix pre means before.

CHOOSE misread is correct. The prefix mis means to read wrong.

SHOW pre + view = preview.

OWN mis + place = misplace.

DEFEND pre changes view into preview by meaning before; a correct student word might be preheat, mislead, or misspell.

YOUR TURN preheat, prepaid, mislead, misspell, pretest

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • PREFIXES PRE AND MIS

SHEET 31 of 36

Slide 9 of 10

READ THIS SENTENCE.

To read something the wrong way is to _____ it.

Which word correctly completes the sentence?

A misread

B misred

C missread

D mistread

The answer is **A**.

A misread · Correct. The prefix mis means wrong, added to read.

B misred · Leaves out an a from read.

C missread · Doubles the s, which this word does not need.

D mistread · Adds a t that does not belong.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the suffixes ful, less, and ness"

WHAT DOES THIS MEAN TO ME?

We add ful to mean full of, less to mean without, and ness to make a naming word.

hopeful means full of hope, and fearless means without fear.

kindness names the quality of being kind.

THE SPELLING RULE**Suffixes ful, less, and ness**

hopeful kindness fearless useful careless

WHERE THEY APPEAR: "One hopeful word can travel through, until another dreams it too."

This deck teaches **Suffixes ful, less, and ness** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the suffixes ful, less, and ness"

Notice the suffix.

Find the suffix ful, less, or ness.

hopeful = hope + ful

I CAN I can notice the suffix ful, less, or ness.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the correct suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the suffixes ful, less, and ness"

Choose the correct spelling.

Which one means full of hope?

hopeful • hopefull • hopful

I CAN I can choose the word with the correct suffix.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the suffixes ful, less, and ness"

Show the rule.

Add a suffix to this word from the poem.

kind + ness = _ _ _ _ _

I CAN I can spell a poem word with a suffix.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the suffixes ful, less, and ness"

Own the rule.

Add a suffix to this new word on your own.

fear + less = _ _ _ _ _

I CAN I can spell a new suffix word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the suffixes ful, less, and ness"

Explain and transfer.

Explain why hopeful ends in ful, then spell one suffix word of your own.

"One hopeful word can travel through, until another dreams it too."

I CAN I can explain the suffix rule and use a suffix word in my own writing.



Your turn to spell.

On your tracking sheet, add the suffix to each word, then use one in a sentence about the poem.

help + ful → _____ sad + ness → _____ pain + less → _____ joy + ful → _____
_____ dark + ness → _____

I CAN I can build words with ful, less, and ness on my own.

Answers, across the five thinking levels.

NOTICE

hopeful = hope + ful. The suffix ful means full of.

CHOOSE

hopeful is correct. ful means full of, with one l.

SHOW

kind + ness = kindness.

OWN

fear + less = fearless.

DEFEND

hopeful ends in ful because it means full of hope; a correct student word might be helpful, joyful, or darkness.

YOUR TURN

helpful, sadness, painless, joyful, darkness

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • SUFFIXES FUL, LESS, AND NESS

SHEET 32 of 36

Slide 9 of 10

READ THIS SENTENCE.

One _____ word can travel from friend to friend.

Which word correctly completes the sentence?

A hopeful

B hopefull

C hopful

D hopefil

The Answer, and Why

TEKS (3.2)(B) • SUFFIXES FUL, LESS, AND NESS

SHEET 32 of 36

Slide 10 of 10

The answer is **A**.

A hopeful · Correct. hope plus ful means full of hope, with one l.

B hopefull · Doubles the l, but the suffix ful has just one l.

C hopful · Leaves out the e in hope.

D hopefil · Spells the suffix with il, but it is ful.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with s, es, and y changed to ies"

WHAT DOES THIS MEAN TO ME?

Add s to most words, es after s, x, z, ch, or sh, and change y to i plus es when a word ends in a consonant plus y.

I look at the end of the word to choose s, es, or ies.

map becomes maps, box becomes boxes, and city becomes cities.

THE SPELLING RULE**Plurals Review (s, es, y to ies)**

asks cars dams jobs maps

WHERE THEY APPEAR: "Communities clear land, build harbors, or create dams."

This deck teaches **Plurals Review (s, es, y to ies)** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the plural ending."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with s, es, and y changed to ies"

Notice the ending.

Find the base word and the plural ending.

maps = map + s

I CAN I can notice s, es, and ies making words plural.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct plural."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with s, es, and y changed to ies"

Choose the correct spelling.

Which one makes city plural correctly?

cities · citys · cityes

I CAN I can choose the right plural ending.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with s, es, and y changed to ies"

Show the rule.

