

## 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 &amp; 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 &amp; 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 &amp; 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.