

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.

Break long words into syllables using the patterns you know.

Spell one syllable at a time.

THE SPELLING RULE

Syllable types and division review

complicate obstacle fantastic calculate celebrate
republic magnificent tremendous absolute
gigantic

Break long words into syllables using the patterns you know.

WHERE THEY APPEAR: “The magnificent castle was truly gigantic.”

This deck teaches **Syllable types and division review** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Syllable types and division review.”

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

“Our words all share the same syllable: complicate, obstacle, fantastic, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the syllable."

EXACT TEKS WORDING

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

Notice the syllable.

Break the word into syllables.

complicate = com + pli + cate

I CAN I can notice the syllable in a word.



Grade 5 • PREPARE • Spelling • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: complicate = com + pli + cate.

TEKS (5.2.B.i) • Syllable types and division review • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which spelling is correct?

obstacle • obstacal • obstacle

I CAN I can choose the correctly spelled word.



Grade 5 • PREPARE • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: obstacle is correct.

TEKS (5.2.B.i) • Syllable types and division review • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

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

Show the rule.

Build or spell the word.

cal + cu + late = _____

I CAN I can build the word correctly.



Grade 5 • PREPARE • Spelling • Wednesday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: cal + cu + late = calculate.

TEKS (5.2.B.i) • Syllable types and division review • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the rule.

Build a new word on your own.

re + pub + lic = _____

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



Grade 5 • PREPARE • Spelling • Thursday

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

⌚ ~4 min

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

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

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: re + pub + lic = republic.

TEKS (5.2.B.i) • Syllable types and division review • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

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

Explain and transfer.

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

"The gigantic wave was a magnificent sight," she said.

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



Grade 5 • PREPARE • Spelling • Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how you split the word, then spell one of your own.

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

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

ANSWER KEY: Answers vary; a correct student word might be obstacle, fantastic, or calculate.

TEKS (5.2.B.i) • Syllable types and division review • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

com + pli + cate → _____ ob + sta + cle → _____ cal + cu + late → _____ re +
pub + lic → _____ gi + gan + tic → _____

I CAN I can spell these words on my own.

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: complicate, obstacle, calculate, republic, gigantic

TEKS (5.2.B.i) · Syllable types and division review · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

complicate = com + pli + cate.

CHOOSE

obstacle is correct.

SHOW

cal + cu + late = calculate.

OWN

re + pub + lic = republic.

DEFEND

Answers vary; a correct student word might be obstacle, fantastic, or calculate.

YOUR TURN

complicate, obstacle, calculate, republic, gigantic

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Grade 5 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.i) · Syllable types and division review · Sheet 1 of 36 · Prepare

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A obstacle

B obstacal

C obsticle

D obstickle

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

~4 min

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

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

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

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

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

TEKS (5.2.B.i) • Syllable types and division review • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is A.

A obstacle · Correct. The final stable syllable is cle.

B obstacal · Spells the ending with al.

C obsticle · Spells the middle with i.

D obstickle · Adds a k.

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

⌚ ~3 min

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

“The correct answer is A, obstacle.”

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

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

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

ANSWER: A is correct. Correct. The final stable syllable is cle.

TEKS (5.2.B.i) · Syllable types and division review · Sheet 1 of 36 · Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

A prefix goes before a base word and changes its meaning.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefix review

unusual rearrange disappear incorrect preview
mislead nonstop unfriendly rewrite disconnect

A prefix goes before a base word and changes its meaning.

WHERE THEY APPEAR: “Please rearrange the unusual display before it disappears.”

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

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

⌚ ~ 5 min

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

“This week our spelling rule is Prefix review.”

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

“Our words all share the same prefix: unusual, rearrange, disappear, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

unusual = un + usual

I CAN I can notice the prefix in a word.



Grade 5 • PREPARE • Spelling • Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the prefix.
Find the prefix inside the word.

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

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

ANSWER KEY: unusual = un + usual.

TEKS (5.2.B.v) • Prefix review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

disappear • dissapear • disapear

I CAN I can choose the correctly spelled word.



Grade 5 • PREPARE • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: disappear is correct.

TEKS (5.2.B.v) • Prefix review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

re + arrange = _____

I CAN I can build the word correctly.



Grade 5 • PREPARE • Spelling • Wednesday

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

⌚ ~ 4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: re + arrange = rearrange.

TEKS (5.2.B.v) • Prefix review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Own the rule.

Build a new word on your own.

pre + view = _____

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



Grade 5 · PREPARE · Spelling · Thursday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: pre + view = preview.

TEKS (5.2.B.v) · Prefix review · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Explain and transfer.

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

"We will rewrite and rearrange the unusual plan," she said.

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



Grade 5 • PREPARE • Spelling • Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the prefix, then spell one word of your own.

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

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

ANSWER KEY: The prefix keeps its spelling in every word; a correct student word might be rearrange, disappear, or incorrect.

TEKS (5.2.B.v) • Prefix review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

un + usual → _____ re + arrange → _____ dis + appear → _____ pre + view
→ _____ non + stop → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: unusual, rearrange, disappear, preview, nonstop

TEKS (5.2.B.v) · Prefix review · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

unusual = un + usual.

CHOOSE

disappear is correct.

SHOW

re + arrange = rearrange.

OWN

pre + view = preview.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be rearrange, disappear, or incorrect.

YOUR TURN

unusual, rearrange, disappear, preview, nonstop

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Grade 5 · PREPARE · Spelling

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.v) · Prefix review · Sheet 2 of 36 · Prepare

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A disappear

B dissappear

C disapear

D dissappear

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

~4 min

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

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

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

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

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

TEKS (5.2.B.v) • Prefix review • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is A.

A disappear · Correct. dis + appear keeps one s and the double p from appear.

B dissappear · Doubles the s and drops a p.

C disapear · Uses one p.

D dissappear · Doubles both s and p.

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

⌚ ~3 min

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

“The correct answer is A, disappear.”

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

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

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

ANSWER: A is correct. Correct. dis + appear keeps one s and the double p from appear.

TEKS (5.2.B.v) • Prefix review • Sheet 2 of 36 • Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling 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.

A suffix goes after a base word and changes its use or meaning.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix review

carefully happiness hopeful quickly kindness
useless thankful sadly brightness peaceful

A suffix goes after a base word and changes its use or meaning.

WHERE THEY APPEAR: “She carefully shared her happiness with kindness.”

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

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

⌚ ~ 5 min

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

“This week our spelling rule is Suffix review.”

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

“Our words all share the same suffix: carefully, happiness, hopeful, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

carefully = care + ful + ly

I CAN I can notice the suffix in a word.



Grade 5 • PREPARE • Spelling • Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

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

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

ANSWER KEY: carefully = care + ful + ly.

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

happiness • happyness • hapiness

I CAN I can choose the correctly spelled word.



Grade 5 • PREPARE • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: happiness is correct.

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

hope + ful = _____

I CAN I can build the word correctly.



Grade 5 • PREPARE • Spelling • Wednesday

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

⌚ ~ 4 min

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

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

›Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: hope + ful = hopeful.

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

kind + ness = _____

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



Grade 5 • PREPARE • Spelling • Thursday

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

⌚ ~4 min

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

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

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: kind + ness = kindness.

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"Her thankful and hopeful words brought happiness," she said.

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



Grade 5 • PREPARE • Spelling • Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

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

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

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be happiness, hopeful, or quickly.

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

care + ful + ly → _____ happy + ness → _____ hope + ful → _____ quick + ly
→ _____ kind + ness → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: carefully, happiness, hopeful, quickly, kindness

TEKS (5.2.B.vi) · Suffix review · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

carefully = care + ful + ly.

CHOOSE

happiness is correct.

SHOW

hope + ful = hopeful.

OWN

kind + ness = kindness.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be happiness, hopeful, or quickly.

YOUR TURN

carefully, happiness, hopeful, quickly, kindness

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.vi) · Suffix review · Sheet 3 of 36 · Prepare

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A happiness

B happyness

C hapiness

D happines

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

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is A.

A happiness · Correct. Change y to i, then add ness.

B happyness · Keeps the y.

C hapiness · Uses one p.

D happines · Uses one s.

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

⌚ ~3 min

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

“The correct answer is A, happiness.”

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

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

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

ANSWER: A is correct. Correct. Change y to i, then add ness.

TEKS (5.2.B.vi) • Suffix review • Sheet 3 of 36 • Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling 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.

Build new words by adding endings to a base word without changing it.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Base word building review

govern government agree agreement develop development enjoy enjoyment treat treatment

Build new words by adding endings to a base word without changing it.

WHERE THEY APPEAR: “The government made an agreement about development.”

This deck teaches **Base word building review** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Base word building review.”

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

“Our words all share the same suffix: govern, government, agree, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

government = govern + ment

I CAN I can notice the suffix in a word.



Grade 5 • PREPARE • Spelling • Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the suffix.
Find the suffix inside the word.

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

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

ANSWER KEY: government = govern + ment.

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

government • goverment • governmant

I CAN I can choose the correctly spelled word.



Grade 5 • PREPARE • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: government is correct.

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

agree + ment = _____

I CAN I can build the word correctly.



Grade 5 • PREPARE • Spelling • Wednesday

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

⌚ ~4 min

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

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

›Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: agree + ment = agreement.

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

enjoy + ment = _____

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



Grade 5 • PREPARE • Spelling • Thursday

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

⌚ ~4 min

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

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

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: enjoy + ment = enjoyment.

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

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

"The agreement led to real development," she said.

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



Grade 5 • PREPARE • Spelling • Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

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

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

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be government, agree, or agreement.

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

govern + ment → _____ **agree + ment** → _____ **develop + ment** → _____
enjoy + ment → _____ **treat + ment** → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: government, agreement, development, enjoyment, treatment

TEKS (5.2.B.vi) · Base word building review · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

government = govern + ment.

CHOOSE

government is correct.

SHOW

agree + ment = agreement.

