

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables”

WHAT DOES THIS MEAN TO ME?

When I see -ance or -ence, I know the word names a state or an act.

The suffix turns a verb or adjective into a noun.

When I find the base word, I can understand the noun.

THIS WEEK'S FOCUS

Suffixes -ance and -ence

from “Our Rights, Our Voices”

This week we study the suffixes -ance and -ence using words from "Our Rights, Our Voices."

This deck teaches **the -ance and -ence endings** 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 we are studying syllable types. Our focus is word with -ance or -ence syllables. The suffixes -ance and -ence turn a verb or adjective into a noun. They mean the state of or the act of.”

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

“This week we study the suffixes -ance and -ence using words from "Our Rights, Our Voices."”

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, and DEFEND the pattern.

PREP & MATERIALS: the Suffixes -ance and -ence slide deck for Cluster 3 Module 2 . a class or student copy of "Our Rights, Our Voices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with -ance or -ence from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with -ance or -ence pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -ance or -ence."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Notice the word with -ance or -ence.

Read this sentence from the passage. Find the bold word and the base and the -ance or -ence ending.

"The leaders wrote down rights so people's **independence** would be protected."

I CAN | I can notice a word with -ance or -ence and name the base and the -ance or -ence ending.

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Grade 5 • Cluster 3 • Syllable Types • Monday

TEKS 5.2(B) • Syllable Types • Week 14 of 36 • Cluster 3 • Module 2 • slide 2 of 10

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 a word with -ance or -ence syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Listen as I read the sentence. I am looking for the word with -ance or -ence syllable in independence."

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

ANSWER KEY: independence. Independent is the base. The suffix -ence means the state of. Independence is the state of being independent.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with -ance or -ence syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the base and the -ance or -ence ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with -ance or -ence syllable? Look for the base and the -ance or -ence ending.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with -ance or -ence syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with -ance or -ence pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -ance or -ence."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Choose the word with -ance or -ence.

Read the sentence. Which word is a word with -ance or -ence? Use the rule.

"The importance of fairness grew as more people demanded rights."

A fairness • **B** importance • **C** demanded

I CAN | I can choose the word with -ance or -ence and explain how I know.

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Grade 5 • Cluster 3 • Syllable Types • Tuesday

TEKS 5.2(B) • Syllable Types • Week 14 of 36 • Cluster 3 • Module 2 • slide 3 of 10

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 a word with a word with -ance or -ence syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Read the sentence and all three choices. Only one word has the word with -ance or -ence pattern."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

ANSWER KEY: B. importance. Important is the base. The suffix -ance means the state of. Importance is the state of being important.

CHECK FOR UNDERSTANDING

Ask a student to name the base and the -ance or -ence ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base and the -ance or -ence ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base and the -ance or -ence ending.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the word the rule fits. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another word with -ance or -ence syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with -ance or -ence works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Show the word with -ance or -ence.

Read the sentence. In the bold word, name the base and the -ance or -ence ending.

"Courts need **evidence** before making a decision."

I CAN | I can show the base and the -ance or -ence ending.

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Grade 5 · Cluster 3 · Syllable Types · Wednesday

TEKS 5.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

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 how a word with -ance or -ence syllable works."

▶ Read the I can statement aloud, then the task on the slide.

"The bold word is evidence. Name the base and the -ance or -ence ending."

▶ Take two or three answers. Push students to name all the parts.

ANSWER KEY: evidence. The base is evident (meaning clear or obvious). The suffix -ence means the state of. Evidence is something that makes facts evident.

CHECK FOR UNDERSTANDING

Ask a student to point to the base and the -ance or -ence ending in the word.

COMMON MISCONCEPTION

Students may name only part of the pattern. Require all parts.

POSSIBLE STUDENT QUESTION

Can a word have more than one word with -ance or -ence syllable? Yes, a longer word can.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the rule works. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the pattern were different.

TODAY'S THINKING JOB

OWN

"I can find the base behind -ance or -ence."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Own it. Read the longer word.

Split the word into its parts. Name the base and the -ance or -ence ending.

perseverance
per / se / ver / ance

I CAN | I can find the base behind -ance or -ence.

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Grade 5 · Cluster 3 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

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 find the base behind -ance or -ence."

▶ Read the I can statement aloud, then the task on the slide.

"Perseverance is a longer word. Split it and read each syllable."

▶ Model the cover-and-read once, then have students split the word on the OWN row of the tracking sheet.

