

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Consonant Digraphs sh, ch, th, wh."

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

"Our words come straight from our reading: other, short, thing, think, third. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Prepare Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 · PREPARE · Spelling · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice the digraph."

▶ Read the I can statement aloud, then the task on the slide: Notice the digraph. Find the two letters that make one sound.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: short = sh + ort. The letters sh make one sound.

TEKS (3.2)(B) · Spelling · Sheet 1 of 36 · Prepare · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Consonant Digraphs sh, ch, th, wh) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • PREPARE • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the correct digraph."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling begins with the sh sound?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: short is correct. It begins with the sh sound.

TEKS (3.2)(B) • Spelling • Sheet 1 of 36 • Prepare • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Consonant Digraphs sh, ch, th, wh) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • PREPARE • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the digraph for this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: th + ird = third.

TEKS (3.2)(B) • Spelling • Sheet 1 of 36 • Prepare • Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Consonant Digraphs sh, ch, th, wh) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · PREPARE · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the digraph for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: wh + ale = whale.

TEKS (3.2)(B) · Spelling · Sheet 1 of 36 · Prepare · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Consonant Digraphs sh, ch, th, wh) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • PREPARE • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why short starts with sh, then spell one digraph word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 1 of 36 • Prepare • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Consonant Digraphs sh, ch, th, wh) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the digraph to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: chin, chair, when, whale, wheel

TEKS (3.2)(B) · Spelling · Sheet 1 of 36 · Prepare · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 1 of 36 · Prepare · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: On the _____ try, Lily made it over the rope.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 1 of 36 · Prepare · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

⌚ ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 1 of 36 • Prepare • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

🕒 ~5 min

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

"This week our spelling rule is Beginning and Ending Blends."

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

"Our words come straight from our reading: best, blew, drew, felt, glad. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Prepare Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • PREPARE • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the blend."

▶ Read the I can statement aloud, then the task on the slide: Notice the blend. Find the letters that blend together.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: blew = bl + ew. I can hear both the b and the l.

TEKS (3.2)(B) • Spelling • Sheet 2 of 36 • Prepare • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Beginning and Ending Blends) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • PREPARE • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the correct blend."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling begins with the bl blend?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: blew is correct. It begins with the bl blend.

TEKS (3.2)(B) • Spelling • Sheet 2 of 36 • Prepare • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Beginning and Ending Blends) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • PREPARE • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the blend for this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: gl + ad = glad.

TEKS (3.2)(B) • Spelling • Sheet 2 of 36 • Prepare • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Beginning and Ending Blends) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · PREPARE · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the blend for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: fr + og = frog.

TEKS (3.2)(B) · Spelling · Sheet 2 of 36 · Prepare · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Beginning and Ending Blends) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • PREPARE • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why blew begins with bl, then spell one blend word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 2 of 36 • Prepare • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Beginning and Ending Blends) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ Read the *Your Turn* task: On your tracking sheet, add the blend to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.

“Take your time, and use the rule to guide each one.”

▶ Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.

ANSWER KEY: stop, plan, hand, jump, frog

TEKS (3.2)(B) · Spelling · Sheet 2 of 36 · Prepare · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 2 of 36 · Prepare · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Then the whistle _____ and recess was over.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 2 of 36 · Prepare · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 2 of 36 · Prepare · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long Vowels with Silent e."

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

"Our words come straight from our reading: came, face, made, time, wrote. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Prepare Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • PREPARE • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the silent e."

▶ Read the I can statement aloud, then the task on the slide: Notice the silent e. Find the silent e and the long vowel it makes.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: made = m + a + d + e. The silent e makes the a say long a.

TEKS (3.2)(B) • Spelling • Sheet 3 of 36 • Prepare • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • PREPARE • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the silent e."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling makes the vowel long?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: time is correct. The silent e makes the i say long i.

TEKS (3.2)(B) • Spelling • Sheet 3 of 36 • Prepare • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • PREPARE • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add the silent e to this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: mad + e = made.

TEKS (3.2)(B) • Spelling • Sheet 3 of 36 • Prepare • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · PREPARE · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add the silent e to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: hop + e = hope.

TEKS (3.2)(B) · Spelling · Sheet 3 of 36 · Prepare · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • PREPARE • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the silent e changes hop into hope, then spell one silent e word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 3 of 36 • Prepare • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: hope, ride, note, cube, cane

TEKS (3.2)(B) · Spelling · Sheet 3 of 36 · Prepare · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 3 of 36 · Prepare · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Then Beth _____ her choice on the ballot.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 3 of 36 · Prepare · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 3 of 36 · Prepare · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

🕒 ~5 min

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

"This week our spelling rule is Short Vowels and CVC Patterns."

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

"Our words come straight from our reading: box, get, him, sun, ran. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Prepare Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • PREPARE • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the short vowel."

▶ Read the I can statement aloud, then the task on the slide: Notice the short vowel. Find the consonant, vowel, consonant.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: box = b + o + x. The o is short because there is no silent e.

TEKS (3.2)(B) • Spelling • Sheet 4 of 36 • Prepare • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Short Vowels and CVC Patterns) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • PREPARE • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with a short vowel."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling has a short u sound?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sun is correct. It has a short u sound.

TEKS (3.2)(B) • Spelling • Sheet 4 of 36 • Prepare • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Short Vowels and CVC Patterns) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • PREPARE • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Spell this short vowel word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: g + e + t = get.

TEKS (3.2)(B) • Spelling • Sheet 4 of 36 • Prepare • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Short Vowels and CVC Patterns) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • PREPARE • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Spell this new short vowel word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: c + u + p = cup.

TEKS (3.2)(B) • Spelling • Sheet 4 of 36 • Prepare • Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Short Vowels and CVC Patterns) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • PREPARE • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why box has a short o, then spell one short vowel word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: 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.

TEKS (3.2)(B) • Spelling • Sheet 4 of 36 • Prepare • Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Short Vowels and CVC Patterns) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, spell each short vowel word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: cat, pen, dig, hot, cup

TEKS (3.2)(B) · Spelling · Sheet 4 of 36 · Prepare · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 4 of 36 · Prepare · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *The students placed their ballots in a _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 4 of 36 · Prepare · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 4 of 36 · Prepare · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Adding -ed to a Base Word."

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

"Our words come straight from our reading: used, called, filled, needed, sailed. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 1 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 1 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice the -ed ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the -ed ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: called = call + ed. The base word is call.

