

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Long words are made of smaller syllables.

Closed syllables end in a consonant, open syllables end in a vowel, and VCe adds a silent e.

Spell one syllable at a time.

THE SPELLING RULE

Closed, open, and VCe review

picnic silent escape napkin tiger mistake
rabbit robot compete reptile

Closed syllables end in a consonant, open syllables end in a vowel, and VCe adds a silent e.

WHERE THEY APPEAR: “The silent robot did not escape the picnic.”

This deck teaches **Closed, open, and VCe 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 Closed, open, and VCe 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 all share the same syllable: picnic, silent, escape, and more. 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 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 syllable."

EXACT TEKS WORDING

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

Notice the syllable.

Break the word into syllables.

picnic = pic + nic

I CAN I can notice the syllable in a word.



Grade 4 · 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 syllable."

▶Read the I can statement aloud, then the task on the slide: Notice the syllable.
Break the word into syllables.

"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: picnic = pic + nic.

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 ·
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

escape • escap • iscape

I CAN I can choose the correctly spelled word.



Grade 4 · 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 correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: escape is correct.

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back. Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

nap + kin = _____

I CAN I can build the word correctly.



Grade 4 · 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: nap + kin = napkin.

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 ·
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Own the rule.

Build a new word on your own.

mis + take = _____

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



Grade 4 · 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. Build a 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: mis + take = mistake.

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 ·
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Explain and transfer.

Explain how you split the word, then spell one of your own.

"The tiger and the rabbit escape into the reptile house," she said.

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



Grade 4 • 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 you split the word, 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: Answers vary; a correct student word might be silent, escape, or napkin.

TEKS (4.2.B.i) • Closed, open, and VCe review • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back. Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

pic + nic → _____ ti + ger → _____ es + cape → _____ ro + bot → _____ com
+ pete → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: picnic, tiger, escape, robot, compete

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

picnic = pic + nic.

CHOOSE

escape is correct.

SHOW

nap + kin = napkin.

OWN

mis + take = mistake.

DEFEND

Answers vary; a correct student word might be silent, escape, or napkin.

YOUR TURN

picnic, tiger, escape, robot, compete

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Grade 4 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 · Prepare

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A silent

B sielent

C silant

D siolent

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.i) • Closed, open, and VCe review • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A silent · Correct. si is an open syllable and lent is closed.

B sielent · Adds an extra i.

C silant · Uses a for the second syllable; it should be e.

D siolent · Adds an extra o.

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

⌚ ~3 min

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

“The correct answer is A, silent.”

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

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

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

ANSWER: A is correct. Correct. si is an open syllable and lent is closed.

TEKS (4.2.B.i) · Closed, open, and VCe review · Sheet 1 of 36 · Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Long words are made of smaller syllables.

Vowel teams are two vowels that work together to spell one sound.

Spell one syllable at a time.

THE SPELLING RULE

Vowel team review

**reason explain coastline dream praise gleam
roadway sailboat freeway complain**

Vowel teams are two vowels that work together to spell one sound.

WHERE THEY APPEAR: “Explain the reason we took the coastline roadway.”

This deck teaches **Vowel team 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 Vowel team 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 all share the same vowel team: reason, explain, coastline, and more. 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 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 vowel team."

EXACT TEKS WORDING

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

Notice the vowel team.

Break the word into syllables.

explain = ex + plain

I CAN I can notice the vowel team in a word.



Grade 4 • 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 vowel team."

▶Read the I can statement aloud, then the task on the slide: Notice the vowel team. Break the word into syllables.

"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: explain = ex + plain.

TEKS (4.2.B.i) • Vowel team review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel team and read it back.
Expected: they can name the vowel team and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

reason • reeson • raison

I CAN I can choose the correctly spelled word.



Grade 4 • 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 correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: reason is correct.

TEKS (4.2.B.i) • Vowel team review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel team and read it back.
Expected: they can name the vowel team and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

coast + line = _____

I CAN I can build the word correctly.



Grade 4 · 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: coast + line = coastline.

TEKS (4.2.B.i) · Vowel team review · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel team and read it back.
Expected: they can name the vowel team and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Own the rule.

Build a new word on your own.

sail + boat = _____

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



Grade 4 · 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. Build a 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: sail + boat = sailboat.

TEKS (4.2.B.i) · Vowel team review · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel team and read it back.
Expected: they can name the vowel team and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Explain and transfer.

Explain how you split the word, then spell one of your own.

"The dream sailboat sailed along the coastline," he said.

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



Grade 4 • 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 you split the word, 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: Answers vary; a correct student word might be explain, coastline, or dream.

TEKS (4.2.B.i) • Vowel team review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel team and read it back.
Expected: they can name the vowel team and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

ex + plain → _____ coast + line → _____ road + way → _____ sail + boat →
 _____ com + plain → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: explain, coastline, roadway, sailboat, complain

TEKS (4.2.B.i) · Vowel team review · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

explain = ex + plain.

CHOOSE

reason is correct.

SHOW

coast + line = coastline.

OWN

sail + boat = sailboat.

DEFEND

Answers vary; a correct student word might be explain, coastline, or dream.

YOUR TURN

explain, coastline, roadway, sailboat, complain

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.i) · Vowel team review · Sheet 2 of 36 · Prepare

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A explain

B explane

C esplain

D explian

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.i) • Vowel team review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A explain · Correct. The ai vowel team spells the long a sound.

B explane · Uses a, consonant, e instead of the ai team.

C esplain · Starts with es; it should be ex.

D explian · Reverses the ai team to ia.

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

⌚ ~3 min

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

“The correct answer is A, explain.”

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

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

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

ANSWER: A is correct. Correct. The ai vowel team spells the long a sound.

TEKS (4.2.B.i) · Vowel team review · Sheet 2 of 36 · Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Long words are made of smaller syllables.

An r after a vowel changes the vowel sound: ar, er, ir, or, ur.

Spell one syllable at a time.

THE SPELLING RULE**R-controlled review**

garden perform further market corner thirsty
morning turnip harbor whirl

An r after a vowel changes the vowel sound: ar, er, ir, or, ur.

WHERE THEY APPEAR: “In the morning we work further in the garden.”

This deck teaches **R-controlled 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 R-controlled 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 all share the same r-controlled syllable: garden, perform, further, and more. 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 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 r-controlled syllable."

EXACT TEKS WORDING

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

Notice the r-controlled syllable.

Break the word into syllables.

garden = gar + den

I CAN I can notice the r-controlled syllable in a word.



Grade 4 • 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 r-controlled syllable."

›Read the I can statement aloud, then the task on the slide: Notice the r-controlled syllable. Break the word into syllables.

"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: garden = gar + den.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the r-controlled syllable and read it back. Expected: they can name the r-controlled syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

further • futher • furthur

I CAN I can choose the correctly spelled word.



Grade 4 • 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 correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: further is correct.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the r-controlled syllable and read it back. Expected: they can name the r-controlled syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

mar + ket = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: mar + ket = market.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the r-controlled syllable and read it back. Expected: they can name the r-controlled syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Own the rule.

Build a new word on your own.

cor + ner = _____

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



Grade 4 • 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. Build a 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: cor + ner = corner.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the r-controlled syllable and read it back. Expected: they can name the r-controlled syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Explain and transfer.

Explain how you split the word, then spell one of your own.

"Each morning the thirsty crew works in the harbor garden," she said.

I CAN I can explain the r-controlled syllable and use a word in my own writing.



Grade 4 • 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 you split the word, 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: Answers vary; a correct student word might be perform, further, or market.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the r-controlled syllable and read it back. Expected: they can name the r-controlled syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

gar + den → _____ mar + ket → _____ cor + ner → _____ morn + ing →
 _____ thirst + y → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: garden, market, corner, morning, thirsty

TEKS (4.2.B.i) · R-controlled review · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

garden = gar + den.

CHOOSE

further is correct.

SHOW

mar + ket = market.

OWN

cor + ner = corner.

DEFEND

Answers vary; a correct student word might be perform, further, or market.

YOUR TURN

garden, market, corner, morning, thirsty

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Grade 4 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.i) · R-controlled review · Sheet 3 of 36 · Prepare

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A thirsty

B thursty

C thirstey

D thristy

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A thirsty · Correct. The ir spells the r-controlled sound in thirst.

B thursty · Uses ur instead of ir.

C thirstey · Adds an extra e before y.

D thristy · Reverses ir to ri.

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

⌚ ~3 min

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

“The correct answer is A, thirsty.”

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

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

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

ANSWER: A is correct. Correct. The ir spells the r-controlled sound in thirst.

TEKS (4.2.B.i) • R-controlled review • Sheet 3 of 36 • Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

The schwa is the soft uh sound in an unstressed syllable, as in the a in about.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Schwa in unstressed syllables

about pencil wagon sofa lemon animal
banana problem cabin seven

The schwa is the soft uh sound in an unstressed syllable, as in the a in about.

WHERE THEY APPEAR: “The lemon and the banana sat on the sofa.”

This deck teaches **Schwa in unstressed syllables** 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 Schwa in unstressed syllables.”

›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 all share the same pattern: about, pencil, wagon, and more. 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 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 pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

about = a + bout

I CAN I can notice the pattern in a word.



Grade 4 • 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 pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in 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: about = a + bout.

TEKS (4.2.B.iii) • Schwa in unstressed syllables • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

pencil • pencil • pensil

I CAN I can choose the correctly spelled word.



Grade 4 • 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 correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: pencil is correct.

TEKS (4.2.B.iii) • Schwa in unstressed syllables • Sheet 4 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

wag + on = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: wag + on = wagon.

TEKS (4.2.B.iii) • Schwa in unstressed syllables • Sheet 4 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

lem + on = _____

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



Grade 4 · 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. Build a 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: lem + on = lemon.

TEKS (4.2.B.iii) · Schwa in unstressed syllables · Sheet 4 of 36 ·
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

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

"The animal hid in the cabin near the wagon," she said.

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



Grade 4 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be pencil, wagon, or sofa.

TEKS (4.2.B.iii) • Schwa in unstressed syllables • Sheet 4 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

a + bout → _____ pen + cil → _____ wag + on → _____ lem + on → _____
 prob + lem → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: about, pencil, wagon, lemon, problem

TEKS (4.2.B.iii) · Schwa in unstressed syllables · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

about = a + bout.

CHOOSE

pencil is correct.

SHOW

wag + on = wagon.

OWN

lem + on = lemon.

DEFEND

Answers vary; a correct student word might be pencil, wagon, or sofa.

YOUR TURN

about, pencil, wagon, lemon, problem

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Grade 4 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iii) · Schwa in unstressed syllables · Sheet 4 of 36 · Prepare

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A pencil

B pencil

C pensil

D pincel

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iii) • Schwa in unstressed syllables • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A pencil · Correct. The schwa sound is spelled with an i in the last syllable.

B pencil · Spells the schwa with e.

C pensil · Spells the c sound with s.

D pincel · Changes the first vowel to i.