Make this base word from the reading plural.

job + s = _ _ _ _ _

I CAN I can spell a passage word as a plural.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with s, es, and y changed to ies"

Own the rule.

Make this new base word plural on your own.

box + es = _ _ _ _ _

I CAN I can spell a new plural on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling plural nouns with s, es, and y changed to ies"

Explain and transfer.

Explain why city becomes cities, then spell one plural of your own.

"People still consider geography when deciding where to build roads, homes, businesses, farms, and cities."

I CAN I can explain the plural rules and use one in my own writing.



Your turn to spell.

On your tracking sheet, make each word plural, then use one in a sentence about the reading.

box + es → _____ **wish + es** → _____ **city** → _____ **baby** → _____ **story** → _____

I CAN I can spell plurals with s, es, and ies on my own.

Answers, across the five thinking levels.

NOTICE maps = map + s. The base word is map.

CHOOSE cities is correct. Change the y to i and add es.

SHOW job + s = jobs.

OWN box + es = boxes.

DEFEND city becomes cities by changing y to i and adding es; a correct student word might be wishes, babies, or stories.

YOUR TURN boxes, wishes, cities, babies, stories

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • PLURALS REVIEW (S, ES, Y TO IES)

SHEET 33 of 36

Slide 9 of 10

READ THIS SENTENCE.

People consider geography when building roads, homes, and _____.

Which word correctly completes the sentence?

A cities

B citys

C cityes

D citties

The Answer, and Why

TEKS (3.2)(B) • PLURALS REVIEW (S, ES, Y TO IES)

SHEET 33 of 36

Slide 10 of 10

The answer is **A**.

A cities · Correct. Change the y to i and add es.

B citys · Just adds s without changing the y to i.

C cities · Adds es but does not change the y to i.

D citties · Doubles the t, which this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

WHAT DOES THIS MEAN TO ME?

When r follows a vowel, they team up to make one sound. The teams are ar, er, ir, or, and ur.

I find the vowel and the r working together.

cars has ar, and work has or.

THE SPELLING RULE**R-Controlled Vowels Review (ar, er, ir, or, ur)**

area cars near warm work

WHERE THEY APPEAR: "The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

This deck teaches **R-Controlled Vowels Review (ar, er, ir, or, ur)** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the vowel and r."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Notice the vowel and r.

Find the vowel that teams with r.

cars = c + ar + s

I CAN I can notice a vowel teaming with r.



TODAY'S THINKING JOB

CHOOSE

"I can choose the right vowel and r team."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Choose the correct spelling.

Which spelling shows the vowel and r team in work?

work • werk • wirk

I CAN I can choose the right vowel and r team.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Show the rule.

Fill in the vowel and r team for this word from the reading.

w _ _ _ m = _ _ _ _ _ (use ar)

I CAN I can spell a passage word with a vowel and r.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Own the rule.

Fill in the vowel and r team for this new word on your own.

g _ _ _ den = _ _ _ _ _ (use ar)

I CAN I can spell a new r-controlled word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with r-controlled vowels such as ar, er, ir, or, and ur"

Explain and transfer.

Explain why cars uses ar, then spell one r-controlled word of your own.

"People could travel farther for work, shopping, school, and recreation."

I CAN I can explain the r-controlled rule and use one in my own writing.



Your turn to spell.

On your tracking sheet, fill in the vowel and r team for each word, then use one in a sentence about the reading.

g _ _ _ den → _ _ _ _ _ th _ _ _ sty → _ _ _ _ _ c _ _ _ ner → _ _ _ _ _ t _ _ _ tle →
_ _ _ _ _ w _ _ _ ter → _ _ _ _ _

I CAN I can spell r-controlled words on my own.

Answers, across the five thinking levels.

NOTICE

cars = c + ar + s. The a and r work together.

CHOOSE

work is correct. The o and r team spell the sound.

SHOW

w + ar + m = warm.

OWN

g + ar + den = garden.

DEFEND

cars uses ar because the a teams with r; a correct student word might be corner, winter, or turtle.

YOUR TURN

garden, thirsty, corner, turtle, winter

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • R-CONTROLLED VOWELS REVIEW

SHEET 34 of 36

Slide 9 of 10

READ THIS SENTENCE.

People could travel farther for _____, shopping, and school.

Which word correctly completes the sentence?

A work

B werk

C wirk

D wurk

The answer is **A**.

A work · Correct. The o and r team spell the sound in work.

B werk · Uses er, but this word is spelled with or.

C wirk · Uses ir, but this word is spelled with or.

D wurk · Uses ur, but this word is spelled with or.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

WHAT DOES THIS MEAN TO ME?