TEKS (3.2)(B) • Spelling • Sheet 5 of 36 • Cluster 1 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct -ed spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one adds -ed to the base word correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: used is correct. usd and useed do not add -ed to the base word use.

TEKS (3.2)(B) • Spelling • Sheet 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.

Grade 3 • CLUSTER 1 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -ed to this base word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: fill + ed = filled.TEKS (3.2)(B) • Spelling • Sheet 5 of 36 • Cluster 1 • Module 1 • slide 4
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 1 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add -ed to a brand new base word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: walk + ed = walked.

TEKS (3.2)(B) · Spelling · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why needed ends in -ed, then spell one -ed word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 5 of 36 • Cluster 1 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add -ed to each base word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: jumped, landed, packed, rested, walked

TEKS (3.2)(B) · Spelling · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 sailled

The Writing Academy®, LLC

Grade 3 · CLUSTER 1 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *The Pilgrims _____ across the ocean to reach a new land.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Plurals with -s and -es."

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

"Our words come straight from our reading: crops, fires, homes, ships, trees. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 1 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 1 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the plural ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the plural ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: ships = ship + s. The base word is ship.

TEKS (3.2)(B) • Spelling • Sheet 6 of 36 • Cluster 1 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals with -s and -es) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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 • wivs • wishess

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



Grade 3 • CLUSTER 1 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct plural spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one makes the base word wish plural correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals with -s and -es) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Make this base word from the reading plural.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: home + s = homes.

TEKS (3.2)(B) • Spelling • Sheet 6 of 36 • Cluster 1 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals with -s and -es) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 1 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Make this new base word plural on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: box + es = boxes.

TEKS (3.2)(B) · Spelling · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals with -s and -es) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why wishes needs -es, then spell one plural of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 6 of 36 • Cluster 1 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals with -s and -es) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, make each base word plural, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: boxes, dishes, foxes, benches, wishes

TEKS (3.2)(B) · Spelling · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 treeses

D treies

The Writing Academy®, LLC

Grade 3 · CLUSTER 1 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *Nearby were forests filled with tall _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

The answer is A.

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

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

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

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

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: A trees: Correct. Tree ends in a vowel sound, so we just add -s.; B trees: Adds an extra e that the base word tree does not need.; C treeses: Adds -es to a word that only needs -s.; D treies: Uses the y to ies rule, but tree does not end in y.

TEKS (3.2)(B) · Spelling · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long e Spelled ee and ea."

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

"Our words come straight from our reading: sea, weeks, trees, freely, reached. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 1 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 1 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice the ee and ea teams."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel team. Find the two vowels that spell the long e.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: weeks = w + ee + ks. The team ee spells the long e.

TEKS (3.2)(B) • Spelling • Sheet 7 of 36 • Cluster 1 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long e Spelled ee and ea) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct long e spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the long e team correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sea is correct. The team ea spells the long e sound.

TEKS (3.2)(B) • Spelling • Sheet 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long e Spelled ee and ea) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the vowel team for this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: w + ee + ks = weeks.

TEKS (3.2)(B) • Spelling • Sheet 7 of 36 • Cluster 1 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long e Spelled ee and ea) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 1 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the vowel team for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: gr + ee + n = green.

TEKS (3.2)(B) · Spelling · Sheet 7 of 36 · Cluster 1 · Module 3 · slide 5
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long e Spelled ee and ea) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how you know sea uses ea, then spell one long e word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 7 of 36 • Cluster 1 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long e Spelled ee and ea) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in the vowel team for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: green, dream, teach, sweet, clean

TEKS (3.2)(B) · Spelling · Sheet 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: After many _____ at sea, the Pilgrims reached land.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

The answer is A.

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

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: A weeks: Correct. The team ee spells the long e in weeks.; B weeks: 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.

TEKS (3.2)(B) • Spelling • Sheet 7 of 36 • Cluster 1 • Module 3 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long Vowels with Silent e."

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

"Our words come straight from our reading: made, place, became, home, safe. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 1 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 1 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the silent e."

▶ Read the I can statement aloud, then the task on the slide: Notice the silent e. Find the silent e and the long vowel it makes.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: made = m + a + d + e. The silent e makes the a say long a.

TEKS (3.2)(B) • Spelling • Sheet 8 of 36 • Cluster 1 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct silent e spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling makes the vowel long?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: home is correct. The silent e makes the o say long o.

TEKS (3.2)(B) • Spelling • Sheet 8 of 36 • Cluster 1 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 1 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add the silent e to this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: plac + e = place.

TEKS (3.2)(B) • Spelling • Sheet 8 of 36 • Cluster 1 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 1 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add the silent e to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: hop + e = hope.

TEKS (3.2)(B) · Spelling · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 · CLUSTER 1 · Spelling · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the silent e changes hop into hope, then spell one silent e word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) · Spelling · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: hope, cape, ride, note, kite

TEKS (3.2)(B) · Spelling · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 1 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Plymouth became the _____ where the Pilgrims settled.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 8 of 36 • Cluster 1 • Module 4 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is R-Controlled Vowels (ar, er, ir, or, ur)."

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

"Our words come straight from our reading: born, farm, girl, hard, part. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the r-controlled vowel."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel and r. Find the vowel that works together with r.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 9 of 36 • Cluster 2 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct r-controlled spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the vowel and r team in girl?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 9 of 36 • Cluster 2 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the vowel and r team for this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: b + or + n = born.

TEKS (3.2)(B) • Spelling • Sheet 9 of 36 • Cluster 2 • Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 2 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the vowel and r team for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: c + or + n = corn.

TEKS (3.2)(B) · Spelling · Sheet 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why farm uses ar, then spell one r-controlled word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 9 of 36 • Cluster 2 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in the vowel and r team for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: turn, bird, corn, germ, dark

TEKS (3.2)(B) · Spelling · Sheet 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 2 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *When Laura was a little _____, her family moved often.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 9 of 36 • Cluster 2 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Adding -ing to a Base Word."

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

"Our words come straight from our reading: going, living, growing, helping, writing. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the -ing ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the -ing ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: helping = help + ing. The base word is help.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ing to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct -ing spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one adds -ing to write correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ing to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.

Grade 3 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -ing to this base word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: grow + ing = growing.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ing to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN
• Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add -ing to this new base word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: read + ing = reading.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ing to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why writing drops the e, then spell one -ing word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ing to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add -ing to each base word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: playing, reading, making, hoping, jumping

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 wrighting

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Grade 3 · CLUSTER 2 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *Laura Ingalls Wilder became famous for _____ the Little House books.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Plurals: Change y to ies."

