

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?

Some words follow a special spelling pattern.

Analogies show how two word pairs relate; spell each word by its pattern.

Study the pattern so you can spell the word from memory.

THE SPELLING RULE

Analogies and word relationships

cause effect compare contrast similar opposite related example category sequence

Analogies show how two word pairs relate; spell each word by its pattern.

WHERE THEY APPEAR: “We compare and contrast the cause and the effect.”

This deck teaches **Analogies and word relationships** 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 Analogies and word relationships.”

▶ 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 pattern: cause, effect, compare, 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 8 Module 2 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Notice the pattern.

Notice the spelling pattern in the word.

compare = com + pare

I CAN I can notice the pattern in a word.



Grade 5 • CLUSTER 8 • 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 pattern."

▶Read the I can statement aloud, then the task on the slide: Notice the pattern. Notice the spelling pattern in the 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 NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: compare = com + pare.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back. Expected: they can name the pattern 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 spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Choose the correct spelling.

Which spelling is correct?

similar • similer • simmilar

I CAN I can choose the correctly spelled word.



Grade 5 • CLUSTER 8 • 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 spelling."

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

"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: similar is correct.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern 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 a word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Show the rule.

Build or spell the word.

con + trast = _____

I CAN I can build the word correctly.



Grade 5 • CLUSTER 8 • 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 word."

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the 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: con + trast = contrast.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern 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 a new word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns"

Own the rule.

Build a new word on your own.

cat + e + gory = _____

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



Grade 5 • CLUSTER 8 • 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. Build a 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: cat + e + gory = category.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern 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

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 the pattern, then spell one word of your own.

"We compare the cause with the effect," she said.

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



Grade 5 • CLUSTER 8 • 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 the pattern, then spell one 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: Answers vary; a correct student word might be effect, compare, or contrast.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the pattern and read it back.
Expected: they can name the pattern 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.

Build each word, then use one in a sentence about the reading.

com + pare → _____ con + trast → _____ sim + i + lar → _____ ex + am + ple
→ _____ cat + e + gory → _____

I CAN I can spell these words 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: Build each word, then use one in a sentence about the reading. 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: compare, contrast, similar, example, category

TEKS (5.2.B.iii) · Analogies and word relationships · Sheet 34 of 36 · Cluster 8

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**

compare = com + pare.

CHOOSE

similar is correct.

SHOW

con + trast = contrast.

OWN

cat + e + gory = category.

DEFEND

Answers vary; a correct student word might be effect, compare, or contrast.

YOUR TURN

compare, contrast, similar, example, category

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) · Analogies and word relationships · Sheet 34 of 36 · Cluster 8

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.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A similar

B similer

C simmilar

D similiar

TEACHER SAYS & 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) • Analogies and word relationships • Sheet 34 of 36 • Cluster 8

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 similar · Correct. It ends in lar and has one m.

B similer · Spells the ending with er.

C simmilar · Doubles the m.

D simililar · Adds an extra i.

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, similar.”

▶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. It ends in lar and has one m.

TEKS (5.2.B.iii) • Analogies and word relationships • Sheet 34 of 36 • Cluster 8

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.