OWN

enjoy + ment = enjoyment.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be government, agree, or agreement.

YOUR TURN

government, agreement, development, enjoyment, treatment

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.vi) · Base word building review · Sheet 4 of 36 · Prepare

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A government

B goverment

C governmant

D govermant

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

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is A.

A government · Correct. Keep the n in govern before ment.

B goverment · Drops the n.

C government · Spells the suffix with a.

D governant · Drops the n and misspells the suffix.

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

⌚ ~3 min

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

“The correct answer is A, government.”

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

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

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

ANSWER: A is correct. Correct. Keep the n in govern before ment.

TEKS (5.2.B.vi) • Base word building review • Sheet 4 of 36 • Prepare

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefix **de** means down or away; **trans** means across or through.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes **de** and **trans**

defrost defuse deform deflate transport
transform translate transfer transplant
transparent

The prefix **de** means down or away; **trans** means across or through.

WHERE THEY APPEAR: “We will transport the food and defrost it later.”

This deck teaches **Prefixes de and trans** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Prefixes de and trans.”

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

“Our words all share the same prefix: defrost, defuse, deform, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

defrost = de + frost

I CAN I can notice the prefix in a word.



Grade 5 · CLUSTER 1 · Spelling · Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the prefix.
Find the prefix inside the word.

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

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

ANSWER KEY: defrost = de + frost.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

transport • tranport • transsport

I CAN I can choose the correctly spelled word.



Grade 5 · CLUSTER 1 · Spelling · Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: transport is correct.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

trans + form = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 1 • Spelling • Wednesday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: trans + form = transform.

TEKS (5.2.B.v) • Prefixes de and trans • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Own the rule.

Build a new word on your own.

de + flate = _____

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



Grade 5 · CLUSTER 1 · Spelling · Thursday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: de + flate = deflate.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Explain and transfer.

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

"We will translate the note and transport it," she said.

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



Grade 5 • CLUSTER 1 • Spelling • Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the prefix, then spell one word of your own.

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

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

ANSWER KEY: The prefix keeps its spelling in every word; a correct student word might be defuse, deform, or deflate.

TEKS (5.2.B.v) • Prefixes de and trans • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

de + frost → _____ de + flate → _____ trans + port → _____ trans + form → _____
_____ trans + late → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: defrost, deflate, transport, transform, translate

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

defrost = de + frost.

CHOOSE

transport is correct.

SHOW

trans + form = transform.

OWN

de + flate = deflate.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be defuse, deform, or deflate.

YOUR TURN

defrost, deflate, transport, transform, translate

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A transport

B tranport

C transsport

D transportt

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

 ~4 min

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

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

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

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

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

TEKS (5.2.B.v) • Prefixes de and trans • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is **A**.

A transport · Correct. trans + port keeps one s.

B tranport · Drops the s in trans.

C transsport · Doubles the s.

D transportt · Doubles the final t.

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

⌚ ~3 min

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

“The correct answer is A, transport.”

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

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

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

ANSWER: A is correct. Correct. trans + port keeps one s.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefix super means above or beyond; mid means middle.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes super and mid

superhero supermarket superstar supervise
superior midnight midway midfield midterm
midpoint

The prefix super means above or beyond; mid means middle.

WHERE THEY APPEAR: “At midnight the superhero saved the supermarket.”

This deck teaches **Prefixes super and mid** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Prefixes super and mid.”

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

“Our words all share the same prefix: superhero, supermarket, superstar, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

superhero = super + hero

I CAN I can notice the prefix in a word.



Grade 5 · CLUSTER 1 · Spelling · Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the prefix.
Find the prefix inside the word.

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

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

ANSWER KEY: superhero = super + hero.

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

midnight • midnite • midnigt

I CAN I can choose the correctly spelled word.



Grade 5 · CLUSTER 1 · Spelling · Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: midnight is correct.

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

super + market = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 1 • Spelling • Wednesday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: super + market = supermarket.

TEKS (5.2.B.v) • Prefixes super and mid • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Own the rule.

Build a new word on your own.

mid + way = _____

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



Grade 5 · CLUSTER 1 · Spelling · Thursday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: mid + way = midway.

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Explain and transfer.

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

"The superstar arrived at the midpoint of the show," she said.

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



Grade 5 · CLUSTER 1 · Spelling · Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the prefix, then spell one word of your own.

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

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

ANSWER KEY: The prefix keeps its spelling in every word; a correct student word might be supermarket, superstar, or supervise.

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

super + hero → _____ super + market → _____ super + star → _____ mid +
night → _____ mid + way → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: superhero, supermarket, superstar, midnight, midway

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

superhero = super + hero.

CHOOSE

midnight is correct.

SHOW

super + market = supermarket.

OWN

mid + way = midway.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be supermarket, superstar, or supervise.

YOUR TURN

superhero, supermarket, superstar, midnight, midway

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A midnight

B midnite

C midnigt

D midnight

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

~4 min

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

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

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

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

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

TEKS (5.2.B.v) • Prefixes super and mid • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is A.

A **midnight** · Correct. mid + night keeps the base word night.

B **midnite** · Spells night as nite.

C **midnigt** · Leaves out the h.

D **midknight** · Adds a silent k.

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

⌚ ~3 min

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

“The correct answer is A, midnight.”

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

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

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

ANSWER: A is correct. Correct. mid + night keeps the base word night.

TEKS (5.2.B.v) · Prefixes super and mid · Sheet 6 of 36 · Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”

WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefix semi means half or partly; anti means against.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes semi and anti

semicircle semifinal semicolon semisweet
semiannual antibiotic antifreeze antisocial
antibody antiviral

The prefix semi means half or partly; anti means against.

WHERE THEY APPEAR: “We sat in a semicircle to learn about antibiotics.”

This deck teaches **Prefixes semi and anti** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Prefixes semi and anti.”

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

“Our words all share the same prefix: semicircle, semifinal, semicolon, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

semicircle = semi + circle

I CAN I can notice the prefix in a word.



Grade 5 · CLUSTER 1 · Spelling · Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the prefix. Find the prefix inside the word.

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

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

ANSWER KEY: semicircle = semi + circle.

TEKS (5.2.B.v) · Prefixes semi and anti · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

antibiotic • antibotic • antibiodic

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 1 • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: antibiotic is correct.

TEKS (5.2.B.v) • Prefixes semi and anti • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

semi + final = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 1 • Spelling • Wednesday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: semi + final = semifinal.

TEKS (5.2.B.v) • Prefixes semi and anti • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Own the rule.

Build a new word on your own.

anti + freeze = _____

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



Grade 5 · CLUSTER 1 · Spelling · Thursday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: anti + freeze = antifreeze.

TEKS (5.2.B.v) · Prefixes semi and anti · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Explain and transfer.

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

"We drew a semicircle and read about an antibiotic," she said.

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



Grade 5 • CLUSTER 1 • Spelling • Friday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the prefix, then spell one word of your own.

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

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

ANSWER KEY: The prefix keeps its spelling in every word; a correct student word might be semifinal, semicolon, or semisweet.

TEKS (5.2.B.v) • Prefixes semi and anti • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

semi + circle → _____ semi + final → _____ anti + biotic → _____ anti +
freeze → _____ anti + social → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: semicircle, semifinal, antibiotic, antifreeze, antisocial

TEKS (5.2.B.v) · Prefixes semi and anti · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

Answers, across the five thinking levels.

NOTICE

semicircle = semi + circle.

CHOOSE

antibiotic is correct.

SHOW

semi + final = semifinal.

OWN

anti + freeze = antifreeze.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be semifinal, semicolon, or semisweet.

YOUR TURN

semicircle, semifinal, antibiotic, antifreeze, antisocial

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

“Let’s check our answers across the five thinking levels.”

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

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

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

TEKS (5.2.B.v) · Prefixes semi and anti · Sheet 7 of 36 · Cluster 1

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A antibiotic

B antibotic

C antibiodic

D antibiotick

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

~4 min

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

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

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

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

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

TEKS (5.2.B.v) • Prefixes semi and anti • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is **A**.

A antibiotic · Correct. anti + biotic keeps bio and tic.

B antibiotic · Leaves out the i in bio.

C antibiodic · Spells tic as dic.

D antibiotick · Adds a k.

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

⌚ ~3 min

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

“The correct answer is A, antibiotic.”

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

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

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

ANSWER: A is correct. Correct. anti + biotic keeps bio and tic.

TEKS (5.2.B.v) • Prefixes semi and anti • Sheet 7 of 36 • Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling 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 **inter** means between; **over** means above or too much; **under** means below.

The base word keeps its spelling when you add the prefix.

THE SPELLING RULE

Prefixes **inter, over, under**

interact **inter**national **inter**view **over**flow
overcome **over**look **under**ground **under**line
understand **under**water

The prefix **inter** means between; **over** means above or too much; **under** means below.

WHERE THEY APPEAR: “The interview will help us understand the underground tunnel.”

This deck teaches **Prefixes inter, over, under** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Prefixes inter, over, under.”

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

“Our words all share the same prefix: interact, international, interview, and more. We already know these words, so now we learn the pattern inside them.”

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

PREP & MATERIALS: the SPELLING slide deck for Cluster 1 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

interact = inter + act

I CAN I can notice the prefix in a word.



Grade 5 • CLUSTER 1 • Spelling • Monday

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

⌚ ~4 min

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

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

▶ Read the I can statement aloud, then the task on the slide: Notice the prefix.
Find the prefix inside the word.

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

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

ANSWER KEY: interact = inter + act.

TEKS (5.2.B.v) • Prefixes inter, over, under • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Choose the correct spelling.

Which spelling is correct?

international • internatonal • intrnational

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 1 • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: international is correct.

TEKS (5.2.B.v) • Prefixes inter, over, under • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Show the rule.

Build or spell the word.

over + flow = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 1 • Spelling • Wednesday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: over + flow = overflow.

TEKS (5.2.B.v) • Prefixes inter, over, under • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Own the rule.