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

"Our words come straight from our reading: stories, families, cities, babies, ponies. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice y changed to ies."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find where y changed to i and es was added.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: stories = story, change the y to i, then add es.

TEKS (3.2)(B) • Spelling • Sheet 11 of 36 • Cluster 2 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals: Change y to ies) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct y to ies spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one makes baby plural correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: babies is correct. Change the y to i, then add es.

TEKS (3.2)(B) • Spelling • Sheet 11 of 36 • Cluster 2 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals: Change y to ies) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Make this base word from the reading plural.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: story becomes stories.

TEKS (3.2)(B) • Spelling • Sheet 11 of 36 • Cluster 2 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals: Change y to ies) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 2 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Make this new base word plural on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: puppy becomes puppies.

TEKS (3.2)(B) · Spelling · Sheet 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals: Change y to ies) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why baby becomes babies, then spell one y to ies plural of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 11 of 36 • Cluster 2 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals: Change y to ies) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, change each word from y to ies, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: puppies, candies, parties, berries, cherries

TEKS (3.2)(B) · Spelling · Sheet 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 11 of 36 · Cluster 2 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 storyes

D storyies

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Grade 3 • CLUSTER 2 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Laura shared many _____ about life on the prairie.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 11 of 36 • Cluster 2 • Module 3 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is The Letter y Spelling Long e."

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

"Our words come straight from our reading: busy, story, family, history, many. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice y spelling long e."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the y that spells the long e sound.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 12 of 36 • Cluster 2 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Letter y Spelling Long e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct long e spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling ends with y for the long e sound?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 12 of 36 • Cluster 2 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Letter y Spelling Long e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Finish this word from the reading with a long e y.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: famil + y = family.

TEKS (3.2)(B) • Spelling • Sheet 12 of 36 • Cluster 2 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Letter y Spelling Long e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 2 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Finish this new word with a long e y on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: happ + y = happy.

TEKS (3.2)(B) · Spelling · Sheet 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Letter y Spelling Long e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how y spells long e in busy, then spell one long e y word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 12 of 36 • Cluster 2 • Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Letter y Spelling Long e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, finish each word with a long e y, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: happy, lucky, penny, city, carry

TEKS (3.2)(B) · Spelling · Sheet 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 2 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: The children spent the _____ days working on the farm.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 12 of 36 • Cluster 2 • Module 4 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Diphthongs ou and ow."

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

"Our words come straight from our reading: loud, town, down, found, ground. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the ou and ow sound."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel sound. Find the letters that spell the sound in loud.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: town = t + ow + n. The letters ow spell the vowel sound.

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Diphthongs ou and ow) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose ou or ow correctly."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the sound in loud?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: loud is correct. This word uses ou to spell the sound.

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Diphthongs ou and ow) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the letters for this word from the poem.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: t + ow + n = town.

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Diphthongs ou and ow) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN
• Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the letters for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: cl + ou + d = cloud.

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Diphthongs ou and ow) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why loud uses ou, then spell one ou or ow word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Diphthongs ou and ow) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in ou or ow for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: cloud, mouth, brown, shout, crowd

TEKS (3.2)(B) · Spelling · Sheet 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 Writing Academy®, LLC

Grade 3 • CLUSTER 3 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Voices grew _____ like clashing, noisy rings.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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 lloud: Doubles the l, which this word does not need.

TEKS (3.2)(B) • Spelling • Sheet 13 of 36 • Cluster 3 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long a Spelled ai and ay."

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

"Our words come straight from our reading: say, way, stayed, rain, paid. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the ai and ay teams."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel team. Find the letters that spell the long a.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long a Spelled ai and ay) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose ai or ay correctly."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the long a at the end?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long a Spelled ai and ay) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the team for this word from the poem.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: w + ay = way.

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long a Spelled ai and ay) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN
• Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the team for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: tr + ai + n = train.

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long a Spelled ai and ay) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why say ends in ay, then spell one long a word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: 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.

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long a Spelled ai and ay) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in ai or ay for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: play, train, wait, gray, mail

TEKS (3.2)(B) · Spelling · Sheet 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 14 of 36 · Cluster 3 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 Writing Academy®, LLC

Grade 3 • CLUSTER 3 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *So people gathered, searching for a _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 14 of 36 • Cluster 3 • Module 2 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Words Ending in Consonant plus le."

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

"Our words come straight from our reading: little, people, tumble, brittle, apple. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice the consonant plus le ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the consonant and le that end the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 15 of 36 • Cluster 3 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Words Ending in Consonant plus le) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

🕒 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct consonant plus le spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one ends in a consonant plus le correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 15 of 36 • Cluster 3 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Words Ending in Consonant plus le) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Finish this word from the poem with the right ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: peo + ple = people.

TEKS (3.2)(B) • Spelling • Sheet 15 of 36 • Cluster 3 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Words Ending in Consonant plus le) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 3 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Finish this new word with a consonant plus le on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: tab + le = table.

TEKS (3.2)(B) · Spelling · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Words Ending in Consonant plus le) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how tumble ends in a consonant plus le, then spell one of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 15 of 36 • Cluster 3 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Words Ending in Consonant plus le) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, finish each word with a consonant plus le, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: table, candle, simple, bottle, gentle

TEKS (3.2)(B) · Spelling · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 3 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *Some took more food while others had too _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 15 of 36 • Cluster 3 • Module 3 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is The oo Sound Spelled oo, ew, and ue."

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

"Our words come straight from our reading: food, grew, took, true, argued. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice oo, ew, and ue."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel sound. Find the letters that spell the sound in food.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: grew = gr + ew. The letters ew spell the vowel sound.

TEKS (3.2)(B) • Spelling • Sheet 16 of 36 • Cluster 3 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The oo Sound Spelled oo, ew, and ue) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose oo, ew, or ue correctly."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the sound in true?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: true is correct. This word uses ue to spell the sound.

TEKS (3.2)(B) • Spelling • Sheet 16 of 36 • Cluster 3 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The oo Sound Spelled oo, ew, and ue) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the letters for this word from the poem.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: gr + ew = grew.

TEKS (3.2)(B) • Spelling • Sheet 16 of 36 • Cluster 3 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The oo Sound Spelled oo, ew, and ue) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 3 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the letters for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: m + oo + n = moon.

