

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by: (i) 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?

There, their, and they're all sound the same but mean different things.

There means a place. Their means belonging to them. They're is short for they are.

When I know the meaning, I know which spelling to use.

THIS WEEK'S FOCUS

Homophones

from “The Roads Between Us”

Homophones sound alike but have different spellings and meanings. There, their, and they're all sound the same. This week we practice choosing the right spelling.

This deck teaches **homophones** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Syllable Types

TEKS 4.2(B) · Syllable Types · Week 29 of 36 · Cluster 7 · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are studying syllable types. Our focus is homophone syllables. Homophones sound alike but have different spellings and meanings. There means a place. Their means belonging to them. They're means they are.”

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

“Homophones sound alike but have different spellings and meanings. There, their, and they're all sound the same. This week we practice choosing the right spelling.”

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, and DEFEND the pattern.

PREP & MATERIALS: the Homophones slide deck for Cluster 7 Module 1
. a class or student copy of “The Roads Between Us” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one homophone from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the homophone pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a homophone."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 homophone.

Read this sentence about the passage. Find the bold word and the two spellings and the two meanings.

"The poem says a road reaches farther than we have known, stretching out **there beyond the horizon."**

I CAN | I can notice a homophone and name the two spellings and the two meanings.

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Grade 4 · Cluster 7 · Syllable Types · Monday

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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 a homophone syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Listen as I read the sentence. I am looking for the homophone syllable in there."

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

ANSWER KEY: there. There means in that place. If the sentence is about a place or location, use there. There has the word here inside it.

CHECK FOR UNDERSTANDING

Ask a student to explain the homophone syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the two spellings and the two meanings. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a homophone syllable? Look for the two spellings and the two meanings.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the homophone syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the homophone pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a homophone."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 homophone.

Read the sentence. Which word is a homophone? Use the rule.

"Neighbors meet and **their goods are shared because they care about each other."**

A there (a place) • **B** they're (they are) • **C** their (belonging to)

I CAN | I can choose the homophone and explain how I know.

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Grade 4 · Cluster 7 · Syllable Types · Tuesday

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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 a word with a homophone syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Read the sentence and all three choices. Only one word has the homophone pattern."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

ANSWER KEY: C. their. The sentence talks about goods belonging to the neighbors. Their means belonging to them.

CHECK FOR UNDERSTANDING

Ask a student to name the two spellings and the two meanings in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two spellings and the two meanings.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two spellings and the two meanings.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the word the rule fits. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another homophone syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a homophone works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 homophone.

Read the sentence. In the bold word, name the two spellings and the two meanings.

"They're carrying people, goods, and views across the water by ship."

I CAN | I can show the two spellings and the two meanings.

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Grade 4 · Cluster 7 · Syllable Types · Wednesday

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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 how a homophone syllable works."

▶ Read the I can statement aloud, then the task on the slide.

"The bold word is they're. Name the two spellings and the two meanings."

▶ Take two or three answers. Push students to name all the parts.

ANSWER KEY: they're (related usage). They're is short for they are. If I can replace the word with they are and the sentence makes sense, I use they're.

CHECK FOR UNDERSTANDING

Ask a student to point to the two spellings and the two meanings in the word.

COMMON MISCONCEPTION

Students may name only part of the pattern. Require all parts.

POSSIBLE STUDENT QUESTION

Can a word have more than one homophone syllable? Yes, a longer word can.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the rule works. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the pattern were different.

TODAY'S THINKING JOB

OWN

"I can choose the right homophone to spell the word."

EXACT TEKS WORDING

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

Own it. Read the longer word.

Split the word into its parts. Name the two spellings and the two meanings.

///

I CAN | I can choose the right homophone to spell the word.

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Grade 4 · Cluster 7 · Syllable Types · Thursday

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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 choose the right homophone to spell the word."

▶ Read the I can statement aloud, then the task on the slide.

"Their is a longer word. Split it and read each syllable."

▶ Model the cover-and-read once, then have students split the word on the OWN row of the tracking sheet.