Build a new word on your own.

under + ground = _____

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



Grade 5 · CLUSTER 1 · Spelling · Thursday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

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

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

ANSWER KEY: under + ground = underground.

TEKS (5.2.B.v) · Prefixes inter, over, under · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

Explain and transfer.

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

"We interact online and understand each other," she said.

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



Grade 5 • CLUSTER 1 • Spelling • Friday

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

⌚ ~4 min

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

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

➤Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the prefix, then spell one word of your own.

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

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

ANSWER KEY: The prefix keeps its spelling in every word; a correct student word might be international, interview, or overflow.

TEKS (5.2.B.v) • Prefixes inter, over, under • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

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

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

Your turn to spell.

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

inter + act → _____ inter + view → _____ over + flow → _____ under +
ground → _____ under + line → _____

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

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

⌚ ~ 5 min

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

"Your turn to spell."

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

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

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

ANSWER KEY: interact, interview, overflow, underground, underline

TEKS (5.2.B.v) · Prefixes inter, over, under · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

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

interact = inter + act.

CHOOSE

international is correct.

SHOW

over + flow = overflow.

OWN

under + ground = underground.

DEFEND

The prefix keeps its spelling in every word; a correct student word might be international, interview, or overflow.

YOUR TURN

interact, interview, overflow, underground, underline

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

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

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

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

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

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

TEKS (5.2.B.v) · Prefixes inter, over, under · Sheet 8 of 36 · Cluster 1

COMMON MISCONCEPTION

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

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

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

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A international

B internatonal

C intrnational

D internashional

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

~4 min

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

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

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

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

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

TEKS (5.2.B.v) • Prefixes inter, over, under • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

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

POSSIBLE STUDENT QUESTION

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

The answer is A.

A international · Correct. inter + national keeps both parts whole.

B internatonal · Leaves out the i in tion.

C intrnational · Drops the e in inter.

D internashional · Spells tion as shional.

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

⌚ ~3 min

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

“The correct answer is A, international.”

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

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

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

ANSWER: A is correct. Correct. inter + national keeps both parts whole.

TEKS (5.2.B.v) · Prefixes inter, over, under · Sheet 8 of 36 · Cluster 1

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

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

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling 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 al and ial make adjectives, as in nature to natural.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix al and ial

personal natural musical central final financial
special official material memorial

The suffixes al and ial make adjectives, as in nature to natural.

WHERE THEY APPEAR: “The special musical was a financial success.”

This deck teaches **Suffix al and ial** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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

⌚ ~ 5 min

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

“This week our spelling rule is Suffix al and ial.”

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

“Our words all share the same suffix: personal, natural, musical, and more. We already know these words, so now we learn the pattern inside them.”

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

personal = person + al

I CAN I can notice the suffix in a word.



Grade 5 · CLUSTER 2 · Spelling · Monday

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

⌚ ~4 min

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

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

▶Read the I can statement aloud, then the task on the slide: Notice the suffix.
Find the suffix inside the word.

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

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

ANSWER KEY: personal = person + al.

TEKS (5.2.B.vi) · Suffix al and ial · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

special • speical • speshal

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 2 • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: special is correct.

TEKS (5.2.B.vi) • Suffix al and ial • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

music + al = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 2 • Spelling • Wednesday

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

⌚ ~4 min

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

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

›Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

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

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

ANSWER KEY: music + al = musical.

TEKS (5.2.B.vi) • Suffix al and ial • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

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

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

finance + ial = _____

I CAN I can spell a new word on my own.



Grade 5 · CLUSTER 2 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: finance + ial = financial.

TEKS (5.2.B.vi) · Suffix al and ial · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"The official made a personal and special choice," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be natural, musical, or central.

TEKS (5.2.B.vi) • Suffix al and ial • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

person + al → _____ nature + al → _____ music + al → _____ fin + al →
 _____ finance + ial → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: personal, natural, musical, final, financial

TEKS (5.2.B.vi) · Suffix al and ial · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

personal = person + al.

CHOOSE

special is correct.

SHOW

music + al = musical.

OWN

finance + ial = financial.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be natural, musical, or central.

YOUR TURN

personal, natural, musical, final, financial

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix al and ial · Sheet 9 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A special

B speical

C speshal

D speciel

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix al and ial • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A special · Correct. The ial ending spells the sound in special.

B speical · Reverses ia to ai.

C speshal · Spells ci as sh.

D speciel · Spells the ending with e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is **A**, special.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The ial ending spells the sound in special.

TEKS (5.2.B.vi) • Suffix al and ial • Sheet 9 of 36 • Cluster 2

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling 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 suffix **ive** means having the quality of, as in **act** to **active**.

Watch for base word changes like dropping **e** or changing **y** to **i**.

THE SPELLING RULE

Suffix **ive**

creative positive active native massive
expensive attractive sensitive effective
competitive

The suffix **ive** means having the quality of, as in **act** to **active**.

WHERE THEY APPEAR: “Her **creative** and **positive** plan was very **effective**.”

This deck teaches **Suffix ive** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Suffix **ive.”**

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: **creative, positive, active, and more. We already know these words, so now we learn the pattern inside them.”**

▶ Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

creative = create, drop e, + ive

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

›Read the I can statement aloud, then the task on the slide: Notice the suffix.
Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: creative = create, drop e, + ive.

TEKS (5.2.B.vi) • Suffix ive • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

positive • positeve • posative

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: positive is correct.

TEKS (5.2.B.vi) • Suffix ive • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

act + ive = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: act + ive = active.

TEKS (5.2.B.vi) • Suffix ive • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

expense + ive = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 2 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: expense + ive = expensive.

TEKS (5.2.B.vi) • Suffix ive • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"Her creative idea was active and effective," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be positive, active, or native.

TEKS (5.2.B.vi) • Suffix ive • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

create + ive → _____ posit + ive → _____ act + ive → _____ nat + ive →
 _____ mass + ive → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: creative, positive, active, native, massive

TEKS (5.2.B.vi) · Suffix ive · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

creative = create, drop e, + ive.

CHOOSE

positive is correct.

SHOW

act + ive = active.

OWN

expense + ive = expensive.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be positive, active, or native.

YOUR TURN

creative, positive, active, native, massive

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix ive · Sheet 10 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A positive

B positeve

C posative

D positiv

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix ive • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A positive · Correct. The suffix ive ends the word.

B positeve · Spells ive as eve.

C posative · Spells the middle with a.

D positiv · Drops the final e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · › = teacher direction (do not read aloud)

“The correct answer is A, positive.”

›Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

›Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The suffix ive ends the word.

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

The suffix ous means full of, and it can appear as eous or ious.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix ous, eous, ious

famous nervous dangerous curious serious
gorgeous courageous mysterious generous
various

The suffix ous means full of, and it can appear as eous or ious.

WHERE THEY APPEAR: “The famous hero was courageous and generous.”

This deck teaches **Suffix ous, eous, ious** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Suffix ous, eous, ious.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: famous, nervous, dangerous, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

famous = fame, drop e, + ous

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

▶Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: famous = fame, drop e, + ous.

TEKS (5.2.B.vi) • Suffix ous, eous, ious • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

curious • curius • cureous

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: curious is correct.

TEKS (5.2.B.vi) • Suffix ous, eous, ious • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

nerve + ous = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: nerve + ous = nervous.

TEKS (5.2.B.vi) • Suffix ous, eous, ious • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

courage + ous = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 2 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: courage + ous = courageous.

TEKS (5.2.B.vi) • Suffix ous, eous, ious • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"The curious and generous crowd stayed calm," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be nervous, dangerous, or curious.

TEKS (5.2.B.vi) • Suffix ous, eous, ious • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

fame + ous → _____ nerve + ous → _____ danger + ous → _____ cur + ious
→ _____ courage + ous → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: famous, nervous, dangerous, curious, courageous

TEKS (5.2.B.vi) · Suffix ous, eous, ious · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

famous = fame, drop e, + ous.

CHOOSE

curious is correct.

SHOW

nerve + ous = nervous.

OWN

courage + ous = courageous.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be nervous, dangerous, or curious.

YOUR TURN

famous, nervous, dangerous, curious, courageous

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix ous, eous, ious · Sheet 11 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A curious

B curius

C cureous

D kurious

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix ous, eous, ious • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A curious · Correct. The ious ending spells the sound in curious.

B curius · Leaves out the o.

C cureous · Spells the ending as eous.

D kurious · Uses k for the c sound.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, curious.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The ious ending spells the sound in curious.

TEKS (5.2.B.vi) · Suffix ous, eous, ious · Sheet 11 of 36 · Cluster 2

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants”

WHAT DOES THIS MEAN TO ME?

A suffix is a word part added to the end of a word.

The endings ion, tion, and sion spell the shun sound and make nouns.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix ion, tion, sion

opinion division tension action decision
expression celebration discussion education
invitation

The endings ion, tion, and sion spell the shun sound and make nouns.

WHERE THEY APPEAR: “The class discussion led to a good decision.”

This deck teaches **Suffix ion, tion, sion** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Suffix ion, tion, sion.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: opinion, division, tension, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 2 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the suffix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Notice the suffix.

Find the suffix inside the word.

opinion = o + pin + ion

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 2 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

›Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: opinion = o + pin + ion.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

decision • desicion • decission

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 2 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: decision is correct.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

cele + bra + tion = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 2 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

›Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: cele + bra + tion = celebration.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

di + vi + sion = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 2 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: di + vi + sion = division.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"The discussion about education was serious," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 2 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be division, tension, or action.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

o + pin + ion → _____ di + vi + sion → _____ ten + sion → _____ act + ion → _____
 _____ de + ci + sion → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: opinion, division, tension, action, decision

TEKS (5.2.B.vi) · Suffix ion, tion, sion · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

opinion = o + pin + ion.

CHOOSE

decision is correct.

SHOW

cele + bra + tion = celebration.