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

⌚ ~3 min

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

“The correct answer is A, pencil.”

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

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

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

ANSWER: A is correct. Correct. The schwa sound is spelled with an i in the last syllable.

TEKS (4.2.B.iii) · Schwa in unstressed syllables · Sheet 4 of 36 · Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns”

WHAT DOES THIS MEAN TO ME?

Long words are made of smaller syllables.

In the VCCV pattern, split the word between the two middle consonants.

Spell one syllable at a time.

THE SPELLING RULE

VCCV pattern

basket problem contest napkin muffin rabbit
sunset dentist magnet picnic

In the VCCV pattern, split the word between the two middle consonants.

WHERE THEY APPEAR: “We had a contest to solve the problem.”

This deck teaches **VCCV pattern** 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 VCCV pattern.”

▶ 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 all share the same syllable: basket, problem, contest, and more. 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 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 syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Notice the syllable.

Break the word into syllables.

basket = bas + ket

I CAN I can notice the syllable in a word.



Grade 4 · 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 syllable."

▶ Read the I can statement aloud, then the task on the slide: Notice the syllable.
Break the word into syllables.

"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: basket = bas + ket.

TEKS (4.2.B.iv) · VCCV pattern · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Choose the correct spelling.

Which spelling is correct?

problem • problem • probelm

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: problem is correct.

TEKS (4.2.B.iv) • VCCV pattern • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Show the rule.

Build or spell the word.

con + test = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: con + test = contest.

TEKS (4.2.B.iv) • VCCV pattern • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using advanced knowledge of syllable division patterns"

Own the rule.

Build a new word on your own.

mag + net = _____

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



Grade 4 · 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. Build a 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: mag + net = magnet.

TEKS (4.2.B.iv) · VCCV pattern · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using advanced knowledge of syllable division patterns"

Explain and transfer.

Explain how you split the word, then spell one of your own.

"The dentist put a magnet in the basket," she said.

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



Grade 4 • 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 split the word, 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: Answers vary; a correct student word might be problem, contest, or napkin.

TEKS (4.2.B.iv) • VCCV pattern • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back. Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

bas + ket → _____ prob + lem → _____ con + test → _____ sun + set →
 _____ mag + net → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: basket, problem, contest, sunset, magnet

TEKS (4.2.B.iv) · VCCV pattern · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

basket = bas + ket.

CHOOSE

problem is correct.

SHOW

con + test = contest.

OWN

mag + net = magnet.

DEFEND

Answers vary; a correct student word might be problem, contest, or napkin.

YOUR TURN

basket, problem, contest, sunset, magnet

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iv) · VCCV pattern · Sheet 5 of 36 · Cluster 1

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A basket

B baskit

C bascket

D bascet

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Test-Style Question

 ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iv) · VCCV pattern · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A basket · Correct. Split bas and ket between the two consonants.

B baskit · Spells the second syllable with i.

C bascket · Adds an extra c.

D bascet · Uses c instead of k.

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

⌚ ~3 min

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

“The correct answer is A, basket.”

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

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

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

ANSWER: A is correct. Correct. Split bas and ket between the two consonants.

TEKS (4.2.B.iv) · VCCV pattern · Sheet 5 of 36 · Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns”

WHAT DOES THIS MEAN TO ME?

Long words are made of smaller syllables.

In the VCV pattern, the first syllable is often open with a long vowel.

Spell one syllable at a time.

THE SPELLING RULE

VCV pattern

moment planet camel robot tiger pilot spider
hotel music silent

In the VCV pattern, the first syllable is often open with a long vowel.

WHERE THEY APPEAR: “For a moment the pilot watched the planet.”

This deck teaches **VCV pattern** 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 VCV pattern.”

▶ 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 all share the same syllable: moment, planet, camel, and more. 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 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 syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Notice the syllable.

Break the word into syllables.

moment = mo + ment

I CAN I can notice the syllable in a word.



Grade 4 · 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 syllable."

▶Read the I can statement aloud, then the task on the slide: Notice the syllable. Break the word into syllables.

"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: moment = mo + ment.

TEKS (4.2.B.iv) · VCV pattern · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back. Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Choose the correct spelling.

Which spelling is correct?

planet • plannet • planit

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: planet is correct.

TEKS (4.2.B.iv) • VCV pattern • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Show the rule.

Build or spell the word.

pi + lot = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: pi + lot = pilot.

TEKS (4.2.B.iv) • VCV pattern • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using advanced knowledge of syllable division patterns"

Own the rule.

Build a new word on your own.

ro + bot = _____

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



Grade 4 · 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. Build a 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: ro + bot = robot.

TEKS (4.2.B.iv) · VCV pattern · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using advanced knowledge of syllable division patterns"

Explain and transfer.

Explain how you split the word, then spell one of your own.

"The pilot saw a camel and a tiger," she said.

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



Grade 4 • 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 split the word, 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: Answers vary; a correct student word might be planet, camel, or robot.

TEKS (4.2.B.iv) • VCV pattern • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back. Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

mo + ment → _____ plan + et → _____ pi + lot → _____ ro + bot → _____ mu
+ sic → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: moment, planet, pilot, robot, music

TEKS (4.2.B.iv) · VCV pattern · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

moment = mo + ment.

CHOOSE

planet is correct.

SHOW

pi + lot = pilot.

OWN

ro + bot = robot.

DEFEND

Answers vary; a correct student word might be planet, camel, or robot.

YOUR TURN

moment, planet, pilot, robot, music

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iv) · VCV pattern · Sheet 6 of 36 · Cluster 1

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A planet

B plannet

C planett

D planit

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Test-Style Question

 ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iv) · VCV pattern · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A planet · Correct. One consonant, so plan et keeps a single n.

B plannet · Doubles the n.

C planett · Doubles the t.

D planit · Spells the last syllable with i.

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

⌚ ~3 min

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

"The correct answer is A, planet."

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

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

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

ANSWER: A is correct. Correct. One consonant, so plan et keeps a single n.

TEKS (4.2.B.iv) · VCV pattern · Sheet 6 of 36 · Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns”

WHAT DOES THIS MEAN TO ME?

Long words are made of smaller syllables.

In the VCCCV pattern, keep the blend or digraph together when you split.

Spell one syllable at a time.

THE SPELLING RULE

VCCCV pattern

**control complete pilgrim monster hundred
address athlete complain sandwich children**

In the VCCCV pattern, keep the blend or digraph together when you split.

WHERE THEY APPEAR: “The pilgrim will complete the long trip.”

This deck teaches **VCCCV pattern** 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 VCCCV pattern.”

▶ 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 all share the same syllable: control, complete, pilgrim, and more. 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 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 syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Notice the syllable.

Break the word into syllables.

control = con + trol

I CAN I can notice the syllable in a word.



Grade 4 · 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 syllable."

▶Read the I can statement aloud, then the task on the slide: Notice the syllable. Break the word into syllables.

"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: control = con + trol.

TEKS (4.2.B.iv) · VCCCV pattern · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back. Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Choose the correct spelling.

Which spelling is correct?

complete • compleet • komplete

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: complete is correct.

TEKS (4.2.B.iv) • VCCCV pattern • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns"

Show the rule.

Build or spell the word.

mon + ster = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: mon + ster = monster.

TEKS (4.2.B.iv) • VCCCV pattern • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using advanced knowledge of syllable division patterns"

Own the rule.

Build a new word on your own.

hun + dred = _____

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



Grade 4 · 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. Build a 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: hun + dred = hundred.

TEKS (4.2.B.iv) · VCCCV pattern · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using advanced knowledge of syllable division patterns"

Explain and transfer.

Explain how you split the word, then spell one of your own.

"The children ate a sandwich by the monster statue," she said.

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



Grade 4 • 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 split the word, 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: Answers vary; a correct student word might be complete, pilgrim, or monster.

TEKS (4.2.B.iv) • VCCCV pattern • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the syllable and read it back.
Expected: they can name the syllable and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

con + trol → _____ com + plete → _____ mon + ster → _____ hun + dred →
 _____ pil + grim → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: control, complete, monster, hundred, pilgrim

TEKS (4.2.B.iv) · VCCCV pattern · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

control = con + trol.

CHOOSE

complete is correct.

SHOW

mon + ster = monster.

OWN

hun + dred = hundred.

DEFEND

Answers vary; a correct student word might be complete, pilgrim, or monster.

YOUR TURN

control, complete, monster, hundred, pilgrim

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iv) · VCCCV pattern · Sheet 7 of 36 · Cluster 1

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A complete

B compleet

C komplette

D complet

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iv) • VCCCV pattern • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A complete · Correct. com plete keeps the pl blend together.

B compleet · Spells the long e with ee.

C komplette · Uses k for the c sound.

D complet · Drops the final e.

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

⌚ ~3 min

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

"The correct answer is A, complete."

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

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

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

ANSWER: A is correct. Correct. com plete keeps the pl blend together.

TEKS (4.2.B.iv) • VCCCV pattern • Sheet 7 of 36 • Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Long words combine several syllable patterns; spell them one syllable at a time.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Multisyllabic multiple patterns

yesterday important everything temperature
information celebrate understand community
imagine remember

Long words combine several syllable patterns; spell them one syllable at a time.

WHERE THEY APPEAR: “Yesterday we learned important information.”

This deck teaches **Multisyllabic multiple 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 Multisyllabic multiple 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 all share the same pattern: yesterday, important, everything, and more. 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 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 pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

yesterday = yes + ter + day

I CAN I can notice the pattern in a word.



Grade 4 • 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 pattern."

▶ Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in 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: yesterday = yes + ter + day.

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

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

important • importent • inportant

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: important is correct.

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

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

re + mem + ber = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: re + mem + ber = remember.

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

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

un + der + stand = _____

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



Grade 4 · 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. Build a 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: un + der + stand = understand.

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

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

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

"Yesterday our community came together to celebrate," she said.

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



Grade 4 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be important, everything, or temperature.

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

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

yes + ter + day → _____ im + por + tant → _____ re + mem + ber → _____
cel + e + brate → _____ com + mu + ni + ty → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: yesterday, important, remember, celebrate, community

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

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

yesterday = yes + ter + day.

CHOOSE

important is correct.

SHOW

re + mem + ber = remember.

OWN

un + der + stand = understand.

DEFEND

Answers vary; a correct student word might be important, everything, or temperature.

YOUR TURN

yesterday, important, remember, celebrate, community

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

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

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A important

B importent

C inportant

D importint

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

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

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

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

B important · Spells the last syllable with e.

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

D importint · Spells the last syllable with i.

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

⌚ ~3 min

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

“The correct answer is A, important.”

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

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

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

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

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

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

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

THE SPELLING RULE

Ending tion and sion

action motion mission nation section station
question vacation division invention

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

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

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

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 Ending tion and sion.”

▶ 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 all share the same ending: action, motion, mission, and more. 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 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 ending."

EXACT TEKS WORDING

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

Notice the ending.

Find the ending inside the word.

action = act + ion

I CAN I can notice the ending in a word.