TEKS (3.2)(B) · Spelling · Sheet 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The oo Sound Spelled oo, ew, and ue) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why true uses ue, then spell one oo, ew, or ue word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 16 of 36 • Cluster 3 • Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The oo Sound Spelled oo, ew, and ue) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in oo, ew, or ue for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: moon, blew, glue, spoon, chew

TEKS (3.2)(B) · Spelling · Sheet 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 • CLUSTER 3 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *Communities could grow more safe and _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 16 of 36 • Cluster 3 • Module 4 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 16 of 36 • Cluster 3 • Module 4 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is The Suffix -tion (the shun sound)."

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

"Our words come straight from our reading: invention, action, creation, education, celebration. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the tion ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the tion chunk that says shun.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: action = ac + tion. The tion says shun.

TEKS (3.2)(B) • Spelling • Sheet 17 of 36 • Cluster 4 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -tion (the shun sound)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct tion spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one spells the shun sound at the end?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 17 of 36 • Cluster 4 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -tion (the shun sound)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add the tion chunk to this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: inven + tion = invention.

TEKS (3.2)(B) • Spelling • Sheet 17 of 36 • Cluster 4 • Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -tion (the shun sound)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 4 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add the tion chunk to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: protec + tion = protection.

TEKS (3.2)(B) · Spelling · Sheet 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -tion (the shun sound)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why invention ends in tion, then spell one tion word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 17 of 36 • Cluster 4 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -tion (the shun sound)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the tion chunk to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: protection, collection, addition, invitation, correction

TEKS (3.2)(B) · Spelling · Sheet 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

READ THIS SENTENCE.

Franklin's lightning rod was a famous _____.

Which word correctly completes the sentence?

A invention

B inventshun

C inventtion

D invension

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ *Read the sentence and the four choices aloud: Franklin's lightning rod was a famous _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 17 of 36 • Cluster 4 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is R-Controlled Vowels (ar, er, ir, or, ur)."

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

"Our words come straight from our reading: born, barns, churches, safer, leader. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice the r-controlled vowel."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel and r. Find the vowel that teams with r.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: barns = b + ar + ns. The a and r work together.

TEKS (3.2)(B) • Spelling • Sheet 18 of 36 • Cluster 4 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct r-controlled spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the vowel and r team in born?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: born is correct. The o and r team spell the sound in born.

TEKS (3.2)(B) • Spelling • Sheet 18 of 36 • Cluster 4 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the vowel and r team for this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: b + or + n = born.

TEKS (3.2)(B) • Spelling • Sheet 18 of 36 • Cluster 4 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the vowel and r team for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: g + ar + den = garden.

TEKS (3.2)(B) • Spelling • Sheet 18 of 36 • Cluster 4 • Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why barns uses ar, then spell one r-controlled word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 18 of 36 • Cluster 4 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in the vowel and r team for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: corner, garden, thirsty, turtle, winter

TEKS (3.2)(B) · Spelling · Sheet 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 4 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *Franklin's ideas helped make communities _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 18 of 36 • Cluster 4 • Module 2 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long Vowels with Silent e."

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

"Our words come straight from our reading: life, make, time, wire, guide. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the silent e."

▶ Read the I can statement aloud, then the task on the slide: Notice the silent e. Find the silent e and the long vowel it makes.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: time = t + i + m + e. The silent e makes the i say long i.

TEKS (3.2)(B) • Spelling • Sheet 19 of 36 • Cluster 4 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct silent e spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling makes the vowel long?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: make is correct. The silent e makes the a say long a.

TEKS (3.2)(B) • Spelling • Sheet 19 of 36 • Cluster 4 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add the silent e to this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: lif + e = life.

TEKS (3.2)(B) • Spelling • Sheet 19 of 36 • Cluster 4 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 4 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add the silent e to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: rid + e = ride.

TEKS (3.2)(B) · Spelling · Sheet 19 of 36 · Cluster 4 · Module 3 · slide 5
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the silent e changes rid into ride, then spell one silent e word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 19 of 36 • Cluster 4 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: hope, cape, ride, note, cube

TEKS (3.2)(B) · Spelling · Sheet 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

READ THIS SENTENCE.

During Franklin's _____, lightning caused much damage.

Which word correctly completes the sentence?

A time

B tim

C tyme

D timme

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *During Franklin's _____, lightning caused much damage.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 19 of 36 • Cluster 4 • Module 3 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Adding -ed to a Base Word."

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

"Our words come straight from our reading: used, liked, caused, helped, placed. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the -ed ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the -ed ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: helped = help + ed. The base word is help.

TEKS (3.2)(B) • Spelling • Sheet 20 of 36 • Cluster 4 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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 • placed • plased

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



Grade 3 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct -ed spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one adds -ed to place correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: placed is correct. place already ends in e, so we add only d.

TEKS (3.2)(B) • Spelling • Sheet 20 of 36 • Cluster 4 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.

Grade 3 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -ed to this base word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: help + ed = helped.TEKS (3.2)(B) • Spelling • Sheet 20 of 36 • Cluster 4 • Module 4 • slide 4
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 4 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add -ed to this new base word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: jump + ed = jumped.

TEKS (3.2)(B) · Spelling · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why helped ends in -ed, then spell one -ed word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 20 of 36 • Cluster 4 • Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Adding -ed to a Base Word) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add -ed to each base word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: jumped, walked, rested, mixed, planted

TEKS (3.2)(B) · Spelling · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 caud

C causeed

D caust

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Grade 3 · CLUSTER 4 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *Lightning often _____ serious damage to buildings.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Homophones (words that sound alike)."

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

"Our words come straight from our reading: buy, see, way, made, for. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice words that sound alike."

▶ Read the I can statement aloud, then the task on the slide: Notice the sound-alikes. Find two words that sound the same but look different.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: buy and by sound alike but mean different things.

TEKS (3.2)(B) • Spelling • Sheet 21 of 36 • Cluster 5 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Homophones (words that sound alike)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.

Grade 3 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the right homophone."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling means to purchase something?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: buy is correct. buy means to purchase.

TEKS (3.2)(B) • Spelling • Sheet 21 of 36 • Cluster 5 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Homophones (words that sound alike)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.

Grade 3 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Choose the word from the reading that means to look.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: see, because it means to look.TEKS (3.2)(B) • Spelling • Sheet 21 of 36 • Cluster 5 • Module 1 • slide 4
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Homophones (words that sound alike)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN
• Advanced

🕒 ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Choose the homophone that means the number 1.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: one, because it means the number.