OWN

di + vi + sion = division.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be division, tension, or action.

YOUR TURN

opinion, division, tension, action, decision

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix ion, tion, sion · Sheet 12 of 36 · Cluster 2

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A decision

B desicion

C decission

D desision

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A decision · Correct. The sion ending spells the sound in decision.

B desicion · Spells the c sound with s.

C decission · Doubles the s.

D desision · Uses s for both c sounds.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · › = teacher direction (do not read aloud)

“The correct answer is A, decision.”

›Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

›Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The sion ending spells the sound in decision.

TEKS (5.2.B.vi) • Suffix ion, tion, sion • Sheet 12 of 36 • Cluster 2

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of 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 ending logy means the study of, as in bio life to biology.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix logy

biology geology zoology technology apology
ecology mythology anthology psychology
archaeology

The ending logy means the study of, as in bio life to biology.

WHERE THEY APPEAR: “In biology and geology we study living things and the earth.”

This deck teaches **Suffix logy** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Suffix logy.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: biology, geology, zoology, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

biology = bio + logy

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

▶Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: biology = bio + logy.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

technology • tecnology • technolegy

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: technology is correct.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

geo + logy = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~ 4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: geo + logy = geology.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

zoo + logy = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 3 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: zoo + logy = zoology.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"We study life in biology and earth in geology," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be geology, zoology, or technology.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

bio + logy → _____ geo + logy → _____ zoo + logy → _____ tech + no + logy
→ _____ a + pol + ogy → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: biology, geology, zoology, technology, apology

TEKS (5.2.B.vi) · Suffix logy · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

biology = bio + logy.

CHOOSE

technology is correct.

SHOW

geo + logy = geology.

OWN

zoo + logy = zoology.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be geology, zoology, or technology.

YOUR TURN

biology, geology, zoology, technology, apology

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix logy · Sheet 13 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A technology

B tecnology

C technolegy

D tecknology

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A technology · Correct. Keep the ch and spell logy with o.

B tecnology · Leaves out the h.

C technolegy · Spells logy with e.

D tecknology · Adds a k.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, technology.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. Keep the ch and spell logy with o.

TEKS (5.2.B.vi) • Suffix logy • Sheet 13 of 36 • Cluster 3

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of 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 endings **ance** and **ence** make nouns, as in **different** to **difference**.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix **ance** and **ence**

distance difference balance entrance
importance confidence patience silence absence
sentence

The endings **ance** and **ence** make nouns, as in **different** to **difference**.

WHERE THEY APPEAR: “The difference in distance was important.”

This deck teaches **Suffix ance and ence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Suffix **ance and **ence**.”**

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: **distance, difference, balance, and more. We already know these words, so now we learn the pattern inside them.”**

▶ Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

distance = dis + tance

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

▶Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: distance = dis + tance.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

difference • diffrence • differance

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: difference is correct.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

bal + ance = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

›Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: bal + ance = balance.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

si + lence = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 3 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: si + lence = silence.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"With patience and confidence, we found the difference," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶ Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be difference, balance, or entrance.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

dis + tance → _____ dif + fer + ence → _____ bal + ance → _____ en + trance
→ _____ im + por + tance → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: distance, difference, balance, entrance, importance

TEKS (5.2.B.vi) · Suffix ance and ence · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

distance = dis + tance.

CHOOSE

difference is correct.

SHOW

bal + ance = balance.

OWN

si + lence = silence.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be difference, balance, or entrance.

YOUR TURN

distance, difference, balance, entrance, importance

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix ance and ence · Sheet 14 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A difference

B diffrence

C differance

D difERENCE

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A difference · Correct. Keep the middle e and end with ence.

B diffrence · Leaves out the middle e.

C differance · Spells the ending with ance.

D difference · Uses one f.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, difference.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. Keep the middle e and end with ence.

TEKS (5.2.B.vi) • Suffix ance and ence • Sheet 14 of 36 • Cluster 3

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of 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 suffix **ment** makes a noun of action; **ity** makes a noun of quality.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix **ment** and **ity**

movement community agreement ability
equipment activity statement security argument
curiosity

The suffix **ment** makes a noun of action; **ity** makes a noun of quality.

WHERE THEY APPEAR: “The community showed great ability and movement.”

This deck teaches **Suffix ment and ity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Suffix ment and ity.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: movement, community, agreement, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

movement = move + ment

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

▶Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: movement = move + ment.

TEKS (5.2.B.vi) • Suffix ment and ity • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

community • comunity • communitaty

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: community is correct.

TEKS (5.2.B.vi) • Suffix ment and ity • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

agree + ment = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: agree + ment = agreement.

TEKS (5.2.B.vi) • Suffix ment and ity • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

act + iv + ity = _____

I CAN I can spell a new word on my own.



Grade 5 · CLUSTER 3 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday ·
OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: act + iv + ity = activity.

TEKS (5.2.B.vi) · Suffix ment and ity · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"The statement showed the community's ability," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be community, agreement, or ability.

TEKS (5.2.B.vi) • Suffix ment and ity • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

move + ment → _____ com + mu + ni + ty → _____ agree + ment → _____ a
+ bil + ity → _____ e + quip + ment → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: movement, community, agreement, ability, equipment

TEKS (5.2.B.vi) · Suffix ment and ity · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

movement = move + ment.

CHOOSE

community is correct.

SHOW

agree + ment = agreement.

OWN

act + iv + ity = activity.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be community, agreement, or ability.

YOUR TURN

movement, community, agreement, ability, equipment

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix ment and ity · Sheet 15 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A community

B comunity

C communitaty

D communitery

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix ment and ity • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A community · Correct. Keep the double m and spell ity with i.

B comunity · Uses one m.

C communitaty · Spells ity with a.

D communitney · Adds an extra e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · › = teacher direction (do not read aloud)

“The correct answer is A, community.”

›Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

›Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. Keep the double m and spell ity with i.

TEKS (5.2.B.vi) • Suffix ment and ity • Sheet 15 of 36 • Cluster 3

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of 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 endings able and ible make adjectives; able is more common.

Watch for base word changes like dropping e or changing y to i.

THE SPELLING RULE

Suffix able and ible

valuable responsible comfortable possible
reliable sensible enjoyable terrible believable
invisible

The endings able and ible make adjectives; able is more common.

WHERE THEY APPEAR: “A reliable friend is valuable and responsible.”

This deck teaches **Suffix able and ible** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Suffix able and ible.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same suffix: valuable, responsible, comfortable, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 3 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

valuable = value, drop e, + able

I CAN I can notice the suffix in a word.



Grade 5 • CLUSTER 3 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the suffix."

›Read the I can statement aloud, then the task on the slide: Notice the suffix. Find the suffix inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: valuable = value, drop e, + able.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Choose the correct spelling.

Which spelling is correct?

responsible • responsable • responsibel

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 3 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: responsible is correct.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a suffix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Show the rule.

Build or spell the word.

enjoy + able = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 3 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a suffix word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: enjoy + able = enjoyable.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Own the rule.

Build a new word on your own.

sense + ible = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 3 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sense + ible = sensible.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants"

Explain and transfer.

Explain the suffix, then spell one word of your own.

"A responsible plan is reliable and believable," she said.

I CAN I can explain the suffix and use a word in my own writing.



Grade 5 • CLUSTER 3 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the suffix, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The suffix keeps its spelling in every word; a correct student word might be responsible, comfortable, or possible.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the suffix and read it back. Expected: they can name the suffix and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

value + able → _____ respons + ible → _____ comfort + able → _____ poss +
ible → _____ rely + able → _____

I CAN I can spell words with the suffix on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: valuable, responsible, comfortable, possible, reliable

TEKS (5.2.B.vi) · Suffix able and ible · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

valuable = value, drop e, + able.

CHOOSE

responsible is correct.

SHOW

enjoy + able = enjoyable.

OWN

sense + ible = sensible.

DEFEND

The suffix keeps its spelling in every word; a correct student word might be responsible, comfortable, or possible.

YOUR TURN

valuable, responsible, comfortable, possible, reliable

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.vi) · Suffix able and ible · Sheet 16 of 36 · Cluster 3

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A responsible

B responsable

C responsibel

D responsibl

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A **responsible** · Correct. This word uses the ible ending.

B **responsable** · Uses able instead of ible.

C **responsibel** · Reverses le to el.

D **responsibl** · Drops the final e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, responsible.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. This word uses the ible ending.

TEKS (5.2.B.vi) • Suffix able and ible • Sheet 16 of 36 • Cluster 3

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Latin root dict means to say or tell.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root dict, meaning say

predict dictionary dictate contradict verdict
diction dictator prediction unpredictable
contradiction

The Latin root dict means to say or tell.

WHERE THEY APPEAR: “I predict the dictionary will help us spell.”

This deck teaches **Root dict, meaning say** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Root dict, meaning say.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: predict, dictionary, dictate, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

predict = pre + dict

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: predict = pre + dict.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

dictionary • dictionery • dictionry

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: dictionary is correct.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

contra + dict = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: contra + dict = contradict.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

pre + dict = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 4 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: pre + dict = predict.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"I predict the dictionary will settle the argument," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be dictionary, dictate, or contradict.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

pre + dict → _____ dict + ionary → _____ dict + ate → _____ contra + dict →
_____ ver + dict → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: predict, dictionary, dictate, contradict, verdict

TEKS (5.2.B) · Root dict, meaning say · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

predict = pre + dict.

CHOOSE

dictionary is correct.

SHOW

contra + dict = contradict.

OWN

pre + dict = predict.

DEFEND

The root keeps its spelling in every word; a correct student word might be dictionary, dictate, or contradict.

YOUR TURN

predict, dictionary, dictate, contradict, verdict

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root dict, meaning say · Sheet 17 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? Look up the word in the _____.

Which word correctly completes the sentence?

A dictionary

B dictionery

C dictionry

D dicshionary

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A dictionary · Correct. The root dict means say or tell.