Grade 4 • 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 ending."

▶Read the I can statement aloud, then the task on the slide: Notice the ending. Find the ending inside 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: action = act + ion.

TEKS (4.2.B.i) • Ending tion and sion • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

action • acshun • akction

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: action is correct.

TEKS (4.2.B.i) • Ending tion and sion • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

va + ca + tion = _____

I CAN I can build the word correctly.



Grade 4 • 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 ending word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: va + ca + tion = vacation.

TEKS (4.2.B.i) • Ending tion and sion • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Own the rule.

Build a new word on your own.

sta + tion = _____

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



Grade 4 · 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. Build a 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: sta + tion = station.

TEKS (4.2.B.i) · Ending tion and sion · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Explain and transfer.

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

"The invention solved a big question," she said.

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



Grade 4 • 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 the ending, then spell one 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 ending keeps its spelling in every word; a correct student word might be motion, mission, or nation.

TEKS (4.2.B.i) • Ending tion and sion • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

act + ion → _____ mo + tion → _____ mis + sion → _____ na + tion → _____
 sec + tion → _____

I CAN I can spell words with the ending on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: action, motion, mission, nation, section

TEKS (4.2.B.i) · Ending tion and sion · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

action = act + ion.

CHOOSE

action is correct.

SHOW

va + ca + tion = vacation.

OWN

sta + tion = station.

DEFEND

The ending keeps its spelling in every word; a correct student word might be motion, mission, or nation.

YOUR TURN

action, motion, mission, nation, section

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.i) · Ending tion and sion · Sheet 9 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? The class took a trip during _____.

Which word correctly completes the sentence?

A vacation

B vacashun

C vacaton

D vecation

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.i) • Ending tion and sion • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A vacation · Correct. The shun sound is spelled tion.

B vacashun · Spells the ending as shun.

C vacaton · Leaves out the i in tion.

D vecation · Spells the first syllable with e.

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

⌚ ~3 min

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

“The correct answer is A, vacation.”

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

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

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

ANSWER: A is correct. Correct. The shun sound is spelled tion.

TEKS (4.2.B.i) • Ending tion and sion • Sheet 9 of 36 • Cluster 2

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The endings ture and sure spell a final stable syllable.

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

THE SPELLING RULE**Ending ture and sure**

picture nature measure future capture mixture
treasure pleasure adventure creature

The endings ture and sure spell a final stable syllable.

WHERE THEY APPEAR: “The picture showed a creature in nature.”

This deck teaches **Ending ture and sure** 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 Ending ture and sure.”

›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 all share the same ending: picture, nature, measure, and more. 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 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 ending."

EXACT TEKS WORDING

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

Notice the ending.

Find the ending inside the word.

picture = pic + ture

I CAN I can notice the ending in a word.



Grade 4 • 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 ending."

›Read the I can statement aloud, then the task on the slide: Notice the ending. Find the ending inside 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: picture = pic + ture.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

measure • mesure • meassure

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: measure is correct.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

na + ture = _____

I CAN I can build the word correctly.



Grade 4 • 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 ending word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: na + ture = nature.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Own the rule.

Build a new word on your own.

cap + ture = _____

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



Grade 4 • 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. Build a 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: cap + ture = capture.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Explain and transfer.

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

"The treasure was a real adventure to find," she said.

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



Grade 4 • 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 the ending, then spell one 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 ending keeps its spelling in every word; a correct student word might be nature, measure, or future.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

pic + ture → _____ na + ture → _____ mea + sure → _____ fu + ture → _____
cap + ture → _____

I CAN I can spell words with the ending on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: picture, nature, measure, future, capture

TEKS (4.2.B.i) · Ending ture and sure · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

picture = pic + ture.

CHOOSE

measure is correct.

SHOW

na + ture = nature.

OWN

cap + ture = capture.

DEFEND

The ending keeps its spelling in every word; a correct student word might be nature, measure, or future.

YOUR TURN

picture, nature, measure, future, capture

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.i) · Ending ture and sure · Sheet 10 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A treasure

B treshure

C treassure

D tresure

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

 ~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A treasure · Correct. The ending sure spells the final stable syllable.

B treshure · Spells the ending as shure.

C treassure · Doubles the s.

D tresure · Leaves out the a.

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

⌚ ~3 min

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

“The correct answer is A, treasure.”

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

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

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

ANSWER: A is correct. Correct. The ending sure spells the final stable syllable.

TEKS (4.2.B.i) • Ending ture and sure • Sheet 10 of 36 • Cluster 2

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The endings able and ible spell a final stable syllable.

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

THE SPELLING RULE

Ending able and ible

comfortable possible valuable terrible reliable
sensible enjoyable visible remarkable horrible

The endings able and ible spell a final stable syllable.

WHERE THEY APPEAR: “The comfortable chair made it possible to rest.”

This deck teaches **Ending able and ible** 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 Ending able and ible.”

›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 all share the same ending: comfortable, possible, valuable, and more. 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 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 the ending."

EXACT TEKS WORDING

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

Notice the ending.

Find the ending inside the word.

comfortable = comfort + able

I CAN I can notice the ending in a word.



Grade 4 • 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 ending."

›Read the I can statement aloud, then the task on the slide: Notice the ending. Find the ending inside 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: comfortable = comfort + able.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

possible • possible • posible

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: possible is correct.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

en + joy + able = _____

I CAN I can build the word correctly.



Grade 4 • 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 ending word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: en + joy + able = enjoyable.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Own the rule.

Build a new word on your own.

sen + si + ble = _____

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



Grade 4 • 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. Build a 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: sen + si + ble = sensible.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables"

Explain and transfer.

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

"It is possible to make the trip enjoyable," she said.

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



Grade 4 • 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 the ending, then spell one 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 ending keeps its spelling in every word; a correct student word might be possible, valuable, or terrible.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the ending and read it back.
Expected: they can name the ending and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

com + fort + able → _____ pos + si + ble → _____ val + u + able → _____ vis
+ i + ble → _____ ter + ri + ble → _____

I CAN I can spell words with the ending on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: comfortable, possible, valuable, visible, terrible

TEKS (4.2.B.i) · Ending able and ible · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

comfortable = comfort + able.

CHOOSE

possible is correct.

SHOW

en + joy + able = enjoyable.

OWN

sen + si + ble = sensible.

DEFEND

The ending keeps its spelling in every word; a correct student word might be possible, valuable, or terrible.

YOUR TURN

comfortable, possible, valuable, visible, terrible

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.i) · Ending able and ible · Sheet 11 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A possible

B possible

C posible

D possibel

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A possible · Correct. This word uses the ible ending.

B possible · Uses able instead of ible.

C possible · Uses one s; it should be double s.

D possibel · Reverses le to el.

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

⌚ ~3 min

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

“The correct answer is A, possible.”

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

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

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

ANSWER: A is correct. Correct. This word uses the ible ending.

TEKS (4.2.B.i) • Ending able and ible • Sheet 11 of 36 • Cluster 2

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

The suffixes **ty** and **ity** turn a word into a noun, as in **safe** to **safety**.

Watch for base word changes like dropping **e** or changing **y** to **i**.

THE SPELLING RULE

Ending **ty** and **ity**

safety honesty ability activity community
curiosity loyalty majority quality gravity

The suffixes **ty** and **ity** turn a word into a noun, as in **safe** to **safety**.

WHERE THEY APPEAR: “The community showed honesty and safety.”

This deck teaches **Ending ty and ity** 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 Ending **ty and **ity**.”**

›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 all share the same suffix: **safety, honesty, ability, and more. 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 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 the suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Notice the suffix.

Find the suffix inside the word.

safety = safe + ty

I CAN I can notice the suffix in a word.



Grade 4 • 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 suffix."

›Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside 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: safety = safe + ty.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

ability • abilaty • ability

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: ability is correct.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

safe + ty = _____

I CAN I can build the word correctly.



Grade 4 • 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 suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: safe + ty = safety.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

act + iv + ity = _____

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



Grade 4 • 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. Build a 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: act + iv + ity = activity.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"Our class showed honesty and loyalty," she said.

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



Grade 4 • 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 the suffix, then spell one 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 suffix keeps its spelling in every word; a correct student word might be honesty, ability, or activity.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

safe + ty → _____ hon + est + y → _____ a + bil + ity → _____ act + iv + ity →
 _____ qual + ity → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: safety, honesty, ability, activity, quality

TEKS (4.2.B.vi) · Ending ty and ity · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

safety = safe + ty.

CHOOSE

ability is correct.

SHOW

safe + ty = safety.

OWN

act + iv + ity = activity.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be honesty, ability, or activity.

YOUR TURN

safety, honesty, ability, activity, quality

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.vi) · Ending ty and ity · Sheet 12 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A ability

B abilaty

C abillity

D abilety

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A ability · Correct. The suffix ity is added to make a noun.

B abilty · Spells the suffix with a.

C abillity · Doubles the l.

D abilety · Spells the suffix with e.

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

⌚ ~3 min

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

“The correct answer is A, ability.”

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

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

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

ANSWER: A is correct. Correct. The suffix ity is added to make a noun.

TEKS (4.2.B.vi) • Ending ty and ity • Sheet 12 of 36 • Cluster 2

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

un means not, re means again, and dis means not or opposite.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes un, re, dis

unfair unlock unhappy rebuild replay return
recall disagree dislike disappear

un means not, re means again, and dis means not or opposite.

WHERE THEY APPEAR: “It felt unfair, so she chose to rebuild it and did not disagree.”

This deck teaches **Prefixes un, re, 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, 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 all share the same prefix: unfair, unlock, unhappy, and more. 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 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 prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Notice the prefix.

Find the prefix inside the word.

unfair = un + fair

I CAN I can notice the prefix in a word.



Grade 4 · 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 prefix."

▶Read the I can statement aloud, then the task on the slide: Notice the prefix.
Find the prefix inside 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.

TEKS (4.2.B.v) · Prefixes un, re, dis · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

unfair • unfare • onfair

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: unfair is correct.

TEKS (4.2.B.v) • Prefixes un, re, dis • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

re + build = _____

I CAN I can build the word correctly.



Grade 4 · 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 prefix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: re + build = rebuild.

TEKS (4.2.B.v) · Prefixes un, re, dis · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of prefixes"

Own the rule.

Build a new word on your own.

dis + agree = _____

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



Grade 4 · 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. Build a 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: dis + agree = disagree.

TEKS (4.2.B.v) · Prefixes un, re, dis · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of prefixes"

Explain and transfer.

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

"It is unfair to replay the game and disagree with the score," Mia said.

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



Grade 4 • 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 the prefix, then spell one 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 prefix keeps its spelling in every word; a correct student word might be unlock, unhappy, or rebuild.

TEKS (4.2.B.v) • Prefixes un, re, dis • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

un + lock → _____ re + play → _____ dis + like → _____ un + happy →
 _____ re + turn → _____

I CAN I can spell words with the prefix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: unlock, replay, dislike, unhappy, return

TEKS (4.2.B.v) · Prefixes un, re, dis · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

unfair = un + fair.