TEKS (3.2)(B) • Spelling • Sheet 21 of 36 • Cluster 5 • Module 1 • slide 5
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Homophones (words that sound alike)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.

Grade 3 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why buy is spelled b-u-y here, then use one homophone pair of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 21 of 36 • Cluster 5 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Homophones (words that sound alike)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, choose the homophone that fits each meaning, then write one pair of your own. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: buy, see, one, new, right

TEKS (3.2)(B) · Spelling · Sheet 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Many families were finally able to _____ a car.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 21 of 36 • Cluster 5 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Comparative Endings -er and -est."

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

"Our words come straight from our reading: older, later, faster, easier, quicker. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the -er and -est endings."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the compare ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: older = old + er. The ending -er compares two things.

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Comparative Endings -er and -est) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose -er or -est correctly."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one compares just two things?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: faster is correct. The ending -er compares just two things.

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Comparative Endings -er and -est) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -er to this base word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: old + er = older.

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Comparative Endings -er and -est) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add -est to this new base word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: fast + est = fastest.

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Comparative Endings -er and -est) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why older ends in -er, then spell one compare word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Comparative Endings -er and -est) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add -er or -est to each base word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: smaller, quicker, oldest, fastest, kindest

TEKS (3.2)(B) · Spelling · Sheet 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 22 of 36 · Cluster 5 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 • CLUSTER 5 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ *Read the sentence and the four choices aloud: As Henry grew _____ than before, he learned to fix engines.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 22 of 36 • Cluster 5 • Module 2 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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 inventor 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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Compound Words."

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

"Our words come straight from our reading: businessman, everyday, sunshine, baseball, notebook. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the two words."

▶ Read the I can statement aloud, then the task on the slide: Notice the two words. Find the two smaller words inside.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: businessman = business + man.

TEKS (3.2)(B) • Spelling • Sheet 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

🕒 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct compound spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one joins two words into one correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: everyday is correct. It joins every and day.

TEKS (3.2)(B) • Spelling • Sheet 23 of 36 • Cluster 5 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Join these two words from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: business + man = businessman.

TEKS (3.2)(B) • Spelling • Sheet 23 of 36 • Cluster 5 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 5 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

🕒 ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Join these two new words on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sun + shine = sunshine.

TEKS (3.2)(B) · Spelling · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.

Grade 3 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how businessman is two words, then make one compound of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: businessman joins business and man; a correct student word might be baseball, notebook, or rainbow.TEKS (3.2)(B) • Spelling • Sheet 23 of 36 • Cluster 5 • Module 3 • slide 6
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ Read the Your Turn task: On your tracking sheet, join each pair into one compound word, then use one in a sentence about the reading. Students work independently on the tracking sheet.

“Take your time, and use the rule to guide each one.”

▶ Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.

ANSWER KEY: rainbow, cupcake, football, bedroom, popcorn

TEKS (3.2)(B) · Spelling · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 businessman

C businessmen

D business man

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Grade 3 · CLUSTER 5 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Henry Ford was an inventor and _____.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is The Suffix -ly."

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

"Our words come straight from our reading: finally, quickly, especially, slowly, safely. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the -ly ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the -ly ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: quickly = quick + ly. The base word is quick.

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -ly) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct -ly spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one adds -ly to slow correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -ly) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -ly to this base word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: quick + ly = quickly.

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -ly) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 5 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add -ly to this new base word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: safe + ly = safely.

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -ly) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why quickly ends in -ly, then spell one -ly word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (The Suffix -ly) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ Read the Your Turn task: On your tracking sheet, add -ly to each base word, then use one in a sentence about the reading. Students work independently on the tracking sheet.

“Take your time, and use the rule to guide each one.”

▶ Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.

ANSWER KEY: quietly, loudly, kindly, neatly, bravely

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ *Read the sentence and the four choices aloud: Many families were _____ able to buy a car of their own.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Contractions."

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

"Our words come straight from our reading: didn't, don't, can't, I'm, it's. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a reading word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 1 · a class or student copy of the reading · the student tracking sheet · pencils

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.



Grade 3 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the apostrophe in a contraction."

▶ Read the I can statement aloud, then the task on the slide: Notice the apostrophe. Find the two words and the missing letters.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: did not becomes didn't. The apostrophe takes the place of the o in not.

TEKS (3.2)(B) • Spelling • Sheet 25 of 36 • Cluster 6 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Contractions) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.

Grade 3 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct contraction."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one is the contraction for did not?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 25 of 36 • Cluster 6 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Contractions) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Make a contraction from these two words in the story.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: I + am = I'm.TEKS (3.2)(B) • Spelling • Sheet 25 of 36 • Cluster 6 • Module 1 • slide 4
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Contractions) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 6 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Make a contraction from these two new words on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: is + not = isn't.

TEKS (3.2)(B) · Spelling · Sheet 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Contractions) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.

Grade 3 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain where the apostrophe goes in didn't, then write one contraction of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: in didn't the apostrophe replaces the o in not; a correct student contraction might be we'll, you're, or that's.TEKS (3.2)(B) • Spelling • Sheet 25 of 36 • Cluster 6 • Module 1 • slide 6
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Contractions) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ Read the Your Turn task: On your tracking sheet, make a contraction from each pair, then use one in a sentence about the reading. Students work independently on the tracking sheet.

“Take your time, and use the rule to guide each one.”

▶ Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.

ANSWER KEY: isn't, you're, they're, we'll, that's

TEKS (3.2)(B) · Spelling · Sheet 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ *Read the sentence and the four choices aloud: Amina said, 'I _____ mean to break the jar.'*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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 didnt · Adds an extra letter instead of an apostrophe.

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

⌚ ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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 didnt: Adds an extra letter instead of an apostrophe.

TEKS (3.2)(B) • Spelling • Sheet 25 of 36 • Cluster 6 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Soft c and Soft g."

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

"Our words come straight from our reading: race, citizen, science, city, page. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the soft sound."

▶ Read the I can statement aloud, then the task on the slide: Notice the soft sound. Find the c or g that says a soft sound.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: in race the c says a soft s sound.

TEKS (3.2)(B) • Spelling • Sheet 26 of 36 • Cluster 6 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Soft c and Soft g) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with a soft c."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which word has a soft c that says s?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: race is correct. The c before e says a soft s.

