

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 -al or -ial at the end, I know the word means relating to the base.

The suffix turns a noun into an adjective.

When I split the suffix from the base, I can read and understand the word.

THIS WEEK'S FOCUS

Suffixes -al and -ial

from “Spanish Rule in Early Texas”

This week we study the suffixes -al and -ial using words from “Spanish Rule in Early Texas.” Both suffixes mean relating to and turn nouns into adjectives.

This deck teaches the **-al and -ial 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 -al or -ial syllables. The suffix -al means relating to. The suffix -ial is a form of -al used after certain bases. Both turn a noun into an adjective.”

▶ 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 -al and -ial using words from “Spanish Rule in Early Texas.” Both suffixes mean relating to and turn nouns into adjectives.”

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

PREP & MATERIALS: the Suffixes -al and -ial slide deck for Cluster 2 Module 1 . a class or student copy of “Spanish Rule in Early Texas” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with -al or -ial."

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 -al or -ial.

Read this sentence from the passage. Find the bold word and the base word and the -al or -ial ending.

"Spain built **colonial** settlements across the region."

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

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Grade 5 · Cluster 2 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · 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 -al or -ial 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 -al or -ial syllable in colonial."

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

ANSWER KEY: colonial. The base is colony. The suffix -ial means relating to. Colonial means relating to a colony.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the base word and the -al or -ial ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what the word would sound like without the word with -al or -ial pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with -al or -ial."

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 -al or -ial.

Read the sentence. Which word is a word with -al or -ial? Use the rule.

"Spain built **colonial** settlements across the land, protecting them with soldiers."

A soldiers • **B** colonial • **C** settlements

I CAN | I can choose the word with -al or -ial and explain how I know.

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Grade 5 · Cluster 2 · Syllable Types · Tuesday

TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · 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 -al or -ial 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 -al or -ial pattern."

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

ANSWER KEY: B. traditional. Tradition is the base. The suffix -al means relating to. Traditional means relating to tradition. Cultural also has -al, but traditional is choice B.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -al or -ial ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the -al or -ial ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base word and the -al or -ial 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 -al or -ial syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with -al or -ial 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 -al or -ial.

Read the sentence. In the bold word, name the base word and the -al or -ial ending.

"Spain's **national** goals included spreading religion."

I CAN | I can show the base word and the -al or -ial ending.

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Grade 5 · Cluster 2 · Syllable Types · Wednesday

TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · 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 -al or -ial syllable works."

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

"The bold word is **national**. Name the base word and the -al or -ial ending."

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

ANSWER KEY: national. Nation is the base. The suffix -al means relating to. National means relating to a nation.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -al or -ial 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 -al or -ial 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 -al or -ial."

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 word and the -al or -ial ending.

ceremonial
cer / e / mo / ni / al

I CAN | I can find the base behind -al or -ial.

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Grade 5 · Cluster 2 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · 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 -al or -ial."

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

"Ceremonial 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: cer / e / mo / ni / al. Ceremony is the base. The suffix -ial means relating to. Ceremonial means relating to a ceremony.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in ceremonial 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 -al or -ial."

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 word and the -al or -ial ending.

"They built missions and presidios across the **regional** landscape."

I CAN | I can prove that a word has -al or -ial.

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Grade 5 · Cluster 2 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · 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 -al or -ial."

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

"For **regional**, name the base word and the -al or -ial ending and prove it."

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

ANSWER KEY: regional. Region is the base. The suffix -al means relating to. Regional means relating to a region. The suffix tells you the word describes something about the region.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with -al or -ial? Yes, if it has the base word and the -al or -ial 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 -al or -ial syllable.

Find a word with -al or -ial on your own.

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

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

I CAN | I can find a word with -al or -ial and prove it.

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 -al or -ial syllable on your own.”

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

“Copy the exact sentence. Then name the base word and the -al or -ial ending.”

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

ANSWER KEY: personal. Person is the base. The suffix -al means relating to. Personal means relating to a person.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -al or -ial ending together.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the -al or -ial ending.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE colonial. The base is colony. The suffix -ial means relating to. Colonial means relating to a colony.

CHOOSE B. colonial. Colony is the base. The suffix -ial means relating to. Colonial means relating to a colony. Soldiers and settlements do not end in -al or -ial.

SHOW national. Nation is the base. The suffix -al means relating to. National means relating to a nation.

OWN cer / e / mo / ni / al. Ceremony is the base. The suffix -ial means relating to. Ceremonial means relating to a ceremony.

DEFEND regional. Region is the base. The suffix -al means relating to. Regional means relating to a region. The suffix tells you the word describes something about the region.

YOUR TURN personal. Person is the base. The suffix -al means relating to. Personal means relating to a person.

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Grade 5 · Cluster 2 · Syllable Types

TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

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 word and the -al or -ial 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 word and the -al or -ial ending.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Spain built colonial settlements. ... The missionaries shared traditional beliefs. ... They built missions across the regional landscape.”

In which word does the suffix -al mean relating to?

A missions

B colonial

C soldiers

D settlements

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TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · 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 B.

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 word and the -al or -ial 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 B.

A missions

Missions has the suffix -ion, not -al.

B colonial Correct.

Colony is the base. The suffix -ial means relating to. Colonial means relating to a colony.

C soldiers

Soldiers has the suffix -er, not -al.

D settlements

Settlements has the suffix -ment, not -al.

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TEKS 5.2(B) · Syllable Types · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

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 B. 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 -al or -ial syllable word and prove the rule.