ANSWER KEY: their. Their means belonging to them. In a sentence about what belongs to a group, use their.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in their and its type.

COMMON MISCONCEPTION

Students may read the first syllable with the wrong vowel sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know where to split the word? Look for the syllable boundary.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about using the rule inside a longer word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to apply the rule to another longer word.

TODAY'S THINKING JOB

DEFEND

"I can prove which homophone fits the sentence."

EXACT TEKS WORDING

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

Defend the rule.

Prove the bold word follows the rule. Name the two spellings and the two meanings.

"A road is more than dirt or stone, for **there is always something new at the end of the path."**

I CAN | I can prove which homophone fits the sentence.

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Grade 4 · Cluster 7 · Syllable Types · Friday

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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 prove which homophone fits the sentence."

▶ Read the I can statement aloud, then the task on the slide.

"For there, name the two spellings and the two meanings and prove it."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: there. To prove which spelling fits, replace the word with in that place. If the meaning works, the spelling is there.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved there follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the two spellings and the two meanings. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern homophone? Yes, if it has the two spellings and the two meanings.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving the rule. Keep the demand at this level.

RAISE THE THINKING

Ask a student to defend why another word in the sentence is NOT a homophone syllable.

Find a homophone on your own.

Go back to the passage. Find one homophone. Copy the sentence and name the two spellings and the two meanings.

**Go back to the reading.
Find one homophone.
Copy the exact sentence. Then name the two spellings and the
two meanings.**

I CAN | I can find a homophone and prove it.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to find a homophone syllable on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the exact sentence. Then name the two spellings and the two meanings.”

▶ Circulate and note who can name all the parts without help.

ANSWER KEY: they're. They're is short for they are. Replace the word with they are to check.

CHECK FOR UNDERSTANDING

Scan for students who name the two spellings and the two meanings together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two spellings and the two meanings.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is homophone and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two spellings and the two meanings.

RAISE THE THINKING

Ask an early finisher to check their word by reading it aloud.

Answers, across the five thinking levels.

NOTICE there. There means in that place. If the sentence is about a place or location, use there. There has the word here inside it.

CHOOSE C. their. The sentence talks about goods belonging to the neighbors. Their means belonging to them.

SHOW they're (related usage). They're is short for they are. If I can replace the word with they are and the sentence makes sense, I use they're.

OWN their. Their means belonging to them. In a sentence about what belongs to a group, use their.

DEFEND there. To prove which spelling fits, replace the word with in that place. If the meaning works, the spelling is there.

YOUR TURN they're. They're is short for they are. Replace the word with they are to check.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

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

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

▶ Reveal the answer slide one row at a time. Have students check their own tracking sheets.

"If you missed one, that is where your learning is. Go back to the word and find the pattern."

▶ Celebrate students who explained the rule, not only students who named the word.

CHECK FOR UNDERSTANDING

Students can explain the rule, not just name the word.

COMMON MISCONCEPTION

Naming the word without the two spellings and the two meanings. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not just memorize the list? Because readers meet new words in books and tests, and the rule reads them.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the two spellings and the two meanings.

RAISE THE THINKING

Ask a student to explain what would change if the syllable type were different.

READ THIS PASSAGE EXCERPT.

“A river bends, a pathway turns. ... Neighbors meet and goods are shared. ... They carry people, goods, and views.”

Which spelling means belonging to them?

A there

B they're

C thier

D their

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the excerpt and the question aloud.

“Read all four choices before you decide. The best answer is the one the rule fits.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students choose by the rule, not by which word looks familiar.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the pattern in each choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Check for the two spellings and the two meanings.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

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

The answer is D.

A there
There means in that place, not belonging to them.

B they're
They're is short for they are, not belonging to them.

C thier
Thier is not a real word. The correct spelling is their.

D their **Correct.**
Their means belonging to them. Use their when the sentence talks about what belongs to a group.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

"The correct answer is D. The most important part is understanding why."

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice is a real word from the reading, but it does not fit the pattern."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why is the second choice wrong? Because it has a different syllable type.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a new sentence using a homophone syllable word and prove the rule.