TEKS (3.2)(B) • Spelling • Sheet 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Soft c and Soft g) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Choose the soft-c word from the story that means to run fast.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: race, because the c says soft s.

TEKS (3.2)(B) • Spelling • Sheet 26 of 36 • Cluster 6 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Soft c and Soft g) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 6 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Choose the soft-g word that means very big.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: giant, because the g before i says soft j.

TEKS (3.2)(B) · Spelling · Sheet 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Soft c and Soft g) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why race has a soft c, then write one soft c or soft g word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: race has a soft c because the c comes before e; a correct student word might be place, gentle, or circle.

TEKS (3.2)(B) • Spelling • Sheet 26 of 36 • Cluster 6 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Soft c and Soft g) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, underline the soft c or soft g in each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: place (soft c), gentle (soft g), giant (soft g), circle (soft c), ice (soft c)

TEKS (3.2)(B) · Spelling · Sheet 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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)

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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)

TEKS (3.2)(B) · Spelling · Sheet 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Amina's heart started to _____ when the jar broke.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Silent Letters kn, wr, and mb."

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

"Our words come straight from our reading: know, knocked, knee, write, thumb. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 · CLUSTER 6 · Spelling · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice the silent letter."

▶ Read the I can statement aloud, then the task on the slide: Notice the silent letter. Find the letter you do not hear.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: in know the k is silent. You do not hear it.

TEKS (3.2)(B) · Spelling · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Silent Letters kn, wr, and mb) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the silent letter."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling of the word that means the joint in your leg is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: knee is correct. It has a silent k at the start.

TEKS (3.2)(B) • Spelling • Sheet 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Silent Letters kn, wr, and mb) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add the silent letter to this word from the story.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: know, with a silent k.

TEKS (3.2)(B) • Spelling • Sheet 27 of 36 • Cluster 6 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Silent Letters kn, wr, and mb) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 6 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add the silent letter to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: wrist, with a silent w.

TEKS (3.2)(B) · Spelling · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Silent Letters kn, wr, and mb) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why know has a silent k, then write one silent letter word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: know has a silent k that we do not say; a correct student word might be knife, wrap, or comb.

TEKS (3.2)(B) • Spelling • Sheet 27 of 36 • Cluster 6 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Silent Letters kn, wr, and mb) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the silent letter to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: knife, wrist, wrap, comb, lamb

TEKS (3.2)(B) · Spelling · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 6 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: Amina bumped the table and _____ the jar over.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

🕒 ~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 27 of 36 • Cluster 6 • Module 3 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Abbreviations."

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

"Our words come straight from our reading: Mr., Mrs., Dr., St., Mon.. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the short form and the period."

▶ Read the I can statement aloud, then the task on the slide: Notice the short form. Find the abbreviation and the word it stands for.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Mister is shortened to Mr., which ends with a period.

TEKS (3.2)(B) • Spelling • Sheet 28 of 36 • Cluster 6 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Abbreviations) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct abbreviation."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which is the correct abbreviation for Mistress?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Mrs. is correct. It is the abbreviation for Mistress and ends with a period.

TEKS (3.2)(B) • Spelling • Sheet 28 of 36 • Cluster 6 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Abbreviations) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Write the abbreviation for the title in the story.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Mrs.

TEKS (3.2)(B) • Spelling • Sheet 28 of 36 • Cluster 6 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Abbreviations) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 6 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

🕒 ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Write the abbreviation for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Dr.

TEKS (3.2)(B) · Spelling · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Abbreviations) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.

Grade 3 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why Mrs. ends with a period, then write one abbreviation of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Mrs. ends with a period because a period marks a shortened word; a correct student abbreviation might be Ms., Ave., or Jan.TEKS (3.2)(B) • Spelling • Sheet 28 of 36 • Cluster 6 • Module 4 • slide 6
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Abbreviations) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, write the abbreviation for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: Dr., Mr., St., Mon., Jan.

TEKS (3.2)(B) · Spelling · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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.

TEKS (3.2)(B) · Spelling · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *The teacher in the story was named _____ Ramirez.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long i Spelled igh and y."

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

"Our words come straight from our reading: night, light, high, sky, by. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the long i spelling."

▶ Read the I can statement aloud, then the task on the slide: Notice the long i spelling. Find the letters that spell long i.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: night = n + igh + t. The letters igh spell long i.

TEKS (3.2)(B) • Spelling • Sheet 29 of 36 • Cluster 7 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long i Spelled igh and y) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

🕒 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct long i spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows long i with igh?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: night is correct. It spells long i with igh.

TEKS (3.2)(B) • Spelling • Sheet 29 of 36 • Cluster 7 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long i Spelled igh and y) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with an example."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the letters for this long i word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: I + igh + t = light.

TEKS (3.2)(B) • Spelling • Sheet 29 of 36 • Cluster 7 • Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long i Spelled igh and y) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 7 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the letter for this new long i word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sk + y = sky.

TEKS (3.2)(B) · Spelling · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long i Spelled igh and y) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why night uses igh, then spell one long i word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: night uses igh to spell long i; a correct student word might be by, my, or bright.

TEKS (3.2)(B) • Spelling • Sheet 29 of 36 • Cluster 7 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long i Spelled igh and y) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, spell each long i word, then use one in a sentence about the poem. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: by, my, fly, bright, sigh

TEKS (3.2)(B) · Spelling · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 7 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *The poem says we help a dream grow _____ sharing kindness with others.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 29 of 36 • Cluster 7 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Prefixes un, re, and dis."

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

"Our words come straight from our reading: undo, unfair, redo, retell, disagree. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the prefix."

► Read the I can statement aloud, then the task on the slide: Notice the prefix. Find the prefix at the front of the word.

"Let's do this one together first, then you will try it on your tracking sheet."

► Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: unfair = un + fair. The prefix un means not.

TEKS (3.2)(B) • Spelling • Sheet 30 of 36 • Cluster 7 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes un, re, and dis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the correct prefix."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one means not fair?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: unfair is correct. The prefix un means not fair.

TEKS (3.2)(B) • Spelling • Sheet 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes un, re, and dis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with an example."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add a prefix to make the new meaning.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: re + do = redo.

TEKS (3.2)(B) • Spelling • Sheet 30 of 36 • Cluster 7 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes un, re, and dis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 7 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add a prefix to make the new meaning on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: dis + agree = disagree.

