

EXACT TEKS WORDING (FROM TEA)

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

WHAT DOES THIS MEAN TO ME?

A digraph is two letters that make one sound, like sh, ch, th, and wh.

The two letters work together to spell a single sound.
short starts with sh, and think starts with th.

THE SPELLING RULE

Consonant Digraphs sh, ch, th, wh

other short thing think third

WHERE THEY APPEAR: "On the third try, she made it over."

This deck teaches **Consonant Digraphs sh, ch, th, wh** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

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

⌚ ~5 min

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

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

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

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

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

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

TODAY'S THINKING JOB

NOTICE

"I can notice the digraph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Notice the digraph.

Find the two letters that make one sound.

short = sh + ort

I CAN I can notice a digraph, two letters that make one sound.



Grade 3 • PREPARE • Spelling • Monday

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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the word with the correct digraph."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Choose the correct spelling.

Which spelling begins with the sh sound?

short • sort • shert

I CAN I can choose the word with the correct digraph.



Grade 3 • PREPARE • Spelling • Tuesday

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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Show the rule.

Fill in the digraph for this word from the reading.

___ ird = _____ (use th)

I CAN I can spell a passage word with a digraph.



Grade 3 • PREPARE • Spelling • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: th + ird = third.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Own the rule.

Fill in the digraph for this new word on your own.

___ ale = _____ (use wh)

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



Grade 3 · PREPARE · Spelling · Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: wh + ale = whale.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including spelling words with the consonant digraphs sh, ch, th, and wh"

Explain and transfer.

Explain why short starts with sh, then spell one digraph word of your own.

"I think Lily might need someone to play with," Beth said.

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



Grade 3 • PREPARE • Spelling • Friday

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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Your turn to spell.

On your tracking sheet, add the digraph to each word, then use one in a sentence about the reading.

___ in (ch) → _____ air (ch) → _____ en (wh) → _____ ale
(wh) → _____ eel (wh) → _____

I CAN I can spell words with digraphs on my own.

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

⌚ ~5 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Answers, across the five thinking levels.

NOTICE	short = sh + ort. The letters sh make one sound.
CHOOSE	short is correct. It begins with the sh sound.
SHOW	th + ird = third.
OWN	wh + ale = whale.
DEFEND	short starts with the digraph sh, two letters for one sound; a correct student word might be chair, when, or wheel.
YOUR TURN	chin, chair, when, whale, wheel

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: short = sh + ort. The letters sh make one sound.; CHOOSE: short is correct. It begins with the sh sound.; SHOW: th + ird = third.; OWN: wh + ale = whale.; DEFEND: short starts with the digraph sh, two letters for one sound; a correct student word might be chair, when, or wheel.; Your Turn: chin, chair, when, whale, wheel

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW • Test-Style Question

TEKS (3.2)(B) • CONSONANT DIGRAPHS SH, CH, TH, WH

SHEET 1 of 36

Slide 9 of 10

READ THIS SENTENCE.

On the _____ try, Lily made it over the rope.

Which word correctly completes the sentence?

A third

B thurd

C thrid

D terd

The Writing Academy®, LLC

Grade 3 • PREPARE • Spelling

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The answer is A.

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

CHECK FOR UNDERSTANDING

Students eliminate distractors using the rule, not a guess.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

The answer is A.

A **third** • Correct. It begins with the digraph th.

B **thurd** • Uses u, but this word is spelled with i.

C **thrid** • Puts the letters out of order.

D **terd** • Leaves out the h in the th digraph.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Correct: A. Why each: A third: Correct. It begins with the digraph th.; B thurd: Uses u, but this word is spelled with i.; C thrid: Puts the letters out of order.; D terd: Leaves out the h in the th digraph.

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

CHECK FOR UNDERSTANDING

Students can explain why the correct answer follows the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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