CHOOSE

unfair is correct.

SHOW

re + build = rebuild.

OWN

dis + agree = disagree.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be unlock, unhappy, or rebuild.

YOUR TURN

unlock, replay, dislike, unhappy, return

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.v) · Prefixes un, re, dis · Sheet 13 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

The referee said the late goal was _____.

Which word correctly completes the sentence?

A unfair

B unfare

C unfaire

D onfair

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.v) • Prefixes un, re, dis • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A unfair · Correct. It is the prefix un added to the base word fair.

B unfare · Misspells the base word fair.

C unfaire · Adds an extra e to the base word fair.

D onfair · Uses the wrong prefix; it should be un.

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

⌚ ~3 min

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

“The correct answer is A, unfair.”

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

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

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

ANSWER: A is correct. Correct. It is the prefix un added to the base word fair.

TEKS (4.2.B.v) · Prefixes un, re, dis · Sheet 13 of 36 · Cluster 3

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefix anti means against; the prefix mis means wrong or badly.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes anti and mis

antifreeze antisocial antiwar misjudge mislead
mistake misplace misspell mishear misbehave

The prefix anti means against; the prefix mis means wrong or badly.

WHERE THEY APPEAR: “Do not misjudge the need for antifreeze.”

This deck teaches **Prefixes anti 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 anti 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 all share the same prefix: antifreeze, antisocial, antiwar, and more. 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 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 prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Notice the prefix.

Find the prefix inside the word.

misjudge = mis + judge

I CAN I can notice the prefix in a word.



Grade 4 · 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 prefix."

▶Read the I can statement aloud, then the task on the slide: Notice the prefix. Find the prefix inside 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: misjudge = mis + judge.

TEKS (4.2.B.v) · Prefixes anti and mis · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

misspell • mispell • misspell

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: misspell is correct.

TEKS (4.2.B.v) • Prefixes anti and mis • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

mis + place = _____

I CAN I can build the word correctly.



Grade 4 • 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 prefix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: mis + place = misplace.

TEKS (4.2.B.v) • Prefixes anti and mis • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of prefixes"

Own the rule.

Build a new word on your own.

anti + freeze = _____

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



Grade 4 · 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. Build a 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: anti + freeze = antifreeze.

TEKS (4.2.B.v) · Prefixes anti and mis · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of prefixes"

Explain and transfer.

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

"Do not mislead the team or misjudge the plan," she said.

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



Grade 4 • 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 the prefix, then spell one 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 prefix keeps its spelling in every word; a correct student word might be antisocial, antiwar, or misjudge.

TEKS (4.2.B.v) • Prefixes anti and mis • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

mis + judge → _____ mis + lead → _____ mis + place → _____ anti + freeze
→ _____ mis + behave → _____

I CAN I can spell words with the prefix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: misjudge, mislead, misplace, antifreeze, misbehave

TEKS (4.2.B.v) · Prefixes anti and mis · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

misjudge = mis + judge.

CHOOSE

misspell is correct.

SHOW

mis + place = misplace.

OWN

anti + freeze = antifreeze.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be antisocial, antiwar, or misjudge.

YOUR TURN

misjudge, mislead, misplace, antifreeze, misbehave

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.v) · Prefixes anti and mis · Sheet 14 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A misspell

B misspell

C misspel

D mispel

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.v) • Prefixes anti and mis • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A misspell · Correct. mis + spell keeps both s letters together.

B misspell · Drops one s.

C misspel · Drops the final l.

D mispel · Drops an s and an l.

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

⌚ ~3 min

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

“The correct answer is A, misspell.”

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

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

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

ANSWER: A is correct. Correct. mis + spell keeps both s letters together.

TEKS (4.2.B.v) • Prefixes anti and mis • Sheet 14 of 36 • Cluster 3

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefix non means not; the prefix em means to put into or make.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes non and em

nonsense nonstop nonfiction nonliving
nonprofit embrace embark empower employ
embed

The prefix non means not; the prefix em means to put into or make.

WHERE THEY APPEAR: “The nonfiction book will empower young readers.”

This deck teaches **Prefixes non and em** 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 non and em.”

▶ 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 all share the same prefix: nonsense, nonstop, nonfiction, and more. 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 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 prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Notice the prefix.

Find the prefix inside the word.

nonsense = non + sense

I CAN I can notice the prefix in a word.



Grade 4 · 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 prefix."

▶Read the I can statement aloud, then the task on the slide: Notice the prefix.
Find the prefix inside 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: nonsense = non + sense.

TEKS (4.2.B.v) · Prefixes non and em · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

nonsense • nonsense • nonsanse

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: nonsense is correct.

TEKS (4.2.B.v) • Prefixes non and em • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

non + stop = _____

I CAN I can build the word correctly.



Grade 4 • 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 prefix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: non + stop = nonstop.

TEKS (4.2.B.v) • Prefixes non and em • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of prefixes"

Own the rule.

Build a new word on your own.

em + power = _____

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



Grade 4 · 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. Build a 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: em + power = empower.

TEKS (4.2.B.v) · Prefixes non and em · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of prefixes"

Explain and transfer.

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

"The nonstop show will empower the whole team," she said.

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



Grade 4 • 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 the prefix, then spell one 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 prefix keeps its spelling in every word; a correct student word might be nonstop, nonfiction, or nonliving.

TEKS (4.2.B.v) • Prefixes non and em • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

non + sense → _____ non + stop → _____ non + fiction → _____ em + brace
→ _____ em + power → _____

I CAN I can spell words with the prefix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: nonsense, nonstop, nonfiction, embrace, empower

TEKS (4.2.B.v) · Prefixes non and em · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

nonsense = non + sense.

CHOOSE

nonsense is correct.

SHOW

non + stop = nonstop.

OWN

em + power = empower.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be nonstop, nonfiction, or nonliving.

YOUR TURN

nonsense, nonstop, nonfiction, embrace, empower

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.v) · Prefixes non and em · Sheet 15 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A nonfiction

B nonficton

C nonfixion

D nonfiktion

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.v) • Prefixes non and em • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A nonfiction · Correct. non + fiction keeps the base word whole.

B nonficton · Leaves out the i in tion.

C nonfixion · Spells the tion ending as xion.

D nonfiktion · Uses k for the c sound.

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

⌚ ~3 min

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

“The correct answer is A, nonfiction.”

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

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

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

ANSWER: A is correct. Correct. non + fiction keeps the base word whole.

TEKS (4.2.B.v) · Prefixes non and em · Sheet 15 of 36 · Cluster 3

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefixes **ir** and **in** both mean not, as in **incorrect** meaning not correct.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes **ir** and **in**

irregular irresponsible irrational incorrect
incomplete invisible indirect informal inactive
insecure

The prefixes **ir** and **in** both mean not, as in **incorrect** meaning not correct.

WHERE THEY APPEAR: “It is **incorrect** and **irregular** to skip a step.”

This deck teaches **Prefixes ir and in** 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 **ir and **in**.”**

▶ 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 all share the same prefix: **irregular, **irresponsible**, **irrational**, and more. 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 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 the prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Notice the prefix.

Find the prefix inside the word.

incorrect = in + correct

I CAN I can notice the prefix in a word.



Grade 4 · 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 prefix."

▶Read the I can statement aloud, then the task on the slide: Notice the prefix. Find the prefix inside 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: incorrect = in + correct.

TEKS (4.2.B.v) · Prefixes in and in · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

irregular • iregular • irregular

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: irregular is correct.

TEKS (4.2.B.v) • Prefixes ir and in • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

in + complete = _____

I CAN I can build the word correctly.



Grade 4 · 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 prefix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: in + complete = incomplete.

TEKS (4.2.B.v) · Prefixes ir and in · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of prefixes"

Own the rule.

Build a new word on your own.

in + visible = _____

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



Grade 4 · 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. Build a 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: in + visible = invisible.

TEKS (4.2.B.v) · Prefixes ir and in · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of prefixes"

Explain and transfer.

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

"The plan was incomplete and irregular," she said.

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



Grade 4 • 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 the prefix, then spell one 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 prefix keeps its spelling in every word; a correct student word might be irresponsible, irrational, or incorrect.

TEKS (4.2.B.v) • Prefixes ir and in • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

in + correct → _____ in + complete → _____ in + visible → _____ ir + regular
→ _____ in + formal → _____

I CAN I can spell words with the prefix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: incorrect, incomplete, invisible, irregular, informal

TEKS (4.2.B.v) · Prefixes ir and in · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

incorrect = in + correct.

CHOOSE

irregular is correct.

SHOW

in + complete = incomplete.

OWN

in + visible = invisible.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be irresponsible, irrational, or incorrect.

YOUR TURN

incorrect, incomplete, invisible, irregular, informal

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.v) · Prefixes ir and in · Sheet 16 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A irregular

B iregular

C irregolar

D irreguler

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.v) • Prefixes ir and in • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A irregular · Correct. ir + regular doubles the r at the join.

B iregular · Uses one r.

C irregolar · Spells the middle with o.

D irregular · Spells the ending with e.

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

⌚ ~3 min

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

“The correct answer is A, irregular.”

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

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

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

ANSWER: A is correct. Correct. ir + regular doubles the r at the join.

TEKS (4.2.B.v) • Prefixes ir and in • Sheet 16 of 36 • Cluster 3

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

Add er or est; double the final consonant or change y to i when needed.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix er and est with changes

hotter bigger thinner prettiest happiest
funniest sadder later nicer easiest

Add er or est; double the final consonant or change y to i when needed.

WHERE THEY APPEAR: “Today is hotter, but tomorrow will be the hottest.”

This deck teaches **Suffix er and est with changes** 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 Suffix er and est with changes.”

▶ 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 all share the same suffix: hotter, bigger, thinner, and more. 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 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 suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Notice the suffix.

Find the suffix inside the word.

hotter = hot + t + er

I CAN I can notice the suffix in a word.



Grade 4 • 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 suffix."

›Read the I can statement aloud, then the task on the slide: Notice the suffix.
Find the suffix inside 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: hotter = hot + t + er.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

prettiest • prettyest • pretiest

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: prettiest is correct.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

big + er = _____

I CAN I can build the word correctly.



Grade 4 • 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 suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: big + er = bigger.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

happy + est = _____

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



Grade 4 • 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. Build a 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: happy + est = happiest.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"This is the funniest and happiest day," she said.

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



Grade 4 • 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 the suffix, then spell one 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 suffix keeps its spelling in every word; a correct student word might be bigger, thinner, or prettiest.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

hot + er → _____ big + er → _____ thin + er → _____ happy + est → _____
funny + est → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: hotter, bigger, thinner, happiest, funniest

TEKS (4.2.B.vi) · Suffix er and est with changes · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

hotter = hot + t + er.

CHOOSE

prettiest is correct.

SHOW

big + er = bigger.

