

**EXACT TEKS WORDING (FROM TEA)**

*"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"*

**WHAT DOES THIS MEAN TO ME?**

We add -ing to a base word to show something is happening.  
For most words we just add -ing, but when a word ends in silent e, we drop the e first.  
help becomes helping, and write becomes writing.

**THE SPELLING RULE****Adding -ing to a Base Word**

**going living growing helping writing**

**WHERE THEY APPEAR:** "Her stories described building homes, growing food, going to school, and helping neighbors."

This deck teaches **Adding -ing to a Base Word** 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 Adding -ing to a Base Word."**

▶ 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: going, living, growing, helping, writing. 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 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 -ing ending."

EXACT TEKS WORDING

*"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"*

### Notice the ending.

Find the base word and the -ing ending.

helping = help + ing

**I CAN** I can notice when -ing is added to a base word.



Grade 3 • 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 -ing ending."**

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the -ing ending.

**"Let's do this one together 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:** helping = help + ing. The base word is help.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • 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 (Adding -ing to a Base Word) 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 correct -ing spelling."

## EXACT TEKS WORDING

*"demonstrate and apply spelling knowledge by spelling words with common orthographic patterns and rules, including adding the suffix -ing to base words"*

## Choose the correct spelling.

Which one adds -ing to write correctly?

writing • writeing • writting

I CAN I can choose the word that adds -ing correctly.



Grade 3 • CLUSTER 2 • Spelling • Tuesday

## TEACHER SAYS &amp; 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 -ing spelling."**

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one adds -ing to write correctly?

**"Let's do this one together 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:** writing is correct. write drops the silent e before adding -ing.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • 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 (Adding -ing to a Base Word) 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 &amp; 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 adding the suffix -ing to base words"*

## Show the rule.

Add -ing to this base word from the reading.

grow + ing = \_\_\_\_\_

**I CAN** I can spell a passage word by adding -ing.

Grade 3 • 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 passage word."**

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -ing to this base 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:** grow + ing = growing.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • 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 (Adding -ing to a Base Word) 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 &amp; 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 adding the suffix -ing to base words"*

Own the rule.

Add -ing to this new base word on your own.

read + ing = \_\_\_\_\_

**I CAN** I can spell a new word by adding -ing.



Grade 3 · 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. Add -ing to this new base 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:** read + ing = reading.

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · 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 (Adding -ing to a Base Word) 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 adding the suffix -ing to base words"*

## Explain and transfer.

Explain why writing drops the e, then spell one -ing word of your own.

**"She wanted people to understand what life was like for families living long ago."**

**I CAN** I can explain the -ing rule and use it in my own writing.



Grade 3 • CLUSTER 2 • Spelling • Friday

## TEACHER SAYS &amp; 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 writing drops the e, then spell one -ing 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:** writing drops the e from write before -ing; a correct student word might be playing, making, or hoping.

TEKS (3.2)(B) • Spelling • Sheet 10 of 36 • Cluster 2 • Module 2 • 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 (Adding -ing to a Base Word) 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 &amp; 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 -ing to each base word, then use one in a sentence about the reading.

play → \_\_\_\_\_ read → \_\_\_\_\_ make → \_\_\_\_\_ hope → \_\_\_\_\_ jump → \_\_\_\_\_  
\_\_\_\_\_

**I CAN** I can add -ing to base words 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 -ing to each base 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:** playing, reading, making, hoping, jumping

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · 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** helping = help + ing. The base word is help.
- CHOOSE** writing is correct. write drops the silent e before adding -ing.
- SHOW** grow + ing = growing.
- OWN** read + ing = reading.
- DEFEND** writing drops the e from write before -ing; a correct student word might be playing, making, or hoping.
- YOUR TURN** playing, reading, making, hoping, jumping

### 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: helping = help + ing. The base word is help.; CHOOSE: writing is correct. write drops the silent e before adding -ing.; SHOW: grow + ing = growing.; OWN: read + ing = reading.; DEFEND: writing drops the e from write before -ing; a correct student word might be playing, making, or hoping.; Your Turn: playing, reading, making, hoping, jumping

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · 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) · ADDING -ING TO A BASE WORD

SHEET 10 of 36

Slide 9 of 10

## READ THIS SENTENCE.

Laura Ingalls Wilder became famous for \_\_\_\_\_ the Little House books.

## Which word correctly completes the sentence?

A writing

B writeing

C writting

D wrighting

The Writing Academy®, LLC

Grade 3 · CLUSTER 2 · 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: *Laura Ingalls Wilder became famous for \_\_\_\_\_ the Little House books.*

**“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 10 of 36 · Cluster 2 · Module 2 · 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 writing** · Correct. Write drops the silent e before adding -ing.

**B writeing** · Keeps the silent e, which we drop before -ing.

**C writting** · Doubles the t, which this word does not need.

**D wrighting** · Adds letters that do not belong in write.

### 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 writing: Correct. Write drops the silent e before adding -ing.; B writeing: Keeps the silent e, which we drop before -ing.; C writting: Doubles the t, which this word does not need.; D wrighting: Adds letters that do not belong in write.

TEKS (3.2)(B) · Spelling · Sheet 10 of 36 · Cluster 2 · Module 2 · 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.