TEKS (3.2)(B) · Spelling · Sheet 30 of 36 · Cluster 7 · Module 2 · slide 5
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes un, re, and dis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how un changes fair into unfair, then make one prefix word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: un changes fair into unfair by meaning not; a correct student word might be unhappy, reread, or disappear.

TEKS (3.2)(B) • Spelling • Sheet 30 of 36 • Cluster 7 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes un, re, and dis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the prefix to each word, then use one in a sentence of your own. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: unhappy, reread, unlock, disappear, replay

TEKS (3.2)(B) · Spelling · Sheet 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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 unfair

D disfair

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Grade 3 • CLUSTER 7 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *If something is not fair, we say it is _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 30 of 36 • Cluster 7 • Module 2 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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 unfair · Doubles the f, which this word does not need.

D disfair · Uses dis, but the prefix for not fair is un.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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 unfair: Doubles the f, which this word does not need.; D disfair: Uses dis, but the prefix for not fair is un.

TEKS (3.2)(B) • Spelling • Sheet 30 of 36 • Cluster 7 • Module 2 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Prefixes pre and mis."

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

"Our words come straight from our reading: preview, prepay, mistake, misread, misplace. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the prefix."

▶ Read the I can statement aloud, then the task on the slide: Notice the prefix. Find the prefix pre or mis at the front.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: preview = pre + view. The prefix pre means before.

TEKS (3.2)(B) • Spelling • Sheet 31 of 36 • Cluster 7 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes pre and mis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the correct prefix."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one means to read something wrong?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: misread is correct. The prefix mis means to read wrong.

TEKS (3.2)(B) • Spelling • Sheet 31 of 36 • Cluster 7 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes pre and mis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with an example."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add a prefix to make the new meaning.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: pre + view = preview.

TEKS (3.2)(B) • Spelling • Sheet 31 of 36 • Cluster 7 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes pre and mis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add a prefix to make the new meaning on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: mis + place = misplace.

TEKS (3.2)(B) • Spelling • Sheet 31 of 36 • Cluster 7 • Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes pre and mis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how pre changes view into preview, then make one prefix word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: pre changes view into preview by meaning before; a correct student word might be preheat, mislead, or misspell.

TEKS (3.2)(B) • Spelling • Sheet 31 of 36 • Cluster 7 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Prefixes pre and mis) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the prefix to each word, then use one in a sentence of your own. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: preheat, prepaid, mislead, misspell, pretest

TEKS (3.2)(B) · Spelling · Sheet 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 7 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *To read something the wrong way is to _____ it.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

The Writing Academy®, LLC

Grade 3 • CLUSTER 7 • Spelling

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Suffixes ful, less, and ness."

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

"Our words come straight from our reading: hopeful, kindness, fearless, useful, careless. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

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.



Grade 3 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the suffix."

▶ Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix ful, less, or ness.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: hopeful = hope + ful. The suffix ful means full of.

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Suffixes ful, less, and ness) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

🕒 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the correct suffix."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one means full of hope?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: hopeful is correct. ful means full of, with one l.

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Suffixes ful, less, and ness) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add a suffix to this word from the poem.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: kind + ness = kindness.

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Suffixes ful, less, and ness) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 7 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add a suffix to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: fear + less = fearless.

TEKS (3.2)(B) · Spelling · Sheet 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Suffixes ful, less, and ness) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why hopeful ends in ful, then spell one suffix word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: hopeful ends in ful because it means full of hope; a correct student word might be helpful, joyful, or darkness.

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Suffixes ful, less, and ness) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the suffix to each word, then use one in a sentence about the poem. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: helpful, sadness, painless, joyful, darkness

TEKS (3.2)(B) · Spelling · Sheet 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 • CLUSTER 7 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: One _____ word can travel from friend to friend.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 32 of 36 • Cluster 7 • Module 4 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Plurals Review (s, es, y to ies)."

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

"Our words come straight from our reading: asks, cars, dams, jobs, maps. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the plural ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the plural ending.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: maps = map + s. The base word is map.

TEKS (3.2)(B) • Spelling • Sheet 33 of 36 • Cluster 8 • Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals Review (s, es, y to ies)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.

Grade 3 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct plural."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one makes city plural correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: cities is correct. Change the y to i and add es.

TEKS (3.2)(B) • Spelling • Sheet 33 of 36 • Cluster 8 • Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals Review (s, es, y to ies)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Make this base word from the reading plural.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: job + s = jobs.

TEKS (3.2)(B) • Spelling • Sheet 33 of 36 • Cluster 8 • Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals Review (s, es, y to ies)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 8 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Make this new base word plural on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: box + es = boxes.

TEKS (3.2)(B) · Spelling · Sheet 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals Review (s, es, y to ies)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why city becomes cities, then spell one plural of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: city becomes cities by changing y to i and adding es; a correct student word might be wishes, babies, or stories.

TEKS (3.2)(B) • Spelling • Sheet 33 of 36 • Cluster 8 • Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Plurals Review (s, es, y to ies)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, make each word plural, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: boxes, wishes, cities, babies, stories

TEKS (3.2)(B) · Spelling · Sheet 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 • CLUSTER 8 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *People consider geography when building roads, homes, and _____.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 33 of 36 • Cluster 8 • Module 1 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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 cityes** · Adds es but does not change the y to i.
- D citties** · Doubles the t, which this word does not need.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: A cities: Correct. Change the y to i and add es.; B citys: Just adds s without changing the y to i.; C cityes: Adds es but does not change the y to i.; D citties: Doubles the t, which this word does not need.

TEKS (3.2)(B) • Spelling • Sheet 33 of 36 • Cluster 8 • Module 1 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

🕒 ~5 min

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

"This week our spelling rule is R-Controlled Vowels Review (ar, er, ir, or, ur)."

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

"Our words come straight from our reading: area, cars, near, warm, work. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the vowel and r."

▶ Read the I can statement aloud, then the task on the slide: Notice the vowel and r. Find the vowel that teams with r.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: cars = c + ar + s. The a and r work together.

TEKS (3.2)(B) • Spelling • Sheet 34 of 36 • Cluster 8 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels Review (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the right vowel and r team."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling shows the vowel and r team in work?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: work is correct. The o and r team spell the sound.

TEKS (3.2)(B) • Spelling • Sheet 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels Review (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Fill in the vowel and r team for this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: w + ar + m = warm.

TEKS (3.2)(B) • Spelling • Sheet 34 of 36 • Cluster 8 • Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels Review (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 8 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Fill in the vowel and r team for this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: g + ar + den = garden.