OWN

happy + est = happiest.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be bigger, thinner, or prettiest.

YOUR TURN

hotter, bigger, thinner, happiest, funniest

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.vi) · Suffix er and est with changes · Sheet 17 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A prettiest

B prettyest

C pretiest

D prettijest

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A prettiest · Correct. Change y to i, then add est.

B prettyest · Keeps the y instead of changing to i.

C pretiest · Uses one t.

D prettijest · Adds an extra j.

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

⌚ ~3 min

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

“The correct answer is A, prettiest.”

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

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

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

ANSWER: A is correct. Correct. Change y to i, then add est.

TEKS (4.2.B.vi) • Suffix er and est with changes • Sheet 17 of 36 • Cluster 4

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

Add ing; drop silent e or double the final consonant when needed.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix ing with base changes

hoping running beginning swimming making
writing stopping planning coming shining

Add ing; drop silent e or double the final consonant when needed.

WHERE THEY APPEAR: “She is hoping to keep running every morning.”

This deck teaches **Suffix ing with base changes** 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 Suffix ing with base changes.”

▶ 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 all share the same suffix: hoping, running, beginning, and more. 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 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 suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Notice the suffix.

Find the suffix inside the word.

hoping = hope, drop e, + ing

I CAN I can notice the suffix in a word.



Grade 4 • 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 suffix."

›Read the I can statement aloud, then the task on the slide: Notice the suffix.
Find the suffix inside 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: hoping = hope, drop e, + ing.

TEKS (4.2.B.vi) • Suffix ing with base changes • Sheet 18 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

running • runing • runnning

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: running is correct.

TEKS (4.2.B.vi) • Suffix ing with base changes • Sheet 18 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

swim + ing = _____

I CAN I can build the word correctly.



Grade 4 • 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 suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: swim + ing = swimming.

TEKS (4.2.B.vi) • Suffix ing with base changes • Sheet 18 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

write + ing = _____

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



Grade 4 • 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. Build a 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: write + ing = writing.

TEKS (4.2.B.vi) • Suffix ing with base changes • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"We are beginning to enjoy swimming," she said.

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



Grade 4 • 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 the suffix, then spell one 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 suffix keeps its spelling in every word; a correct student word might be running, beginning, or swimming.

TEKS (4.2.B.vi) • Suffix ing with base changes • Sheet 18 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

hope + ing → _____ run + ing → _____ begin + ing → _____ make + ing → _____
 _____ stop + ing → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: hoping, running, beginning, making, stopping

TEKS (4.2.B.vi) · Suffix ing with base changes · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

hoping = hope, drop e, + ing.

CHOOSE

running is correct.

SHOW

swim + ing = swimming.

OWN

write + ing = writing.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be running, beginning, or swimming.

YOUR TURN

hoping, running, beginning, making, stopping

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.vi) · Suffix ing with base changes · Sheet 18 of 36 ·
Cluster 4**COMMON MISCONCEPTION**

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A running

B runing

C runnning

D runeing

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.vi) • Suffix ing with base changes • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A running · Correct. Double the n before adding ing.

B runing · Uses one n.

C runnning · Uses three n letters.

D runeing · Keeps an e before ing.

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

⌚ ~3 min

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

“The correct answer is A, running.”

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

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

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

ANSWER: A is correct. Correct. Double the n before adding ing.

TEKS (4.2.B.vi) · Suffix ing with base changes · Sheet 18 of 36 · Cluster 4

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

Add **ly** to make an adverb or **y** to make an adjective; change **y** to **i** when needed.

Watch for base word changes like dropping **e** or changing **y** to **i**.

THE SPELLING RULE

Suffix **ly** and **y**

finally quickly cloudy angrily safely happily
rainy gently easily sleepy

Add **ly** to make an adverb or **y** to make an adjective; change **y** to **i** when needed.

WHERE THEY APPEAR: “The cloudy sky finally cleared quickly.”

This deck teaches **Suffix ly 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 Suffix ly 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 all share the same suffix: finally, quickly, cloudy, and more. 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 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 suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Notice the suffix.

Find the suffix inside the word.

finally = final + ly

I CAN I can notice the suffix in a word.



Grade 4 • 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 suffix."

▶Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside 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: finally = final + ly.

TEKS (4.2.B.vi) • Suffix ly and y • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

finally • finaly • finnally

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: finally is correct.

TEKS (4.2.B.vi) • Suffix ly and y • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

quick + ly = _____

I CAN I can build the word correctly.



Grade 4 • 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 suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: quick + ly = quickly.

TEKS (4.2.B.vi) • Suffix ly and y • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

angry + ly = _____

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



Grade 4 · 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. Build a 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: angry + ly = angrily.

TEKS (4.2.B.vi) · Suffix ly and y · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"The rainy day finally ended," she said.

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



Grade 4 • 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 the suffix, then spell one 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 suffix keeps its spelling in every word; a correct student word might be quickly, cloudy, or angrily.

TEKS (4.2.B.vi) • Suffix ly and y • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

final + ly → _____ quick + ly → _____ cloud + y → _____ angry + ly → _____
safe + ly → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: finally, quickly, cloudy, angrily, safely

TEKS (4.2.B.vi) · Suffix ly and y · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

finally = final + ly.

CHOOSE

finally is correct.

SHOW

quick + ly = quickly.

OWN

angry + ly = angrily.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be quickly, cloudy, or angrily.

YOUR TURN

finally, quickly, cloudy, angrily, safely

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.vi) · Suffix ly and y · Sheet 19 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A finally

B finaly

C finnally

D finalley

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.vi) • Suffix ly and y • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A finally · Correct. final + ly keeps both l letters.

B finaly · Uses one l.

C finnally · Doubles the n.

D finalley · Adds an extra e.

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

⌚ ~3 min

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

“The correct answer is A, finally.”

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

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

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

ANSWER: A is correct. Correct. final + ly keeps both l letters.

TEKS (4.2.B.vi) · Suffix ly and y · Sheet 19 of 36 · Cluster 4

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

The suffixes ful, less, and ness change a base word into a new word.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix ful, less, ness review

thoughtful careless kindness helpful hopeless
fearless happiness useful painless darkness

The suffixes ful, less, and ness change a base word into a new word.

WHERE THEY APPEAR: “Her thoughtful kindness made the hard day painless.”

This deck teaches **Suffix ful, less, ness 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 Suffix ful, less, ness 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 all share the same suffix: thoughtful, careless, kindness, and more. 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 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 suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Notice the suffix.

Find the suffix inside the word.

thoughtful = thought + ful

I CAN I can notice the suffix in a word.



Grade 4 • 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 suffix."

▶Read the I can statement aloud, then the task on the slide: Notice the suffix.
Find the suffix inside 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: thoughtful = thought + ful.

TEKS (4.2.B.vi) • Suffix ful, less, ness review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

careless • carless • careles

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: careless is correct.

TEKS (4.2.B.vi) • Suffix ful, less, ness review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

help + ful = _____

I CAN I can build the word correctly.



Grade 4 • 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 suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: help + ful = helpful.

TEKS (4.2.B.vi) • Suffix ful, less, ness review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

kind + ness = _____

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



Grade 4 • 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. Build a 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: kind + ness = kindness.

TEKS (4.2.B.vi) • Suffix ful, less, ness review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"His helpful and thoughtful plan gave us happiness," she said.

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



Grade 4 • 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 the suffix, then spell one 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 suffix keeps its spelling in every word; a correct student word might be careless, kindness, or helpful.

TEKS (4.2.B.vi) • Suffix ful, less, ness review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

thought + ful → _____ care + less → _____ kind + ness → _____ hope + less
→ _____ help + ful → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: thoughtful, careless, kindness, hopeless, helpful

TEKS (4.2.B.vi) · Suffix ful, less, ness review · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

thoughtful = thought + ful.

CHOOSE

careless is correct.

SHOW

help + ful = helpful.

OWN

kind + ness = kindness.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be careless, kindness, or helpful.

YOUR TURN

thoughtful, careless, kindness, hopeless, helpful

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.vi) · Suffix ful, less, ness review · Sheet 20 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A kindness

B kindnes

C kindniss

D kineness

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.vi) • Suffix ful, less, ness review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A kindness · Correct. kind + ness keeps the d and double s.

B kindnes · Uses one s.

C kindniss · Spells the suffix with i.

D kineness · Drops the d.

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

⌚ ~3 min

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

“The correct answer is A, kindness.”

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

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

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

ANSWER: A is correct. Correct. kind + ness keeps the d and double s.

TEKS (4.2.B.vi) · Suffix ful, less, ness review · Sheet 20 of 36 · Cluster 4

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Latin root terr means earth or land.

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

THE SPELLING RULE**Root terr, meaning earth**

terrain territory terrace terrarium terrier
terrestrial territorial terracotta subterranean
terra

The Latin root terr means earth or land.

WHERE THEY APPEAR: “The terrier dug across the rough terrain.”

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

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

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 Root terr, meaning earth.”

›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 all share the same root: terrain, territory, terrace, and more. 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 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 the root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

terrain = terr + ain

I CAN I can notice the root in a word.



Grade 4 • 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: terrain = terr + ain.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

territory • teritory • territery

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: territory is correct.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

terr + ace = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: terr + ace = terrace.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

terr + arium = _____

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



Grade 4 • 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. Build a 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: terr + arium = terrarium.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The terrier explored the whole territory," she said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be territory, terrace, or terrarium.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

terr + ain → _____ **terr + itory** → _____ **terr + ace** → _____ **terr + arium** → _____
terr + ier → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: terrain, territory, terrace, terrarium, terrier

TEKS (4.3.C) · Root terr, meaning earth · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

terrain = terr + ain.

CHOOSE

territory is correct.

SHOW

terr + ace = terrace.

OWN

terr + arium = terrarium.

DEFEND

The root keeps its spelling in every word; a correct student word might be territory, terrace, or terrarium.

YOUR TURN

terrain, territory, terrace, terrarium, terrier

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root terr, meaning earth · Sheet 21 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? The hikers crossed rocky _____.

Which word correctly completes the sentence?

A terrain

B terane

C terrane

D terrian

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A terrain · Correct. The root terr means earth or land.

B terane · Uses one r and drops an i.

C terrane · Uses one r.

D terrian · Reverses ai to ia.

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

⌚ ~3 min

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

“The correct answer is A, terrain.”

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

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

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

ANSWER: A is correct. Correct. The root terr means earth or land.

TEKS (4.3.C) • Root terr, meaning earth • Sheet 21 of 36 • Cluster 5

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Latin root rupt means break.

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

THE SPELLING RULE**Root rupt, meaning break**

**erupt interrupt disrupt rupture corrupt abrupt
eruption disruption bankrupt interruption**

The Latin root rupt means break.

WHERE THEY APPEAR: “The loud noise will interrupt and disrupt the class.”

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

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

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 Root rupt, meaning break.”

›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 all share the same root: erupt, interrupt, disrupt, and more. 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 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 root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

erupt = e + rupt

I CAN I can notice the root in a word.