A silent e at the end of a word makes the vowel long. The e is silent, but it changes the sound.

I see the silent e and make the vowel say its name.
gave says long a, and home says long o.

THE SPELLING RULE**Long Vowels with Silent e Review**

came gave home life place

WHERE THEY APPEAR: "However, the river gave people resources they could use."

This deck teaches **Long Vowels with Silent e Review** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the silent e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Notice the silent e.

Find the silent e and the long vowel it makes.

gave = g + a + v + e (long a)

I CAN I can notice the silent e that makes a vowel long.



TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the silent e."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Choose the correct spelling.

Which spelling makes the vowel long?

home • hom • hoam

I CAN I can choose the word with the silent e.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Show the rule.

Add the silent e to this word from the reading.

plac + e = _ _ _ _ _

I CAN I can spell a passage word with a silent e.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Own the rule.

Add the silent e to this new word on your own.

hop + e = _ _ _ _ _

I CAN I can spell a new silent e word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the silent e that makes a vowel long"

Explain and transfer.

Explain how the silent e changes hop into hope, then spell one silent e word of your own.

"A place becomes a community when people begin using its resources."

I CAN I can explain the silent e rule and use a word in my own writing.



Your turn to spell.

On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading.

hop → _____ rid → _____ not → _____ cub → _____ cap → _____

I CAN I can add a silent e to make a vowel long on my own.

Answers, across the five thinking levels.

NOTICE gave = g + a + v + e. The silent e makes the a say long a.

CHOOSE home is correct. The silent e makes the o say long o.

SHOW plac + e = place.

OWN hop + e = hope.

DEFEND the silent e turns hop into hope by making the o long; a correct student word might be ride, note, or cape.

YOUR TURN hope, ride, note, cube, cape

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • LONG VOWELS WITH SILENT E REVIEW

SHEET 35 of 36

Slide 9 of 10

READ THIS SENTENCE.

A _____ becomes a community when people use its resources.

Which word correctly completes the sentence?

A place

B plac

C plase

D playce

The answer is **A**.

- A place** · Correct. The silent e makes the a say long a.
- B plac** · Leaves off the silent e, so the a would be short.
- C plase** · Spells the sound with s, but this word uses c before the silent e.
- D playce** · Adds a y that this word does not need.

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

WHAT DOES THIS MEAN TO ME?

A compound word is two smaller words joined into one. I can find the two words hiding inside.

sea and shell join to make seashell.

some and one join to make someone.

THE SPELLING RULE**Compound Words Review**

seashell someone without waterways grasslands

WHERE THEY APPEAR: "What is a seashell doing hundreds of miles from the coast?"

This deck teaches **Compound Words Review** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TODAY'S THINKING JOB

NOTICE

"I can notice the two words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Notice the two words.

Find the two smaller words inside.

seashell = sea + shell

I CAN I can notice the two words inside a compound word.



TODAY'S THINKING JOB

CHOOSE

"I can choose the correct compound."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Choose the correct spelling.

Which one joins two words correctly?

someone • somone • sumone

I CAN I can choose the correct compound word.



TODAY'S THINKING JOB

SHOW

"I can show the rule with a passage word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Show the rule.

Join these two words from the reading.

sea + shell = _ _ _ _ _

I CAN I can build a passage compound word.



TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Own the rule.

Join these two new words on your own.

sun + shine = _ _ _ _ _

I CAN I can build a new compound word on my own.



TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling compound words"

Explain and transfer.

Explain how seashell is two words, then make one compound of your own.

"Imagine that one community has plenty of stone but no seashells."

I CAN I can explain a compound word and use one in my own writing.



Your turn to spell.

On your tracking sheet, join each pair into one compound word, then use one in a sentence about the reading.

sun + shine → _____ note + book → _____ base + ball → _____ rain + bow → _____
_____ bed + room → _____

I CAN I can build compound words on my own.

Answers, across the five thinking levels.

NOTICE seashell = sea + shell.

CHOOSE someone is correct. It joins some and one.

SHOW sea + shell = seashell.

OWN sun + shine = sunshine.

DEFEND seashell joins sea and shell; a correct student word might be notebook, baseball, or rainbow.

YOUR TURN sunshine, notebook, baseball, rainbow, bedroom

READ THIS SENTENCE.

A _____ found far from the coast becomes a clue for archaeologists.

Which word correctly completes the sentence?

A seashell

B seeshell

C seashel

D sea shell

The answer is **A**.

A seashell · Correct. It joins sea and shell into one word.

B seeshell · Spells sea wrong with ee.

C seashel · Leaves off an l that shell needs.

D sea shell · Writes it as two words, but it is one compound word.