B dictionery · Spells the ending with e.

C dictionry · Leaves out an a.

D dicshionary · Spells dict as dicsh.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, dictionary.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The root dict means say or tell.

TEKS (5.2.B) • Root dict, meaning say • Sheet 17 of 36 • Cluster 4

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Latin root **ject** means to throw.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root **ject**, meaning **throw**

project reject inject eject object subject
injection rejection projector projectile

The Latin root **ject** means to throw.

WHERE THEY APPEAR: “The teacher will project the subject on the screen.”

This deck teaches **Root ject, meaning throw** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Root **ject, meaning **throw**.”**

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: **project, reject, inject, and more. We already know these words, so now we learn the pattern inside them.”**

›Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

project = pro + ject

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: project = pro + ject.

TEKS (5.2.B) • Root ject, meaning throw • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

reject • rejeht • reyect

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: reject is correct.

TEKS (5.2.B) • Root ject, meaning throw • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

in + ject = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: in + ject = inject.

TEKS (5.2.B) • Root ject, meaning throw • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

e + ject = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 4 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: e + ject = eject.

TEKS (5.2.B) • Root ject, meaning throw • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"Do not reject the object before you inspect it," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be reject, inject, or eject.

TEKS (5.2.B) • Root ject, meaning throw • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

pro + ject → _____ re + ject → _____ in + ject → _____ e + ject → _____ sub +
ject → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: project, reject, inject, eject, subject

TEKS (5.2.B) · Root ject, meaning throw · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

project = pro + ject.

CHOOSE

reject is correct.

SHOW

in + ject = inject.

OWN

e + ject = eject.

DEFEND

The root keeps its spelling in every word; a correct student word might be reject, inject, or eject.

YOUR TURN

project, reject, inject, eject, subject

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root ject, meaning throw · Sheet 18 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A reject

B rejekt

C reyect

D regect

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root ject, meaning throw • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A reject · Correct. The root ject means throw.

B rejekt · Uses k for the j sound.

C reyect · Uses y for the j sound.

D regett · Uses g for the j sound.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, reject.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The root ject means throw.

TEKS (5.2.B) · Root ject, meaning throw · Sheet 18 of 36 · Cluster 4

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

Review the roots terr, meaning earth, and rupt, meaning break.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE**Roots terr and rupt review**

territory terrain terrace terrarium erupt
interrupt disrupt corrupt rupture abrupt

Review the roots terr, meaning earth, and rupt, meaning break.

WHERE THEY APPEAR: “The eruption changed the terrain across the territory.”

This deck teaches **Roots terr and rupt review** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Roots terr and rupt review.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: territory, terrain, terrace, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

disrupt = dis + rupt

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶ Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: disrupt = dis + rupt.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

territory • teritory • territery

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: territory is correct.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

inter + rupt = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: inter + rupt = interrupt.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

terr + ain = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 4 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: terr + ain = terrain.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"The storm will disrupt travel across the territory," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be terrain, terrace, or terrarium.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

terr + itory → _____ terr + ain → _____ e + rupt → _____ inter + rupt →
_____ dis + rupt → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: territory, terrain, erupt, interrupt, disrupt

TEKS (5.2.B) · Roots terr and rupt review · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

disrupt = dis + rupt.

CHOOSE

territory is correct.

SHOW

inter + rupt = interrupt.

OWN

terr + ain = terrain.

DEFEND

The root keeps its spelling in every word; a correct student word might be terrain, terrace, or terrarium.

YOUR TURN

territory, terrain, erupt, interrupt, disrupt

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Roots terr and rupt review · Sheet 19 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A interrupt

B interupt

C innterrupt

D interuptt

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A interrupt · Correct. inter + rupt keeps the double r.

B interupt · Uses one r.

C innerrupt · Doubles the wrong letter.

D interupptt · Doubles the final t.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, interrupt.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. inter + rupt keeps the double r.

TEKS (5.2.B) • Roots terr and rupt review • Sheet 19 of 36 • Cluster 4

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

Review the roots tract, meaning pull, and port, meaning carry.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Roots tract and port review

distract attract subtract extract contract export
import transport portable support

Review the roots tract, meaning pull, and port, meaning carry.

WHERE THEY APPEAR: “The workers will transport and support the load.”

This deck teaches **Roots tract and port review** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Roots tract and port review.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: distract, attract, subtract, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 4 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

distract = dis + tract

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 4 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶ Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: distract = dis + tract.

TEKS (5.2.B) • Roots tract and port review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

support • suport • supportt

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 4 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: support is correct.

TEKS (5.2.B) • Roots tract and port review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

ex + tract = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 4 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: ex + tract = extract.

TEKS (5.2.B) • Roots tract and port review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

trans + port = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 4 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: trans + port = transport.

TEKS (5.2.B) • Roots tract and port review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"The bright light will attract and distract drivers," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 4 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be attract, subtract, or extract.

TEKS (5.2.B) • Roots tract and port review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

dis + tract → _____ **at + tract** → _____ **sub + tract** → _____ **ex + port** → _____
trans + port → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: distract, attract, subtract, export, transport

TEKS (5.2.B) · Roots tract and port review · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

distract = dis + tract.

CHOOSE

support is correct.

SHOW

ex + tract = extract.

OWN

trans + port = transport.

DEFEND

The root keeps its spelling in every word; a correct student word might be attract, subtract, or extract.

YOUR TURN

distract, attract, subtract, export, transport

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Roots tract and port review · Sheet 20 of 36 · Cluster 4

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A support

B suport

C supportt

D supord

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Roots tract and port review • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A support · Correct. sup + port keeps the double p and the root port.

B suport · Uses one p.

C supportt · Doubles the final t.

D supord · Misspells the root as pord.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, support.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. sup + port keeps the double p and the root port.

TEKS (5.2.B) · Roots tract and port review · Sheet 20 of 36 · Cluster 4

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Greek root geo means earth.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root geo, meaning earth

geography geology geometry geographic
geographer geothermal geode geologist
geologic geoscience

The Greek root geo means earth.

WHERE THEY APPEAR: “In geography we study the earth, and in geometry we study shapes.”

This deck teaches **Root geo, meaning earth** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Root geo, meaning earth.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: geography, geology, geometry, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

geography = geo + graphy

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶ Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: geography = geo + graphy.

TEKS (5.2.B) • Root geo, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

geography • geograpy • geografy

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: geography is correct.

TEKS (5.2.B) • Root geo, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

geo + logy = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~ 4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: geo + logy = geology.

TEKS (5.2.B) • Root geo, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

geo + metry = _____

I CAN I can spell a new word on my own.



Grade 5 · CLUSTER 5 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: geo + metry = geometry.

TEKS (5.2.B) · Root geo, meaning earth · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"A geologist studies the earth in geology," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be geology, geometry, or geographic.

TEKS (5.2.B) • Root geo, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

geo + graphy → _____ geo + logy → _____ geo + metry → _____
thermal → _____ geo + de → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: geography, geology, geometry, geothermal, geode

TEKS (5.2.B) · Root geo, meaning earth · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

geography = geo + graphy.

CHOOSE

geography is correct.

SHOW

geo + logy = geology.

OWN

geo + metry = geometry.

DEFEND

The root keeps its spelling in every word; a correct student word might be geology, geometry, or geographic.

YOUR TURN

geography, geology, geometry, geothermal, geode

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

“Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root geo, meaning earth · Sheet 21 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Which word correctly completes the sentence? In _____ we study the earth and its maps.

Which word correctly completes the sentence?

A geography

B geograpy

C geograffy

D jeography

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root geo, meaning earth • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A geography · Correct. geo means earth and graph means write.

B geograpy · Leaves out the h.

C geografly · Spells graph with f.

D jeography · Uses j for the g sound.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, geography.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. geo means earth and graph means write.

TEKS (5.2.B) • Root geo, meaning earth • Sheet 21 of 36 • Cluster 5

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Greek root *chrono* means time.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root *chrono*, meaning time

chronology *chronic* *chronicle* *synchronize*
chronological *chronometer* *chronologically*
chronicled *synchronous* *chronicler*

The Greek root *chrono* means time.

WHERE THEY APPEAR: “We put the events in chronological order on a chronology.”

This deck teaches **Root *chrono*, meaning time** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Root *chrono*, meaning time.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: *chronology*, *chronic*, *chronicle*, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

chronology = chrono + logy

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

›Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: chronology = chrono + logy.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

chronology • cronology • chronology

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: chronology is correct.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

chrono + logical = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~ 4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: chrono + logical = chronological.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

syn + chronize = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 5 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: syn + chronize = synchronize.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"We list the events in chronological order," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be chronic, chronicle, or synchronize.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

chrono + logy → _____ **chron + ic** → _____ **chron + icle** → _____ **syn +**
chronize → _____ **chrono + logical** → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn ·
Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: chronology, chronic, chronicle, synchronize, chronological

TEKS (5.2.B) · Root chrono, meaning time · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

chronology = chrono + logy.

CHOOSE

chronology is correct.

SHOW

chrono + logical = chronological.

OWN

syn + chronize = synchronize.

DEFEND

The root keeps its spelling in every word; a correct student word might be chronic, chronicle, or synchronize.

YOUR TURN

chronology, chronic, chronicle, synchronize, chronological

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root chrono, meaning time · Sheet 22 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A chronology

B cronology

C chronolagy

D kronology

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A chronology · Correct. chrono starts with ch and means time.

B cronology · Leaves out the h.

C chronology · Spells logy with a.

D kronology · Uses k for the ch sound.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, chronology.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. chrono starts with ch and means time.

TEKS (5.2.B) • Root chrono, meaning time • Sheet 22 of 36 • Cluster 5

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The root audi means hear or listen.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root audi, meaning hear

audience audible audio auditory audition
auditorium inaudible audiobook auditor
audiovisual

The root audi means hear or listen.