TEKS (3.2)(B) · Spelling · Sheet 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels Review (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain why cars uses ar, then spell one r-controlled word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: cars uses ar because the a teams with r; a correct student word might be corner, winter, or turtle.

TEKS (3.2)(B) • Spelling • Sheet 34 of 36 • Cluster 8 • Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (R-Controlled Vowels Review (ar, er, ir, or, ur)) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, fill in the vowel and r team for each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: garden, thirsty, corner, turtle, winter

TEKS (3.2)(B) · Spelling · Sheet 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 • CLUSTER 8 • Spelling

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: *People could travel farther for _____, shopping, and school.*

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) • Spelling • Sheet 34 of 36 • Cluster 8 • Module 2 • slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 34 of 36 • Cluster 8 • Module 2 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Long Vowels with Silent e Review."

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

"Our words come straight from our reading: came, gave, home, life, place. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

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.



Grade 3 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the silent e."

▶ Read the I can statement aloud, then the task on the slide: Notice the silent e. Find the silent e and the long vowel it makes.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: gave = g + a + v + e. The silent e makes the a say long a.

TEKS (3.2)(B) • Spelling • Sheet 35 of 36 • Cluster 8 • Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word with the silent e."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling makes the vowel long?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: home is correct. The silent e makes the o say long o.

TEKS (3.2)(B) • Spelling • Sheet 35 of 36 • Cluster 8 • Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add the silent e to this word from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: plac + e = place.

TEKS (3.2)(B) • Spelling • Sheet 35 of 36 • Cluster 8 • Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 8 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Add the silent e to this new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: hop + e = hope.

TEKS (3.2)(B) · Spelling · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the silent e changes hop into hope, then spell one silent e word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

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

TEKS (3.2)(B) • Spelling • Sheet 35 of 36 • Cluster 8 • Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Long Vowels with Silent e Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ *Read the Your Turn task: On your tracking sheet, add the silent e to each word, then use one in a sentence about the reading. Students work independently on the tracking sheet.*

“Take your time, and use the rule to guide each one.”

▶ *Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.*

ANSWER KEY: hope, ride, note, cube, cape

TEKS (3.2)(B) · Spelling · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

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Grade 3 · CLUSTER 8 · Spelling

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: A _____ becomes a community when people use its resources.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) • Spelling • Sheet 35 of 36 • Cluster 8 • Module 3 • slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.

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.**

The Writing Academy®, LLC

Grade 3 • CLUSTER 8 • Spelling

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

"This week our spelling rule is Compound Words Review."

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

"Our words come straight from our reading: seashell, someone, without, waterways, grasslands. We already know these words, so now we learn the pattern inside them."

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a reading word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS (3.2)(B) • Spelling • Sheet 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

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.



Grade 3 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

🕒 ~4 min

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

"Today's thinking job is NOTICE. I can notice the two words."

▶ Read the I can statement aloud, then the task on the slide: Notice the two words. Find the two smaller words inside.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: seashell = sea + shell.

TEKS (3.2)(B) • Spelling • Sheet 36 of 36 • Cluster 8 • Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct compound."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one joins two words correctly?

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: someone is correct. It joins some and one.

TEKS (3.2)(B) • Spelling • Sheet 36 of 36 • Cluster 8 • Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

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.



Grade 3 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can show the rule with a passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Join these two words from the reading.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sea + shell = seashell.

TEKS (3.2)(B) • Spelling • Sheet 36 of 36 • Cluster 8 • Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

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.



Grade 3 · CLUSTER 8 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN
· Advanced

🕒 ~4 min

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

"Today's thinking job is OWN. I can own the rule with a new word."

▶ Read the I can statement aloud, then the task on the slide: Own the rule. Join these two new words on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sun + shine = sunshine.

TEKS (3.2)(B) · Spelling · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 5
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

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.

Grade 3 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND
• Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how seashell is two words, then make one compound of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: seashell joins sea and shell; a correct student word might be notebook, baseball, or rainbow.TEKS (3.2)(B) • Spelling • Sheet 36 of 36 • Cluster 8 • Module 4 • slide 6
of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the rule (Compound Words Review) in the word.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the reading word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about building the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. You will spell these on your own.”

▶ Read the Your Turn task: On your tracking sheet, join each pair into one compound word, then use one in a sentence about the reading. Students work independently on the tracking sheet.

“Take your time, and use the rule to guide each one.”

▶ Circulate and note who has the pattern and who needs another look. Do not grade yet; today is practice.

ANSWER KEY: sunshine, notebook, baseball, rainbow, bedroom

TEKS (3.2)(B) · Spelling · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students applying the rule, not guessing by sound.

COMMON MISCONCEPTION

A student may get the sound right but the pattern wrong. Redirect to the rule.

POSSIBLE STUDENT QUESTION

Do I have to use it in a sentence? Yes, one sentence about the reading cements the word.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Watch for confident, unassisted spelling.

RAISE THE THINKING → (move one level to the right)

Ask an early finisher to spell one more word of their own that follows the same rule.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Fix it now while we can see the pattern together.”

▶ *Celebrate the pattern, not just the right answer. Ask a student to explain why the correct spelling follows the rule.*

ANSWER KEY: 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

TEKS (3.2)(B) · Spelling · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can self-correct using the rule, not just copy the key.

COMMON MISCONCEPTION

Copying the key without understanding. Ask why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is that one right? Have them name the rule the word follows.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations.

RAISE THE THINKING → (move one level to the right)

Ask a student to write a rule reminder in their own words for next time.

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

“Here is a test-style question, the kind our state writing assessment uses.”

▶ Read the sentence and the four choices aloud: A _____ found far from the coast becomes a clue for archaeologists.

“Read all four choices before you decide. Use the rule to rule out the wrong ones.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS (3.2)(B) · Spelling · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

Picking the word that looks longest or most familiar. Point back to the pattern.

POSSIBLE STUDENT QUESTION

Can two be right? No. Only one follows the rule exactly.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: apply the rule under pressure.

RAISE THE THINKING → (move one level to the right)

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

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.

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

~4 min

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

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice broke the rule in a small way. When we can name that mistake, we get better at catching it.”

▶ *Have students write one sentence in their own words explaining why the correct spelling is right.*

ANSWER KEY: Correct: A. Why each: 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.

TEKS (3.2)(B) · Spelling · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why does the wrong one sound right? Sound is not spelling; the rule decides.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a student to invent a tricky wrong answer of their own and explain its flaw.