ANSWER KEY: per / se / ver / ance. Persevere is the base verb. The suffix -ance means the act of. Perseverance is the act of persevering.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in perseverance and its type.

COMMON MISCONCEPTION

Students may read the first syllable with the wrong vowel sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know where to split the word? Look for the syllable boundary.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about using the rule inside a longer word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to apply the rule to another longer word.

TODAY'S THINKING JOB

DEFEND

"I can prove that a word has -ance or -ence."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Defend the rule.

Prove the bold word follows the rule. Name the base and the -ance or -ence ending.

"Fair trials require **patience** and careful listening."

I CAN | I can prove that a word has -ance or -ence.

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Grade 5 · Cluster 3 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

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 prove that a word has -ance or -ence."

▶ Read the I can statement aloud, then the task on the slide.

"For patience, name the base and the -ance or -ence ending and prove it."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: patience. Patient is the base. The suffix -ence (spelled -ence in patience) means the state of. Patience is the state of being patient.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved patience follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the base and the -ance or -ence ending. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -ance or -ence? Yes, if it has the base and the -ance or -ence ending.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving the rule. Keep the demand at this level.

RAISE THE THINKING

Ask a student to defend why another word in the sentence is NOT a word with -ance or -ence syllable.

Find a word with -ance or -ence on your own.

Go back to the passage. Find one word with -ance or -ence. Copy the sentence and name the base and the -ance or -ence ending.

Go back to the reading.
Find one word with -ance or -ence.
Copy the exact sentence. Then name the base and the -ance or -ence ending.

I CAN | I can find a word with -ance or -ence and prove it.

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TEKS 5.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

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 to find a word with -ance or -ence syllable on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the exact sentence. Then name the base and the -ance or -ence ending.”

▶ Circulate and note who can name all the parts without help.

ANSWER KEY: attendance. Attend is the base verb. The suffix -ance means the act of. Attendance is the act of attending.

CHECK FOR UNDERSTANDING

Scan for students who name the base and the -ance or -ence ending together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base and the -ance or -ence ending.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with -ance or -ence and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base and the -ance or -ence ending.

RAISE THE THINKING

Ask an early finisher to check their word by reading it aloud.

Answers, across the five thinking levels.

NOTICE independence. Independent is the base. The suffix -ence means the state of. Independence is the state of being independent.

CHOOSE B. importance. Important is the base. The suffix -ance means the state of. Importance is the state of being important. Fairness ends in -ness, not -ance. Demanded has -ed.

SHOW evidence. The base is evident (meaning clear or obvious). The suffix -ence means the state of. Evidence is something that makes facts evident.

OWN per/se/ver/ance. Persevere is the base verb. The suffix -ance means the act of. Perseverance is the act of persevering.

DEFEND patience. Patient is the base. The suffix -ence (spelled -ence in patience) means the state of. Patience is the state of being patient.

YOUR TURN attendance. Attend is the base verb. The suffix -ance means the act of. Attendance is the act of attending.

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 slide one row at a time. Have students check their own tracking sheets.

"If you missed one, that is where your learning is. Go back to the word and find the pattern."

▶ Celebrate students who explained the rule, not only students who named the word.

CHECK FOR UNDERSTANDING

Students can explain the rule, not just name the word.

COMMON MISCONCEPTION

Naming the word without the base and the -ance or -ence ending. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not just memorize the list? Because readers meet new words in books and tests, and the rule reads them.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the base and the -ance or -ence ending.

RAISE THE THINKING

Ask a student to explain what would change if the syllable type were different.

READ THIS PASSAGE EXCERPT.

“Leaders wrote down rights so independence would be protected. ... Courts need evidence. ... Fair trials require patience.”

In which word does the suffix mean the state of?

A amendment

B punishment

C independence

D religion

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TEKS 5.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

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 you see on the state assessment.”

▶ Read the excerpt and the question aloud.

“Read all four choices before you decide. The best answer is the one the rule fits.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students choose by the rule, not by which word looks familiar.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the pattern in each choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Check for the base and the -ance or -ence ending.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

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

The answer is C.

- A amendment**
Amendment has the suffix -ment, not -ence.
- B punishment**
Punishment has the suffix -ment, not -ence.
- C independence Correct.**
Independent is the base. The suffix -ence means the state of being independent.
- D religion**
Religion has the suffix -ion, not -ence.

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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 C. The most important part is understanding why."

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice is a real word from the reading, but it does not fit the pattern."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the rule.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why is the second choice wrong? Because it has a different syllable type.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a new sentence using a word with -ance or -ence syllable word and prove the rule.