WHERE THEY APPEAR: “The audience filled the auditorium to hear the music.”

This deck teaches **Root audi, meaning hear** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Root audi, meaning hear.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: audience, audible, audio, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

audience = audi + ence

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: audience = audi + ence.

TEKS (5.2.B) • Root audi, meaning hear • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

audience • audiance • audeince

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: audience is correct.

TEKS (5.2.B) • Root audi, meaning hear • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

audi + ble = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: audi + ble = audible.

TEKS (5.2.B) • Root audi, meaning hear • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

audi + torium = _____

I CAN I can spell a new word on my own.



Grade 5 · CLUSTER 5 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: audi + torium = auditorium.

TEKS (5.2.B) · Root audi, meaning hear · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"The audience listened to every audible word," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be audible, audio, or auditory.

TEKS (5.2.B) • Root audi, meaning hear • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

audi + ence → _____ **audi + ble** → _____ **audi + o** → _____ **audi + tion** → _____
audi + torium → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: audience, audible, audio, audition, auditorium

TEKS (5.2.B) · Root audi, meaning hear · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

audience = audi + ence.

CHOOSE

audience is correct.

SHOW

audi + ble = audible.

OWN

audi + torium = auditorium.

DEFEND

The root keeps its spelling in every word; a correct student word might be audible, audio, or auditory.

YOUR TURN

audience, audible, audio, audition, auditorium

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root audi, meaning hear · Sheet 23 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A audience

B audiance

C audeince

D audiense

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root audi, meaning hear • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A audience · Correct. The root audi means hear.

B audiance · Spells the ending with a.

C audeince · Reverses ie to ei.

D audiense · Spells the ending with se.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, audience.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The root audi means hear.

TEKS (5.2.B) • Root audi, meaning hear • Sheet 23 of 36 • Cluster 5

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Greek root photo means light.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root photo, meaning light

photograph photosynthesis photography
photocopy photographer photogenic telephoto
photon photographic photojournalist

The Greek root photo means light.

WHERE THEY APPEAR: “Plants use photosynthesis, and we take a photograph in good light.”

This deck teaches **Root photo, meaning light** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Root photo, meaning light.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: photograph, photosynthesis, photography, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 5 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

photograph = photo + graph

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 5 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶ Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: photograph = photo + graph.

TEKS (5.2.B) • Root photo, meaning light • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

photograph • fotograph • photograp

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 5 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: photograph is correct.

TEKS (5.2.B) • Root photo, meaning light • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

photo + synthesis = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 5 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: photo + synthesis = photosynthesis.

TEKS (5.2.B) • Root photo, meaning light • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

photo + copy = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 5 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: photo + copy = photocopy.

TEKS (5.2.B) • Root photo, meaning light • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"Plants make food from light through photosynthesis," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 5 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be photosynthesis, photography, or photocopy.

TEKS (5.2.B) • Root photo, meaning light • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

photo + graph → _____ photo + synthesis → _____ photo + graphy → _____
photo + copy → _____ photo + genic → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: photograph, photosynthesis, photography, photocopy, photogenic

TEKS (5.2.B) · Root photo, meaning light · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

photograph = photo + graph.

CHOOSE

photograph is correct.

SHOW

photo + synthesis = photosynthesis.

OWN

photo + copy = photocopy.

DEFEND

The root keeps its spelling in every word; a correct student word might be photosynthesis, photography, or photocopy.

YOUR TURN

photograph, photosynthesis, photography, photocopy, photogenic

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root photo, meaning light · Sheet 24 of 36 · Cluster 5

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A photograph

B fotograph

C photograf

D phottograph

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root photo, meaning light • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A photograph · Correct. photo spells the f sound with ph.

B fotograph · Spells photo with f.

C photograf · Spells graph with f.

D phottograph · Doubles the t.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, photograph.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. photo spells the f sound with ph.

TEKS (5.2.B) · Root photo, meaning light · Sheet 24 of 36 · Cluster 5

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The root phon means sound; the root tele means far or distant.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Roots phon and tele

phonics telephone television telescope
telegraph symphony microphone telephoto
phoneme teleport

The root phon means sound; the root tele means far or distant.

WHERE THEY APPEAR: “The telephone and television both send signals far.”

This deck teaches **Roots phon and tele** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Roots phon and tele.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: phonics, telephone, television, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

telephone = tele + phone

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: telephone = tele + phone.

TEKS (5.2.B) • Roots phon and tele • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

television • televison • telavision

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: television is correct.

TEKS (5.2.B) • Roots phon and tele • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

tele + graph = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: tele + graph = telegraph.

TEKS (5.2.B) • Roots phon and tele • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

micro + phone = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 6 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: micro + phone = microphone.

TEKS (5.2.B) • Roots phon and tele • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"We watched the concert on television," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be telephone, television, or telescope.

TEKS (5.2.B) • Roots phon and tele • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

tele + phone → _____ tele + vision → _____ tele + scope → _____ tele +
graph → _____ sym + phony → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: telephone, television, telescope, telegraph, symphony

TEKS (5.2.B) · Roots phon and tele · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

telephone = tele + phone.

CHOOSE

television is correct.

SHOW

tele + graph = telegraph.

OWN

micro + phone = microphone.

DEFEND

The root keeps its spelling in every word; a correct student word might be telephone, television, or telescope.

YOUR TURN

telephone, television, telescope, telegraph, symphony

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Roots phon and tele · Sheet 25 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A television

B televison

C telavision

D televisision

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Roots phon and tele • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A television · Correct. tele means far and vision means sight.

B televison · Leaves out the i in vision.

C telavision · Spells tele with a.

D televission · Doubles the s.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, television.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. tele means far and vision means sight.

TEKS (5.2.B) · Roots phon and tele · Sheet 25 of 36 · Cluster 6

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.
The root graph means write; the root scope means see.
Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Roots graph and scope

autograph periscope paragraph telescope
microscope photograph biography kaleidoscope
telegraph geography

The root graph means write; the root scope means see.

WHERE THEY APPEAR: “She wrote a paragraph and looked through the periscope.”

This deck teaches **Roots graph and scope** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Roots graph and scope.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: autograph, periscope, paragraph, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

autograph = auto + graph

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: autograph = auto + graph.

TEKS (5.2.B) • Roots graph and scope • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

periscope • periscoup • periskope

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: periscope is correct.

TEKS (5.2.B) • Roots graph and scope • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

para + graph = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~ 4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: para + graph = paragraph.

TEKS (5.2.B) • Roots graph and scope • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

tele + scope = _____

I CAN I can spell a new word on my own.



Grade 5 · CLUSTER 6 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: tele + scope = telescope.

TEKS (5.2.B) · Roots graph and scope · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"The captain used a periscope to see above the water," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be periscope, paragraph, or telescope.

TEKS (5.2.B) • Roots graph and scope • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

auto + graph → _____ peri + scope → _____ para + graph → _____ tele +
scope → _____ micro + scope → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: autograph, periscope, paragraph, telescope, microscope

TEKS (5.2.B) · Roots graph and scope · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

autograph = auto + graph.

CHOOSE

periscope is correct.

SHOW

para + graph = paragraph.

OWN

tele + scope = telescope.

DEFEND

The root keeps its spelling in every word; a correct student word might be periscope, paragraph, or telescope.

YOUR TURN

autograph, periscope, paragraph, telescope, microscope

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Roots graph and scope · Sheet 26 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A periscope

B periscoup

C periskope

D paeriscope

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Roots graph and scope • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A periscope · Correct. scope means see.

B periscoup · Spells scope with ou.

C periskope · Uses k for the c sound.

D paeriscope · Adds an extra a.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, periscope.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. scope means see.

TEKS (5.2.B) • Roots graph and scope • Sheet 26 of 36 • Cluster 6

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Greek root meter means measure.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root meter, meaning measure

thermometer perimeter diameter kilometer
barometer speedometer centimeter odometer
millimeter geometry

The Greek root meter means measure.

WHERE THEY APPEAR: “The thermometer measures heat, and a ruler measures the perimeter.”

This deck teaches **Root meter, meaning measure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Root meter, meaning measure.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: thermometer, perimeter, diameter, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

thermometer = thermo + meter

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶ Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: thermometer = thermo + meter.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

thermometer • thermomter • thermometor

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: thermometer is correct.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

peri + meter = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: peri + meter = perimeter.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

kilo + meter = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 6 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: kilo + meter = kilometer.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"The thermometer showed the temperature outside," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be perimeter, diameter, or kilometer.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

thermo + meter → _____ peri + meter → _____ di + a + meter → _____ kilo +
meter → _____ centi + meter → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: thermometer, perimeter, diameter, kilometer, centimeter

TEKS (5.2.B) · Root meter, meaning measure · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

thermometer = thermo + meter.

CHOOSE

thermometer is correct.

SHOW

peri + meter = perimeter.

OWN

kilo + meter = kilometer.

DEFEND

The root keeps its spelling in every word; a correct student word might be perimeter, diameter, or kilometer.

YOUR TURN

thermometer, perimeter, diameter, kilometer, centimeter

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root meter, meaning measure · Sheet 27 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A perimeter

B perimiter

C parimeter

D perimeeter

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A perimeter · Correct. meter means measure and ends the word.

B perimiter · Spells meter with i.

C parimeter · Spells peri with a.

D perimeeter · Doubles the e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, perimeter.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. meter means measure and ends the word.

TEKS (5.2.B) • Root meter, meaning measure • Sheet 27 of 36 • Cluster 6

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots”

WHAT DOES THIS MEAN TO ME?

A root is the main word part that carries the meaning.

The Latin root **spect** means look or watch.

Add prefixes and suffixes to the root to build new words.

THE SPELLING RULE

Root spect, meaning look

inspect **spectator** **respect** **inspector** **spectacles**
suspect **expect** **prospect** **spectacle** **perspective**

The Latin root **spect** means look or watch.

WHERE THEY APPEAR: “The inspector will inspect the building while the spectators watch.”