Grade 4 · 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: erupt = e + rupt.

TEKS (4.3.C) · Root rupt, meaning break · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

interrupt • interupt • innterrupt

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: interrupt is correct.

TEKS (4.3.C) • Root rupt, meaning break • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

dis + rupt = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: dis + rupt = disrupt.

TEKS (4.3.C) • Root rupt, meaning break • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

e + rupt = _____

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



Grade 4 • 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. Build a 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: e + rupt = erupt.

TEKS (4.3.C) • Root rupt, meaning break • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"Please do not interrupt or disrupt the show," she said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be interrupt, disrupt, or rupture.

TEKS (4.3.C) • Root rupt, meaning break • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

e + rupt → _____ **inter + rupt** → _____ **dis + rupt** → _____ **cor + rupt** → _____
ab + rupt → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: erupt, interrupt, disrupt, corrupt, abrupt

TEKS (4.3.C) · Root rupt, meaning break · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

erupt = e + rupt.

CHOOSE

interrupt is correct.

SHOW

dis + rupt = disrupt.

OWN

e + rupt = erupt.

DEFEND

The root keeps its spelling in every word; a correct student word might be interrupt, disrupt, or rupture.

YOUR TURN

erupt, interrupt, disrupt, corrupt, abrupt

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root rupt, meaning break · Sheet 22 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A interrupt

B interupt

C innterrupt

D interrup

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root rupt, meaning break • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A interrupt · Correct. inter + rupt keeps the double r at the join.

B interrupt · Uses one r.

C innterrupt · Doubles the wrong letter.

D interrup · Drops the final t.

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

⌚ ~3 min

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

“The correct answer is A, interrupt.”

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

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

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

ANSWER: A is correct. Correct. inter + rupt keeps the double r at the join.

TEKS (4.3.C) • Root rupt, meaning break • Sheet 22 of 36 • Cluster 5

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Latin root tract means pull or drag.

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

THE SPELLING RULE

Root tract, meaning pull

attract subtract tractor extract contract distract
traction attraction retract protractor

The Latin root tract means pull or drag.

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

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

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

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 Root tract, meaning pull.”

›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 all share the same root: attract, subtract, tractor, and more. 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 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 root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

attract = at + tract

I CAN I can notice the root in a word.



Grade 4 • 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: attract = at + tract.

TEKS (4.3.C) • Root tract, meaning pull • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

subtract • subtrackt • subtrac

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: subtract is correct.

TEKS (4.3.C) • Root tract, meaning pull • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

ex + tract = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: ex + tract = extract.

TEKS (4.3.C) • Root tract, meaning pull • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

dis + tract = _____

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



Grade 4 · 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. Build a 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: dis + tract = distract.

TEKS (4.3.C) · Root tract, meaning pull · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The bright sign will attract and distract drivers," she said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be subtract, tractor, or extract.

TEKS (4.3.C) • Root tract, meaning pull • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

at + tract → _____ **sub + tract** → _____ **ex + tract** → _____ **con + tract** → _____
dis + tract → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

›Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

›Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: attract, subtract, extract, contract, distract

TEKS (4.3.C) · Root tract, meaning pull · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

attract = at + tract.

CHOOSE

subtract is correct.

SHOW

ex + tract = extract.

OWN

dis + tract = distract.

DEFEND

The root keeps its spelling in every word; a correct student word might be subtract, tractor, or extract.

YOUR TURN

attract, subtract, extract, contract, distract

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root tract, meaning pull · Sheet 23 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? In math we add and _____.

Which word correctly completes the sentence?

A subtract

B subtrackt

C subtrac

D subtrat

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root tract, meaning pull • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A subtract · Correct. The root tract means pull.

B subtractk · Adds a k before the t.

C subtrac · Drops the final t.

D subtrat · Drops the c.

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

⌚ ~3 min

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

“The correct answer is A, subtract.”

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

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

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

ANSWER: A is correct. Correct. The root tract means pull.

TEKS (4.3.C) · Root tract, meaning pull · Sheet 23 of 36 · Cluster 5

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Latin root port means carry.

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

THE SPELLING RULE

Root port, meaning carry

transport export portable import porter report
portal support deport portfolio

The Latin root port means carry.

WHERE THEY APPEAR: “The porter had to transport and support the heavy bags.”

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

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

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 Root port, meaning carry.”

›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 all share the same root: transport, export, portable, and more. 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 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

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

transport = trans + port

I CAN I can notice the root in a word.



Grade 4 • 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: transport = trans + port.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

portable • portible • pordable

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: portable is correct.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

ex + port = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: ex + port = export.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

im + port = _____

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



Grade 4 • 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. Build a 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: im + port = import.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"We will transport the boxes and report when the job is done," Dad said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be export, portable, or import.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

trans + port → _____ ex + port → _____ port + able → _____ re + port →
 _____ sup + port → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: transport, export, portable, report, support

TEKS (4.3.C) · Root port, meaning carry · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

transport = trans + port.

CHOOSE

portable is correct.

SHOW

ex + port = export.

OWN

im + port = import.

DEFEND

The root keeps its spelling in every word; a correct student word might be export, portable, or import.

YOUR TURN

transport, export, portable, report, support

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Grade 4 · CLUSTER 5 · Spelling

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root port, meaning carry · Sheet 24 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Dad packed a small _____ speaker for the trip.

Which word correctly completes the sentence?

A portable

B portible

C porteble

D pordable

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A portable · Correct. It keeps the root port and adds the suffix able.

B portible · Misspells the suffix; it should be able.

C porteble · Misspells the suffix able.

D pordable · Misspells the root; it should be port.

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

⌚ ~3 min

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

“The correct answer is A, portable.”

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

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

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

ANSWER: A is correct. Correct. It keeps the root port and adds the suffix able.

TEKS (4.3.C) • Root port, meaning carry • Sheet 24 of 36 • Cluster 5

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Greek root bio means life.

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

THE SPELLING RULE

Root bio, meaning life

biography biology biome biosphere antibiotic
biohazard biographer biological biodegradable
autobiography

The Greek root bio means life.

WHERE THEY APPEAR: “Her biography described her study of biology.”

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

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

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 Root bio, meaning life.”

›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 all share the same root: biography, biology, biome, and more. 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 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 root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

biology = bio + logy

I CAN I can notice the root in a word.



Grade 4 • 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: biology = bio + logy.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

biography • biograpy • bigraphy

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: biography is correct.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

bio + logy = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: bio + logy = biology.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

bio + sphere = _____

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



Grade 4 • 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. Build a 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: bio + sphere = biosphere.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The biography told the story of one life," she said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be biology, biome, or biosphere.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

bio + graphy → _____ **bio + logy** → _____ **bio + me** → _____ **bio + sphere** → _____
 _____ **anti + biotic** → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: biography, biology, biome, biosphere, antibiotic

TEKS (4.3.C) · Root bio, meaning life · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

biology = bio + logy.

CHOOSE

biography is correct.

SHOW

bio + logy = biology.

OWN

bio + sphere = biosphere.

DEFEND

The root keeps its spelling in every word; a correct student word might be biology, biome, or biosphere.

YOUR TURN

biography, biology, biome, biosphere, antibiotic

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root bio, meaning life · Sheet 25 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? We read the author's _____ of her own life.

Which word correctly completes the sentence?

A biography

B biograpy

C bigraphy

D biografy

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A biography · Correct. bio means life and graph means write.

B biograpy · Leaves out the h.

C bigraphy · Leaves out an o.

D biograpy · Spells graph with f.

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

⌚ ~3 min

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

“The correct answer is A, biography.”

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

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

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

ANSWER: A is correct. Correct. bio means life and graph means write.

TEKS (4.3.C) • Root bio, meaning life • Sheet 25 of 36 • Cluster 6

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Greek root phon means sound.

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

THE SPELLING RULE

Root phon, meaning sound

telephone symphony phonics microphone
megaphone saxophone homophone phoneme
headphone xylophone

The Greek root phon means sound.

WHERE THEY APPEAR: “She spoke into the microphone during the symphony.”

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

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

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 Root phon, meaning 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 all share the same root: telephone, symphony, phonics, and more. 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 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 root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

telephone = tele + phone

I CAN I can notice the root in a word.



Grade 4 · 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: telephone = tele + phone.

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

symphony • simphony • symfony

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: symphony is correct.

TEKS (4.3.C) • Root phon, meaning sound • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

micro + phone = _____

I CAN I can build the word correctly.



Grade 4 · 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: micro + phone = microphone.

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

mega + phone = _____

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



Grade 4 · 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. Build a 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: mega + phone = megaphone.

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The symphony sounded great through the headphone," she said.

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



Grade 4 · 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be symphony, phonics, or microphone.

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

tele + phone → _____ sym + phony → _____ micro + phone → _____ mega +
phone → _____ homo + phone → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: telephone, symphony, microphone, megaphone, homophone

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

telephone = tele + phone.

CHOOSE

symphony is correct.

SHOW

micro + phone = microphone.

OWN

mega + phone = megaphone.

DEFEND

The root keeps its spelling in every word; a correct student word might be symphony, phonics, or microphone.

YOUR TURN

telephone, symphony, microphone, megaphone, homophone

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A microphone

B microfone

C mikrophone

D microphon

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root phon, meaning sound • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A microphone · Correct. phon spells the f sound with ph.

B microfone · Spells phon with f.

C mikrophone · Uses k for the c sound.

D microphon · Drops the final e.

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

⌚ ~3 min

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

“The correct answer is A, microphone.”

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

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

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

ANSWER: A is correct. Correct. phon spells the f sound with ph.

TEKS (4.3.C) · Root phon, meaning sound · Sheet 26 of 36 · Cluster 6

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Greek root *scope* means to see or look at.

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

THE SPELLING RULE

Root scope, meaning see

telescope microscope periscope kaleidoscope
stethoscope horoscope gyroscope scope
microscopic telescopic

The Greek root *scope* means to see or look at.

WHERE THEY APPEAR: “We used a telescope to see the stars and a microscope to see cells.”

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

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

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 Root scope, meaning see.”

›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 all share the same root: telescope, microscope, periscope, and more. 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 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 root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

telescope = tele + scope

I CAN I can notice the root in a word.



Grade 4 · 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: telescope = tele + scope.

TEKS (4.3.C) · Root scope, meaning see · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

microscope • microscoup • mikroscope

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: microscope is correct.

TEKS (4.3.C) • Root scope, meaning see • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

peri + scope = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: peri + scope = periscope.

TEKS (4.3.C) • Root scope, meaning see • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

micro + scope = _____

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



Grade 4 · 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. Build a 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: micro + scope = microscope.

TEKS (4.3.C) · Root scope, meaning see · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The telescope let us see far into space," she said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be microscope, periscope, or kaleidoscope.

TEKS (4.3.C) • Root scope, meaning see • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

tele + scope → _____ micro + scope → _____ peri + scope → _____ steth + o
+ scope → _____ horo + scope → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: telescope, microscope, periscope, stethoscope, horoscope

TEKS (4.3.C) · Root scope, meaning see · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

telescope = tele + scope.

