

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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 **thrifty** · Reverses ir to ri.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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 • problam • probelm

I CAN I can choose the correctly spelled word.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

The answer is **A**.

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

B compleet · Spells the long e with ee.

C komplete · Uses k for the c sound.

D complet · Drops the final e.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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 vocation · Spells the first syllable with e.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A possible

B possable

C posible

D possibel

The answer is **A**.

A possible · Correct. This word uses the ible ending.

B possable · Uses able instead of ible.

C posible · Uses one s; it should be double s.

D possibel · Reverses le to el.

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**.

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.

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 • abillity

I CAN I can choose the correctly spelled word.

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.

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.

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.

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.

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

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

The answer is **A**.

A ability · Correct. The suffix ity is added to make a noun.

B abilarity · Spells the suffix with a.

C abillity · Doubles the l.

D abilety · Spells the suffix with e.

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**.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

The referee said the late goal was _____.

Which word correctly completes the sentence?

A unfair

B unfare

C unfaire

D onfair

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.

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**.

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.

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 • misspell • misspell

I CAN I can choose the correctly spelled word.

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.

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.

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.

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.

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

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

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 misspel · Drops an s and an l.

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**.

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.

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 • nonsence • nonsanse

I CAN I can choose the correctly spelled word.

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.

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.

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.

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.

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

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

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.

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**.

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.

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 • irregolar

I CAN I can choose the correctly spelled word.

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.

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.

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.

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.

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

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

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 **irreguler** · Spells the ending with e.

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.**

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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.

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

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

The answer is **A**.

A interrupt · Correct. inter + rupt keeps the double r at the join.

B interrupt · Uses one r.

C ininterrupt · Doubles the wrong letter.

D interrup · Drops the final t.

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.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

Which word correctly completes the sentence? In math we add and _____.

Which word correctly completes the sentence?

A subtract

B subtractt

C subtrac

D subtrat

The answer is **A**.

A subtract · Correct. The root tract means pull.

B subtractt · Adds a k before the t.

C subtrac · Drops the final t.

D subtrat · Drops the c.

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.

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.

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.

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.

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.

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.

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.

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

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

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 **portable** · Misspells the suffix able.

D **portable** · Misspells the root; it should be port.

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.

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.

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.

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.

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.

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.

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.

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

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

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 biografy · Spells graph with f.

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.

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

_____ books are on the desk.

Which word correctly completes the sentence?

A Their

B There

C They're

D Thair

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.

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**.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

_____ dogs ran to the park.

Which word correctly completes the sentence?

A Two

B To

C Too

D Tou

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.

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**.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

The cat licked _____ paw.

Which word correctly completes the sentence?

A its

B it's

C your

D its'

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.

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**.

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.

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.

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.

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.

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.

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.

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

READ THIS SENTENCE.

Please cut me a _____ of bread.

Which word correctly completes the sentence?

A piece

B peace

C peice

D peece

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.

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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 eigh 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 eigh 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**.

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.

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.

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.

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.

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.

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.

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

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

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.

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**.

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.

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 • seperate • separete

I CAN I can choose the correctly spelled word.

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.

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.

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.

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.

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A separate

B seperate

C separete

D seperete

The answer is **A**.

A **separate** · Correct. There is an a in the middle: sep a rate.

B **seperate** · Spells the middle with e.

C **separete** · Spells the ending with e.

D **seperete** · Spells both the middle and ending with e.