This deck teaches **Root spect, meaning look** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Root spect, meaning look.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same root: inspect, spectator, respect, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 6 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

TODAY'S THINKING JOB

NOTICE

"I can notice the root."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Notice the root.

Find the root inside the word.

inspect = in + spect

I CAN I can notice the root in a word.



Grade 5 • CLUSTER 6 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the root."

▶Read the I can statement aloud, then the task on the slide: Notice the root. Find the root inside the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: inspect = in + spect.

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Choose the correct spelling.

Which spelling is correct?

spectator • spectater • spektator

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 6 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: spectator is correct.

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a root word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Show the rule.

Build or spell the word.

re + spect = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 6 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a root word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: re + spect = respect.

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Own the rule.

Build a new word on your own.

in + spect = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 6 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: in + spect = inspect.

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes, suffixes, and roots, including Greek and Latin roots"

Explain and transfer.

Explain the root, then spell one word of your own.

"The inspector will inspect every room," she said.

I CAN I can explain the root and use a word in my own writing.



Grade 5 • CLUSTER 6 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the root, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: The root keeps its spelling in every word; a correct student word might be spectator, respect, or inspector.

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the root and read it back. Expected: they can name the root and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

in + spect → _____ spect + ator → _____ re + spect → _____ sus + pect →
 _____ ex + pect → _____

I CAN I can spell words with the root on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: inspect, spectator, respect, suspect, expect

TEKS (5.2.B) · Root spect, meaning look · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

inspect = in + spect.

CHOOSE

spectator is correct.

SHOW

re + spect = respect.

OWN

in + spect = inspect.

DEFEND

The root keeps its spelling in every word; a correct student word might be spectator, respect, or inspector.

YOUR TURN

inspect, spectator, respect, suspect, expect

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B) · Root spect, meaning look · Sheet 28 of 36 · Cluster 6

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A spectator

B spectater

C spektator

D spectatior

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B) • Root spect, meaning look • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A **spectator** · Correct. The root spect means look.

B **spectater** · Spells the ending with e.

C **spektator** · Uses k for the c sound.

D **spectatior** · Adds an extra i.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, spectator.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The root spect means look.

TEKS (5.2.B) · Root spect, meaning look · Sheet 28 of 36 · Cluster 6

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

its shows ownership; it's means it is or it has.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Confused its and it's

its it's your you're whose who's theirs there's
hers ours

its shows ownership; it's means it is or it has.

WHERE THEY APPEAR: “It's clear that the dog hurt its paw.”

This deck teaches **Confused its and it's** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEKS NOTE: Commonly confused words practiced as applied spelling under 5.2.B.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Confused its and it's.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same word: its, it's, your, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the words.

Notice the words that sound the same but are spelled differently.

its = belongs to it; it's = it is

I CAN I can notice words that sound alike but look different.



Grade 5 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the words."

▶Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: its = belongs to it; it's = it is.

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct word.

Which word means it is?

it's • its • your

I CAN I can choose the correct homophone for the meaning.



Grade 5 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word means it is?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: it's is correct. Which word means it is?

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Choose and write the correct word.

Finish this idea: _____ raining outside. (it is)

I CAN I can write the correct word.



Grade 5 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: It's

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: The bird built _____ nest. (belongs to it)

I CAN I can choose the correct word on my own.



Grade 5 • CLUSTER 7 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: its

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"It's clear the dog hurt its paw," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 5 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the words differ, then use one in a sentence of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

it is → _____ belongs to it → _____ you are → _____ belongs to you → _____

I CAN I can choose the right homophone on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: it's, its, you're, your

TEKS (5.2.B.iii) · Confused its and it's · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

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

it's, its, you're, your

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Confused its and it's · Sheet 29 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

The team celebrated _____ big win.

Which word correctly completes the sentence?

A its

B it's

C its'

D it is

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A its · Correct. Its shows ownership with no apostrophe.

B it's · It's means it is.

C its' · Adds a wrong apostrophe.

D it is · Spells out it is instead of the possessive.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, its.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. Its shows ownership with no apostrophe.

TEKS (5.2.B.iii) • Confused its and it's • Sheet 29 of 36 • Cluster 7

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

affect is usually a verb meaning to change; effect is usually a noun meaning a result.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Confused affect and effect

affect **effect** **affects** **effects** **affected** **effective**
affecting **effectively** **ineffective** **unaffected**

affect is usually a verb meaning to change; effect is usually a noun meaning a result.

WHERE THEY APPEAR: “The weather can affect the game and change the effect.”

This deck teaches **Confused affect and effect** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEKS NOTE: Commonly confused words practiced as applied spelling under 5.2.B.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Confused affect and effect.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same word: affect, effect, affects, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the words.

Notice the words that sound the same but are spelled differently.

affect = to change (verb); effect = a result (noun)

I CAN I can notice words that sound alike but look different.



Grade 5 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the words."

▶ Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: affect = to change (verb); effect = a result (noun).

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct word.

Which word names a result?

effect • affect • effects

I CAN I can choose the correct homophone for the meaning.



Grade 5 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word names a result?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: effect is correct. Which word names a result?

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Choose and write the correct word.

Finish this idea: Rain can _____ the game. (change, verb)

I CAN I can write the correct word.



Grade 5 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: affect

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: The medicine had a strong _____. (result, noun)

I CAN I can choose the correct word on my own.



Grade 5 • CLUSTER 7 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: effect

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"The weather can affect the game and change the effect," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 5 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the words differ, then use one in a sentence of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

to change (verb) → _____ a result (noun) → _____ working well → _____

I CAN I can choose the right homophone on my own.**TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet**

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: affect, effect, effective

TEKS (5.2.B.iii) · Confused affect and effect · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

affect = to change (verb); effect = a result (noun).

CHOOSE

effect is correct. Which word names a result?

SHOW

affect

OWN

effect

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

affect, effect, effective

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Confused affect and effect · Sheet 30 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

The new rule had a positive _____ on the class.

Which word correctly completes the sentence?

A effect

B affect

C efect

D affekt

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A effect · Correct. effect is a noun meaning result.

B affect · affect is usually a verb.

C efect · Uses one f.

D affekt · Uses k for the c sound.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, effect.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. effect is a noun meaning result.

TEKS (5.2.B.iii) • Confused affect and effect • Sheet 30 of 36 • Cluster 7

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

accept means to take or agree; except means leaving out.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Confused accept and except

accept except accepts excepts accepted
exception accepting acceptance exceptional
unacceptable

accept means to take or agree; except means leaving out.

WHERE THEY APPEAR: “I accept every gift except the loud toy.”

This deck teaches **Confused accept and except** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEKS NOTE: Commonly confused words practiced as applied spelling under 5.2.B.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Confused accept and except.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same word: accept, except, accepts, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the words.

Notice the words that sound the same but are spelled differently.

accept = to take or agree; except = leaving out

I CAN I can notice words that sound alike but look different.



Grade 5 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the words."

▶ Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: accept = to take or agree; except = leaving out.

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct word.

Which word means to take or agree?

accept • except • exception

I CAN I can choose the correct homophone for the meaning.



Grade 5 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word means to take or agree?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: accept is correct. Which word means to take or agree?

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Choose and write the correct word.

Finish this idea: Everyone came _____ Sam. (leaving out)

I CAN I can write the correct word.



Grade 5 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: except

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: Please _____ my thanks. (take or agree)

I CAN I can choose the correct word on my own.



Grade 5 • CLUSTER 7 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: accept

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"I accept every gift except the loud toy," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 5 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the words differ, then use one in a sentence of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

to take or agree → _____ leaving out → _____ something left out → _____

I CAN I can choose the right homophone on my own.**TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet**

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: accept, except, exception

TEKS (5.2.B.iii) · Confused accept and except · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

accept = to take or agree; except = leaving out.

CHOOSE

accept is correct. Which word means to take or agree?

SHOW

except

OWN

accept

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

accept, except, exception

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Confused accept and except · Sheet 31 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Everyone finished the race _____ one runner.

Which word correctly completes the sentence?

A except

B accept

C exept

D accept

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A except · Correct. except means leaving out.

B accept · accept means to take or agree.

C exept · Leaves out a c.

D accept · Spells the c sound with s.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, except.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. except means leaving out.

TEKS (5.2.B.iii) • Confused accept and except • Sheet 31 of 36 • Cluster 7

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

than compares; then shows time; aloud means out loud; allowed means permitted.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Confused than, then, aloud, allowed

than then aloud allowed past passed whose
who's weather whether

than compares; then shows time; aloud means out loud; allowed means permitted.

WHERE THEY APPEAR: “We read aloud, and then we were allowed to draw.”

This deck teaches **Confused than, then, aloud, allowed** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEKS NOTE: Commonly confused words practiced as applied spelling under 5.2.B.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Confused than, then, aloud, allowed.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same word: than, then, aloud, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the words.

Notice the words that sound the same but are spelled differently.

than = compare; then = time; aloud = out loud; allowed = permitted

I CAN I can notice words that sound alike but look different.



Grade 5 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the words."

▶Read the I can statement aloud, then the task on the slide: Notice the words. Notice the words that sound the same but are spelled differently.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: than = compare; then = time; aloud = out loud; allowed = permitted.

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct word.

Which word shows what happens next in time?

then • than • aloud

I CAN I can choose the correct homophone for the meaning.



Grade 5 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word shows what happens next in time?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: then is correct. Which word shows what happens next in time?

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Choose and write the correct word.

Finish this idea: Read the poem _____. (out loud)

I CAN I can write the correct word.



Grade 5 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: aloud

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: A cat is bigger _____ a mouse. (comparing)

I CAN I can choose the correct word on my own.



Grade 5 • CLUSTER 7 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: than

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"We read aloud, and then we were allowed to draw," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 5 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the words differ, then use one in a sentence of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

comparing → _____ next in time → _____ out loud → _____ permitted →

I CAN I can choose the right homophone on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: than, then, aloud, allowed

TEKS (5.2.B.iii) · Confused than, then, aloud, allowed · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.

