

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

We add -ly to a word to tell how something happens.
The -ly tells the way we do something.
quick becomes quickly, and slow becomes slowly.

THE SPELLING RULE**The Suffix -ly**

finally quickly especially slowly safely

WHERE THEY APPEAR: "Many families who had never owned a car before were finally able to buy one."

This deck teaches **The Suffix -ly** 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 The Suffix -ly."

▶ 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: finally, quickly, especially, slowly, safely. 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 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 -ly ending."

EXACT TEKS WORDING

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

Notice the ending.

Find the base word and the -ly ending.

quickly = quick + ly

I CAN I can notice -ly telling how something happens.



Grade 3 • 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 -ly ending."

▶ Read the I can statement aloud, then the task on the slide: Notice the ending. Find the base word and the -ly 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: quickly = quick + ly. The base word is quick.

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • 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 (The Suffix -ly) 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 -ly spelling."

EXACT TEKS WORDING

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

Choose the correct spelling.

Which one adds -ly to slow correctly?

slowly • slowley • slowly

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



Grade 3 • 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 -ly spelling."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which one adds -ly to slow 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: slowly is correct. We add -ly to the base word slow.

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • 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 (The Suffix -ly) 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 adding the suffix -ly to base words"

Show the rule.

Add -ly to this base word from the reading.

quick + ly = _____

I CAN I can spell a passage word by adding -ly.



Grade 3 • 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 passage word."

▶ Read the I can statement aloud, then the task on the slide: Show the rule. Add -ly 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: quick + ly = quickly.TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • 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 (The Suffix -ly) 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 adding the suffix -ly to base words"

Own the rule.

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

safe + ly = _____

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



Grade 3 • 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. Add -ly 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: safe + ly = safely.

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • 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 (The Suffix -ly) 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 -ly to base words"

Explain and transfer.

Explain why quickly ends in -ly, then spell one -ly word of your own.

"Dusty roads connected many towns, and cars helped people travel across them more quickly."

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



Grade 3 • 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 why quickly ends in -ly, then spell one -ly 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: quickly ends in -ly because it tells how something happens; a correct student word might be quietly, loudly, or kindly.

TEKS (3.2)(B) • Spelling • Sheet 24 of 36 • Cluster 5 • Module 4 • 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 (The Suffix -ly) 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 -ly to each base word, then use one in a sentence about the reading.

quiet + ly → _____ loud + ly → _____ kind + ly → _____ neat + ly → _____
brave + ly → _____

I CAN I can add -ly to 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 -ly 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: quietly, loudly, kindly, neatly, bravely

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · 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	quickly = quick + ly. The base word is quick.
CHOOSE	slowly is correct. We add -ly to the base word slow.
SHOW	quick + ly = quickly.
OWN	safe + ly = safely.
DEFEND	quickly ends in -ly because it tells how something happens; a correct student word might be quietly, loudly, or kindly.
YOUR TURN	quietly, loudly, kindly, neatly, bravely

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: quickly = quick + ly. The base word is quick.; CHOOSE: slowly is correct. We add -ly to the base word slow.; SHOW: quick + ly = quickly.; OWN: safe + ly = safely.; DEFEND: quickly ends in -ly because it tells how something happens; a correct student word might be quietly, loudly, or kindly.; Your Turn: quietly, loudly, kindly, neatly, bravely

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · 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) · THE SUFFIX -LY

SHEET 24 of 36

Slide 9 of 10

READ THIS SENTENCE.

Many families were _____ able to buy a car of their own.

Which word correctly completes the sentence?

A finally

B finaly

C finalley

D finalily

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Grade 3 · CLUSTER 5 · 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: Many families were _____ able to buy a car of their own.

“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 24 of 36 · Cluster 5 · Module 4 · 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 finally · Correct. It adds -ly to the base word final.

B finaly · Leaves out an l, since final plus ly makes two l's.

C finalley · Adds an extra e that this word does not need.

D finalily · Adds an extra i that this word does not need.

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 finally: Correct. It adds -ly to the base word final.; B finaly: Leaves out an l, since final plus ly makes two l's.; C finalley: Adds an extra e that this word does not need.; D finalily: Adds an extra i that this word does not need.

TEKS (3.2)(B) · Spelling · Sheet 24 of 36 · Cluster 5 · Module 4 · 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.