CHOOSE

microscope is correct.

SHOW

peri + scope = periscope.

OWN

micro + scope = microscope.

DEFEND

The root keeps its spelling in every word; a correct student word might be microscope, periscope, or kaleidoscope.

YOUR TURN

telescope, microscope, periscope, stethoscope, horoscope

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root scope, meaning see · Sheet 27 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? We looked at tiny cells with a _____.

Which word correctly completes the sentence?

A microscope

B microscoup

C mikroscope

D microscop

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Test-Style Question

⌚ ~4 min

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

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) · Root scope, meaning see · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A **microscope** · Correct. scope means to see.

B **microscoup** · Spells scope with ou.

C **mikroscope** · Uses k for the c sound.

D **microscop** · Drops the final e.

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

⌚ ~3 min

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

“The correct answer is A, microscope.”

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

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

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

ANSWER: A is correct. Correct. scope means to see.

TEKS (4.3.C) · Root scope, meaning see · Sheet 27 of 36 · Cluster 6

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

The Greek root graph means to write or draw.

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

THE SPELLING RULE

Root graph, meaning write

paragraph autograph photograph graphic
biography telegraph geography calligraphy
phonograph graph

The Greek root graph means to write or draw.

WHERE THEY APPEAR: “She wrote a paragraph and signed her autograph.”

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

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

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 Root graph, meaning write.”

›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 all share the same root: paragraph, autograph, photograph, and more. 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 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 root."

EXACT TEKS WORDING

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

Notice the root.

Find the root inside the word.

paragraph = para + graph

I CAN I can notice the root in a word.



Grade 4 · 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 root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside 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: paragraph = para + graph.

TEKS (4.3.C) · Root graph, meaning write · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

autograph • autograf • autugraph

I CAN I can choose the correctly spelled word.



Grade 4 · 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: autograph is correct.

TEKS (4.3.C) · Root graph, meaning write · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

photo + graph = _____

I CAN I can build the word correctly.



Grade 4 • 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 root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: photo + graph = photograph.

TEKS (4.3.C) • Root graph, meaning write • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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

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

Own the rule.

Build a new word on your own.

para + graph = _____

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



Grade 4 · 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. Build a 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: para + graph = paragraph.

TEKS (4.3.C) · Root graph, meaning write · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The star signed an autograph on the photograph," she said.

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



Grade 4 • 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 the root, then spell one 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 root keeps its spelling in every word; a correct student word might be autograph, photograph, or graphic.

TEKS (4.3.C) • Root graph, meaning write • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

para + graph → _____ auto + graph → _____ photo + graph → _____ tele +
graph → _____ geo + graphy → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: paragraph, autograph, photograph, telegraph, geography

TEKS (4.3.C) · Root graph, meaning write · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

paragraph = para + graph.

CHOOSE

autograph is correct.

SHOW

photo + graph = photograph.

OWN

para + graph = paragraph.

DEFEND

The root keeps its spelling in every word; a correct student word might be autograph, photograph, or graphic.

YOUR TURN

paragraph, autograph, photograph, telegraph, geography

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.3.C) · Root graph, meaning write · Sheet 28 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A autograph

B autograf

C autugraph

D autograhp

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

 ~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.3.C) • Root graph, meaning write • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A autograph · Correct. graph spells the f sound with ph.

B autograf · Spells graph with f.

C autugraph · Spells auto with u.

D autograhp · Reverses ph to hp.

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

⌚ ~3 min

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

“The correct answer is A, autograph.”

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

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

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

ANSWER: A is correct. Correct. graph spells the f sound with ph.

TEKS (4.3.C) · Root graph, meaning write · Sheet 28 of 36 · Cluster 6

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling homophones”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

Homophones sound the same but are spelled differently: there is a place, their shows ownership, they're means they are.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Homophones there, they're, their

there their they're theirs here hear wear where were we're

Homophones sound the same but are spelled differently: there is a place, their shows ownership, they're means they are.

WHERE THEY APPEAR: “They're going to leave their coats over there.”

This deck teaches **Homophones there, they're, their** 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 there, they're, their.”

▶ 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 all share the same word: there, their, they're, and more. 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 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 words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Notice the words.

Notice the words that sound the same but are spelled differently.

there = a place; their = belongs to them; they're = they are

I CAN I can notice words that sound alike but look different.



Grade 4 • 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 words."

▶ Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"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: there = a place; their = belongs to them; they're = they are.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Choose the correct word.

Which word shows that something belongs to them?

their • there • they're

I CAN I can choose the correct homophone for the meaning.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word shows that something belongs to them?

"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: their is correct. Which word shows that something belongs to them?

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Show the rule.

Choose and write the correct word.

Finish this idea: _____ going to the park. (they are)

I CAN I can write the correct word.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct 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: They're

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: Put it over _____. (a place)

I CAN I can choose the correct word on my own.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct 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: there

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 homophones"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"They're proud of their team over there," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 4 • 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 the words differ, then use one in a sentence 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: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

belongs to them → _____ they are → _____ a place → _____

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: their, they're, there

TEKS (4.2.B.ii) · Homophones there, they're, their · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

there = a place; their = belongs to them; they're = they are.

CHOOSE

their is correct. Which word shows that something belongs to them?

SHOW

They're

OWN

there

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

their, they're, there

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.ii) · Homophones there, they're, their · Sheet 29 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

_____ books are on the desk.

Which word correctly completes the sentence?

A Their

B There

C They're

D Thair

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A Their · Correct. Their shows the books belong to them.

B There · There names a place.

C They're · They're means they are.

D Thair · Not a real spelling of the word.

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

⌚ ~3 min

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

“The correct answer is A, Their.”

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

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

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

ANSWER: A is correct. Correct. Their shows the books belong to them.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 • Cluster 7

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling homophones”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

two is the number 2, to shows direction, and too means also or very.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Homophones two, to, too

two to too into onto today tonight toward
tomorrow also

two is the number 2, to shows direction, and too means also or very.

WHERE THEY APPEAR: “I have two tickets, and you can come too.”

This deck teaches **Homophones two, to, too** 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 two, to, too.”

▶ 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 all share the same word: two, to, too, and more. 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 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 words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Notice the words.

Notice the words that sound the same but are spelled differently.

two = the number 2; to = direction; too = also or very

I CAN I can notice words that sound alike but look different.



Grade 4 • 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 words."

▶ Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"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: two = the number 2; to = direction; too = also or very.

TEKS (4.2.B.ii) • Homophones two, to, too • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Choose the correct word.

Which word means also?

too • to • two

I CAN I can choose the correct homophone for the meaning.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word means also?

"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: too is correct. Which word means also?

TEKS (4.2.B.ii) • Homophones two, to, too • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Show the rule.

Choose and write the correct word.

Finish this idea: I want to go, _____. (also)

I CAN I can write the correct word.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct 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: too

TEKS (4.2.B.ii) • Homophones two, to, too • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: There are _____ cats. (the number 2)

I CAN I can choose the correct word on my own.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule.
Choose and write the correct 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: two

TEKS (4.2.B.ii) • Homophones two, to, too • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 homophones"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"We walked to the park, and two friends came too," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 4 • 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 the words differ, then use one in a sentence 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: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (4.2.B.ii) • Homophones two, to, too • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

the number 2 → _____ also or very → _____ direction → _____

I CAN I can choose the right homophone on my own.**TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet**

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: two, too, to

TEKS (4.2.B.ii) · Homophones two, to, too · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

two = the number 2; to = direction; too = also or very.

CHOOSE

too is correct. Which word means also?

SHOW

too

OWN

two

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

two, too, to

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.ii) · Homophones two, to, too · Sheet 30 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

_____ dogs ran to the park.

Which word correctly completes the sentence?

A Two

B To

C Too

D Tou

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.ii) • Homophones two, to, too • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A Two · Correct. Two is the number 2.

B To · To shows direction.

C Too · Too means also.

D Tou · Not a real spelling of the word.

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

⌚ ~3 min

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

“The correct answer is A, Two.”

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

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

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

ANSWER: A is correct. Correct. Two is the number 2.

TEKS (4.2.B.ii) · Homophones two, to, too · Sheet 30 of 36 · Cluster 7

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling homophones”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

your and its show ownership; you're means you are and it's means it is.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Homophones your, you're, its, it's

**your you're its it's yours ours theirs hers
whose who's**

your and its show ownership; you're means you are and it's means it is.

WHERE THEY APPEAR: “You're going to love your new book.”

This deck teaches **Homophones your, you're, its, it's** 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 your, you're, its, it's.”

▶ 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 all share the same word: your, you're, its, and more. 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 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 words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Notice the words.

Notice the words that sound the same but are spelled differently.

your = belongs to you; you're = you are; its = belongs to it; it's = it is

I CAN I can notice words that sound alike but look different.



Grade 4 • 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 words."

➤ Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"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: your = belongs to you; you're = you are; its = belongs to it; it's = it is.

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Choose the correct word.

Which word means it is?

it's • its • your

I CAN I can choose the correct homophone for the meaning.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word means it is?

"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: it's is correct. Which word means it is?

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Show the rule.

Choose and write the correct word.

Finish this idea: _____ going to rain. (it is)

I CAN I can write the correct word.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct 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: It's

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: The dog wagged _____ tail. (belongs to it)

I CAN I can choose the correct word on my own.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct 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: its

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 homophones"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"You're going to love your new book," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 4 • 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 the words differ, then use one in a sentence 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: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

you are → _____ belongs to you → _____ it is → _____ belongs to it → _____

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: you're, your, it's, its

TEKS (4.2.B.ii) · Homophones your, you're, its, it's · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

your = belongs to you; you're = you are; its = belongs to it; it's = it is.

CHOOSE

it's is correct. Which word means it is?

SHOW

It's

OWN

its

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

you're, your, it's, its

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.ii) · Homophones your, you're, its, it's · Sheet 31 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

The cat licked _____ paw.

Which word correctly completes the sentence?

A its

B it's

C your

D its'

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A its · Correct. Its shows the paw belongs to it.

B it's · It's means it is.

C your · Your shows it belongs to you.

D its' · Not a real spelling of the word.

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

⌚ ~3 min

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

"The correct answer is A, its."

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

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

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

ANSWER: A is correct. Correct. Its shows the paw belongs to it.

TEKS (4.2.B.ii) • Homophones your, you're, its, it's • Sheet 31 of 36 • Cluster 7

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling homophones”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

principal is the school leader or main; principle is a rule; peace is calm; piece is a part.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Confused principal, principle, peace, piece

principal principle peace piece principals
principles pieces peaceful peacefully
peacemaker

principal is the school leader or main; principle is a rule; peace is calm; piece is a part.

WHERE THEY APPEAR: “The principal shared a principle about peace.”

This deck teaches **Confused principal, principle, peace, piece** 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 Confused principal, principle, peace, piece.”