NOTICE

than = compare; then = time; aloud = out loud; allowed = permitted.

CHOOSE

then is correct. Which word shows what happens next in time?

SHOW

aloud

OWN

than

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

than, then, aloud, allowed

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Confused than, then, aloud, allowed · Sheet 32 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

First we ate, and _____ we played.

Which word correctly completes the sentence?

A then

B than

C thenn

D thann

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A then · Correct. then shows time order.

B than · than is used to compare.

C thenn · Doubles the n.

D thann · Wrong word and doubled n.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, then.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. then shows time order.

TEKS (5.2.B.iii) • Confused than, then, aloud, allowed • Sheet 32 of 36 • Cluster 7

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Synonyms mean the same; antonyms mean the opposite. Spell each by its pattern.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Synonyms and antonyms in spelling

enormous gigantic ancient modern generous
selfish brave timid rapid gradual

Synonyms mean the same; antonyms mean the opposite. Spell each by its pattern.

WHERE THEY APPEAR: “The enormous, gigantic ship looked ancient next to the modern boat.”

This deck teaches **Synonyms and antonyms in spelling** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Synonyms and antonyms in spelling.”

› Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same pattern: enormous, gigantic, ancient, and more. We already know these words, so now we learn the pattern inside them.”

› Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

enormous = e + nor + mous

I CAN I can notice the pattern in a word.



Grade 5 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the pattern."

›Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: enormous = e + nor + mous.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

enormous • enormus • inormous

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: enormous is correct.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

gi + gan + tic = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: gi + gan + tic = gigantic.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

an + cient = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 8 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: an + cient = ancient.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain the pattern, then spell one word of your own.

"The enormous, ancient tree amazed us," she said.

I CAN I can explain the pattern and use a word in my own writing.



Grade 5 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the pattern, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Answers vary; a correct student word might be gigantic, ancient, or modern.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

e + nor + mous → _____ gi + gan + tic → _____ an + cient → _____ gen + er +
ous → _____ rap + id → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: enormous, gigantic, ancient, generous, rapid

TEKS (5.2.B.iii) · Synonyms and antonyms in spelling · Sheet 33 of 36
· Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

enormous = e + nor + mous.

CHOOSE

enormous is correct.

SHOW

gi + gan + tic = gigantic.

OWN

an + cient = ancient.

DEFEND

Answers vary; a correct student word might be gigantic, ancient, or modern.

YOUR TURN

enormous, gigantic, ancient, generous, rapid

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Synonyms and antonyms in spelling · Sheet 33 of 36
· Cluster 8**COMMON MISCONCEPTION**

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A enormous

B enormus

C inormous

D enourmous

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

›Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

›Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A enormous · Correct. The ending is mous with an o.

B enormus · Leaves out the o.

C inormous · Spells the first syllable with i.

D enourmous · Adds a u after the o.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, enormous.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. The ending is mous with an o.

TEKS (5.2.B.iii) • Synonyms and antonyms in spelling • Sheet 33 of 36
• Cluster 8

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Analogies show how two word pairs relate; spell each word by its pattern.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Analogies and word relationships

cause effect compare contrast similar opposite related example category sequence

Analogies show how two word pairs relate; spell each word by its pattern.

WHERE THEY APPEAR: “We compare and contrast the cause and the effect.”

This deck teaches **Analogies and word relationships** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Analogies and word relationships.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same pattern: cause, effect, compare, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

compare = com + pare

I CAN I can notice the pattern in a word.



Grade 5 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: compare = com + pare.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

similar • similer • simmilar

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: similar is correct.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

con + trast = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: con + trast = contrast.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

cat + e + gory = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 8 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: cat + e + gory = category.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain the pattern, then spell one word of your own.

"We compare the cause with the effect," she said.

I CAN I can explain the pattern and use a word in my own writing.



Grade 5 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the pattern, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Answers vary; a correct student word might be effect, compare, or contrast.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

com + pare → _____ con + trast → _____ sim + i + lar → _____ ex + am + ple
→ _____ cat + e + gory → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: compare, contrast, similar, example, category

TEKS (5.2.B.iii) · Analogies and word relationships · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

compare = com + pare.

CHOOSE

similar is correct.

SHOW

con + trast = contrast.

OWN

cat + e + gory = category.

DEFEND

Answers vary; a correct student word might be effect, compare, or contrast.

YOUR TURN

compare, contrast, similar, example, category

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Analogies and word relationships · Sheet 34 of 36 · Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A similar

B similer

C simmilar

D similiar

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

 ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A similar · Correct. It ends in lar and has one m.

B similer · Spells the ending with er.

C simmilar · Doubles the m.

D similiar · Adds an extra i.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, similar.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. It ends in lar and has one m.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 • Cluster 8

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Some words use unusual spellings that do not match their sounds.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Unusual and multiple patterns

rhythm foreign ancient science conscience
gauge muscle license sincerely guarantee

Some words use unusual spellings that do not match their sounds.

WHERE THEY APPEAR: “The ancient science book had an unusual rhythm.”

This deck teaches **Unusual and multiple patterns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Unusual and multiple patterns.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same pattern: rhythm, foreign, ancient, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 3 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

rhythm = rhy + thm

I CAN I can notice the pattern in a word.



Grade 5 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the pattern."

›Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in the word.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: rhythm = rhy + thm.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

rhythm • rythm • rhythem

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: rhythm is correct.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

sci + ence = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: sci + ence = science.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

for + eign = _____

I CAN I can spell a new word on my own.



Grade 5 • CLUSTER 8 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
OWN • Advanced

⌚ ~4 min

" " = say word-for-word • › = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

›Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

›Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: for + eign = foreign.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain the pattern, then spell one word of your own.

"The foreign song had a strong rhythm," she said.

I CAN I can explain the pattern and use a word in my own writing.



Grade 5 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the pattern, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Answers vary; a correct student word might be foreign, ancient, or science.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

rhy + thm → _____ for + eign → _____ an + cient → _____ sci + ence →
 _____ mus + cle → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: rhythm, foreign, ancient, science, muscle

TEKS (5.2.B.iii) · Unusual and multiple patterns · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

rhythm = rhy + thm.

CHOOSE

rhythm is correct.

SHOW

sci + ence = science.

OWN

for + eign = foreign.

DEFEND

Answers vary; a correct student word might be foreign, ancient, or science.

YOUR TURN

rhythm, foreign, ancient, science, muscle

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Unusual and multiple patterns · Sheet 35 of 36 · Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A rhythm

B rythm

C rhythem

D rythem

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is **A**.

A **rhythm** · Correct. rhythm uses rh and a y for the vowel sound.

B **rythm** · Leaves out the h after r.

C **rhythem** · Adds an e before m.

D **rythem** · Leaves out the h and adds an e.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, rhythm.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. rhythm uses rh and a y for the vowel sound.

TEKS (5.2.B.iii) • Unusual and multiple patterns • Sheet 35 of 36 • Cluster 8

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns”

WHAT DOES THIS MEAN TO ME?

Some words follow a special spelling pattern.

Review the words most often misspelled by their patterns.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Cumulative review

necessary definitely occasion embarrass
recommend privilege separate immediately
tomorrow believe

Review the words most often misspelled by their patterns.

WHERE THEY APPEAR: “It is necessary to definitely finish before the occasion.”

This deck teaches **Cumulative review** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • › = teacher direction (do not read aloud)

“This week our spelling rule is Cumulative review.”

›Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same pattern: necessary, definitely, occasion, and more. We already know these words, so now we learn the pattern inside them.”

›Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 8 Module 4 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

necessary = nec + es + sary

I CAN I can notice the pattern in a word.



Grade 5 • CLUSTER 8 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the pattern."

▶ Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: necessary = nec + es + sary.

TEKS (5.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

necessary • neccessary • necesary

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 8 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: necessary is correct.

TEKS (5.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

def + i + nite + ly = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 8 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with a word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: def + i + nite + ly = definitely.

TEKS (5.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

oc + ca + sion = _____

I CAN I can spell a new word on my own.



Grade 5 · CLUSTER 8 · Spelling · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday ·
OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with a new word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: oc + ca + sion = occasion.

TEKS (5.2.B.iii) · Cumulative review · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Explain and transfer.

Explain the pattern, then spell one word of your own.

"I will definitely remember this special occasion," she said.

I CAN I can explain the pattern and use a word in my own writing.



Grade 5 • CLUSTER 8 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the pattern, then spell one word of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Answers vary; a correct student word might be definitely, occasion, or embarrass.

TEKS (5.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Build each word, then use one in a sentence about the reading.

nec + es + sary → _____ def + i + nite + ly → _____ oc + ca + sion → _____
 rec + om + mend → _____ sep + a + rate → _____

I CAN I can spell these words on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: necessary, definitely, occasion, recommend, separate

TEKS (5.2.B.iii) · Cumulative review · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

necessary = nec + es + sary.

CHOOSE

necessary is correct.

SHOW

def + i + nite + ly = definitely.

OWN

oc + ca + sion = occasion.

DEFEND

Answers vary; a correct student word might be definitely, occasion, or embarrass.

YOUR TURN

necessary, definitely, occasion, recommend, separate

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.iii) · Cumulative review · Sheet 36 of 36 · Cluster 8

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A necessary

B neccessary

C necesary

D neccesary

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Read the sentence, then read all four choices before you pick.”

▶Read the sentence aloud once. Have students whisper-read the four options.

“Find the choice that spells the pattern correctly and keeps the base or root whole.”

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A necessary · Correct. One c and double s: nec es sary.

B neccessary · Doubles the c.

C necesary · Uses one s.

D neccessary · Doubles the c and uses one s.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, necessary.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. One c and double s: nec es sary.

TEKS (5.2.B.iii) • Cumulative review • Sheet 36 of 36 • Cluster 8

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.