▶ 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 all share the same word: principal, principle, peace, and more. 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 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

TODAY'S THINKING JOB

NOTICE

"I can notice the words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Notice the words.

Notice the words that sound the same but are spelled differently.

principal = the school leader; principle = a rule; peace = calm; piece = a part

I CAN I can notice words that sound alike but look different.



Grade 4 • 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 words."

▶ Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"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: principal = the school leader; principle = a rule; peace = calm; piece = a part.

TEKS (4.2.B.ii) • Confused principal, principle, peace, piece • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Choose the correct word.

Which word names the leader of a school?

principal • principle • peace

I CAN I can choose the correct homophone for the meaning.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word names the leader of a school?

"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: principal is correct. Which word names the leader of a school?

TEKS (4.2.B.ii) • Confused principal, principle, peace, piece • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Show the rule.

Choose and write the correct word.

Finish this idea: I ate a _____ of pie. (a part)

I CAN I can write the correct word.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct 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: piece

TEKS (4.2.B.ii) • Confused principal, principle, peace, piece • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: The _____ met with parents. (school leader)

I CAN I can choose the correct word on my own.



Grade 4 • 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 the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct 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: principal

TEKS (4.2.B.ii) • Confused principal, principle, peace, piece • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 homophones"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"The principal shared a principle about peace," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 4 • 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 the words differ, then use one in a sentence 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: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (4.2.B.ii) • Confused principal, principle, peace, piece • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

the school leader → _____ a rule → _____ calm → _____ a part → _____

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: principal, principle, peace, piece

TEKS (4.2.B.ii) · Confused principal, principle, peace, piece · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

principal = the school leader; principle = a rule; peace = calm; piece = a part.

CHOOSE

principal is correct. Which word names the leader of a school?

SHOW

piece

OWN

principal

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

principal, principle, peace, piece

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.ii) · Confused principal, principle, peace, piece · Sheet 32 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Please cut me a _____ of bread.

Which word correctly completes the sentence?

A piece

B peace

C peice

D peece

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Test-Style Question

⌚ ~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.ii) · Confused principal, principle, peace, piece · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A piece · Correct. Piece means a part.

B peace · Peace means calm.

C peice · Reverses ie to ei.

D peece · Uses ee instead of ie.

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

⌚ ~3 min

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

“The correct answer is A, piece.”

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

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

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

ANSWER: A is correct. Correct. Piece means a part.

TEKS (4.2.B.ii) • Confused principal, principle, peace, piece • Sheet 32 of 36 • Cluster 7

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Compound words join two words; contractions join two words with an apostrophe.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Compound words and contractions

meanwhile shouldn't everything couldn't
playground wouldn't sometimes doesn't
basketball haven't

Compound words join two words; contractions join two words with an apostrophe.

WHERE THEY APPEAR: “Meanwhile, we couldn't find the basketball.”

This deck teaches **Compound words and 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 Compound words and 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 all share the same pattern: meanwhile, shouldn't, everything, and more. 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 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 pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

meanwhile = mean + while

I CAN I can notice the pattern in a word.



Grade 4 • 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 pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in 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: meanwhile = mean + while.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

shouldn't • shouldnt • should'nt

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: shouldn't is correct.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

could + not = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: could + not = couldn't.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

basket + ball = _____

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



Grade 4 • 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. Build a 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: basket + ball = basketball.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

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

"Meanwhile, we shouldn't forget the playground," she said.

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



Grade 4 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be shouldn't, everything, or couldn't.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

mean + while → _____ should + not → _____ play + ground → _____ could +
not → _____ basket + ball → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: meanwhile, shouldn't, playground, couldn't, basketball

TEKS (4.2.B.iii) · Compound words and contractions · Sheet 33 of 36
· Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

meanwhile = mean + while.

CHOOSE

shouldn't is correct.

SHOW

could + not = couldn't.

OWN

basket + ball = basketball.

DEFEND

Answers vary; a correct student word might be shouldn't, everything, or couldn't.

YOUR TURN

meanwhile, shouldn't, playground, couldn't, basketball

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iii) · Compound words and contractions · Sheet 33 of 36
· Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which contraction is spelled correctly?

A shouldn't

B shouldnt

C should'nt

D shoudn't

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

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

B shouldnt · Leaves out the apostrophe.

C should'nt · Puts the apostrophe in the wrong place.

D shoudn't · Leaves out the l.

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

⌚ ~3 min

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

“The correct answer is A, shouldn't.”

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

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

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

ANSWER: A is correct. Correct. The apostrophe replaces the o in not.

TEKS (4.2.B.iii) • Compound words and contractions • Sheet 33 of 36
• Cluster 8

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

An abbreviation is a shortened form of a word and ends with a period.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Abbreviations

Dr. Ave. Dec. Tue. Mr. Mrs. St. Jan. Mon. Rd.

An abbreviation is a shortened form of a word and ends with a period.

WHERE THEY APPEAR: “Dr. Lee lives on Main St. near Third Ave.”

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 all share the same pattern: Dr., Ave., Dec., and more. 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 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 pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

Doctor = Dr.

I CAN I can notice the pattern in a word.



Grade 4 • 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 pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in 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: Doctor = Dr..

TEKS (4.2.B.iii) • Abbreviations • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

Ave. • Av. • Avn.

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: Ave. is correct.

TEKS (4.2.B.iii) • Abbreviations • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

December = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: December = Dec..

TEKS (4.2.B.iii) • Abbreviations • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

Tuesday = _____

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



Grade 4 • 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. Build a 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: Tuesday = Tue..

TEKS (4.2.B.iii) • Abbreviations • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

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

"Dr. Lee will visit on Mon. in Dec.," she said.

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



Grade 4 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be Ave., Dec., or Tue..

TEKS (4.2.B.iii) • Abbreviations • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

Doctor → _____ **Avenue** → _____ **December** → _____ **Tuesday** → _____
Street → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: Dr., Ave., Dec., Tue., St.

TEKS (4.2.B.iii) · Abbreviations · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

Doctor = Dr..

CHOOSE

Ave. is correct.

SHOW

December = Dec..

OWN

Tuesday = Tue..

DEFEND

Answers vary; a correct student word might be Ave., Dec., or Tue..

YOUR TURN

Dr., Ave., Dec., Tue., St.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iii) · Abbreviations · Sheet 34 of 36 · Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

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

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which abbreviation for Avenue is correct?

A Ave.

B Av.

C Avn.

D Aev.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

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

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iii) • Abbreviations • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A Ave. · Correct. Ave. is the accepted short form.

B Av. · Leaves out the e.

C Avn. · Adds an extra n.

D Aev. · Reverses the letters.

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

⌚ ~3 min

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

“The correct answer is A, Ave..”

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

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

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

ANSWER: A is correct. Correct. Ave. is the accepted short form.

TEKS (4.2.B.iii) · Abbreviations · Sheet 34 of 36 · Cluster 8

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Some words use unusual letter teams for their sounds, like *ei*g and *ei*.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Multiple sound spelling patterns

**enough weigh ceiling receive neighbor though
through height believe eight**

Some words use unusual letter teams for their sounds, like *ei*g and *ei*.

WHERE THEY APPEAR: “Our neighbor will weigh enough apples to fill the box.”

This deck teaches **Multiple sound spelling 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 Multiple sound spelling 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 all share the same pattern: enough, weigh, ceiling, and more. 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 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 pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

weigh = w + eigh

I CAN I can notice the pattern in a word.



Grade 4 • 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 pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in 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: weigh = w + eigh.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

ceiling • cieling • seiling

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: ceiling is correct.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

n + eighbor = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: n + eighbor = neighbor.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

rec + eive = _____

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



Grade 4 • 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. Build a 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: rec + eive = receive.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

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

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

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

"I believe our neighbor will weigh the box," she said.

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



Grade 4 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be weigh, ceiling, or receive.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

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

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

e + nough → _____ w + eigh → _____ c + eiling → _____ rec + eive → _____
n + eighbor → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

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

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: enough, weigh, ceiling, receive, neighbor

TEKS (4.2.B.iii) · Multiple sound spelling patterns · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

weigh = w + eigh.

CHOOSE

ceiling is correct.

SHOW

n + eighbor = neighbor.

OWN

rec + eive = receive.

DEFEND

Answers vary; a correct student word might be weigh, ceiling, or receive.

YOUR TURN

enough, weigh, ceiling, receive, neighbor

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iii) · Multiple sound spelling patterns · Sheet 35 of 36 · Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A ceiling

B cieling

C seiling

D cealing

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A ceiling · Correct. Use ei after c in ceiling.

B cieling · Uses ie instead of ei.

C seiling · Uses s for the c sound.

D cealing · Uses ea instead of ei.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, ceiling.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. Use ei after c in ceiling.

TEKS (4.2.B.iii) • Multiple sound spelling patterns • Sheet 35 of 36 • Cluster 8

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Review the tricky words we spell all year by their patterns.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Cumulative review

separate believe favorite because different
beautiful probably especially February surprise

Review the tricky words we spell all year by their patterns.

WHERE THEY APPEAR: “My favorite season is different because of the beautiful weather.”

This deck teaches **Cumulative 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 Cumulative 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 all share the same pattern: separate, believe, favorite, and more. 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 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

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

separate = sep + a + rate

I CAN I can notice the pattern in a word.



Grade 4 • 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 pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in 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: separate = sep + a + rate.

TEKS (4.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

separate • seporate • separete

I CAN I can choose the correctly spelled word.



Grade 4 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling 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: separate is correct.

TEKS (4.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

be + cause = _____

I CAN I can build the word correctly.



Grade 4 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell 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 SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: be + cause = because.

TEKS (4.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

dif + fer + ent = _____

I CAN I can spell a new word on my own.



Grade 4 · 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. Build a 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: dif + fer + ent = different.

TEKS (4.2.B.iii) · Cumulative review · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next 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 multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain the pattern, then spell one word of your own.

"My favorite part was the beautiful surprise," she said.

I CAN I can explain the pattern and use a word in my own writing.



Grade 4 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be believe, favorite, or because.

TEKS (4.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the 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 explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

sep + a + rate → _____ be + lieve → _____ fa + vor + ite → _____ be + cause
→ _____ dif + fer + ent → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: separate, believe, favorite, because, different

TEKS (4.2.B.iii) · Cumulative review · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

separate = sep + a + rate.

CHOOSE

separate is correct.

SHOW

be + cause = because.

OWN

dif + fer + ent = different.

DEFEND

Answers vary; a correct student word might be believe, favorite, or because.

YOUR TURN

separate, believe, favorite, because, different

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.iii) · Cumulative review · Sheet 36 of 36 · Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A separate

B sepearate

C separete

D seperete

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A separate · Correct. There is an a in the middle: sep a rate.

B sepperate · Spells the middle with e.

C separete · Spells the ending with e.

D separete · Spells both the middle and ending with e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, separate.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. There is an a in the middle: sep a rate.

TEKS (4.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.