



(LA.3.1.6.7)

# Base Words and Affixes

My students will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.

## Affixes

### Prefixes

un-, pre-, dis-, con-, centi-, anti-, sub-, multi-, uni-, im-, de-, ex-, mis-, in-, non-

### Suffixes

-ful, -less, -ly, -or, -ious, -ion, -ment, -ist, -ible, -ian, -ness

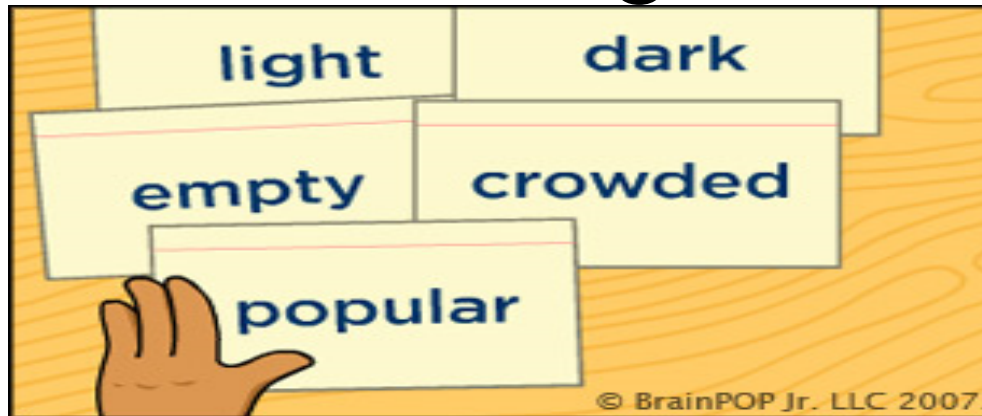
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- Which word has the same base word as collection?
- If *tight* means “firm,” what does *tightly* mean?

(LA.3.1.6.8)

# Antonyms and Synonyms

My students will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.



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- Which pair of words from the story has almost the **SAME** meaning?
- Which word has the **OPPOSITE** meaning of the word *wildly*?

(LA.3.1.6.9)

# Multiple Meaning Words

My students will determine the correct meaning of words with multiple meanings in context.



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- Which meaning of the word *station* is the same one used in the sentence above?
- What feeling does the work *junk* create?

(LA.3.1.7.2)

# Author's Purpose

My students will identify the author's purpose in text and how an author's perspective influences text.

**Entertain**

**Persuade**

**Inform**

**Describe**

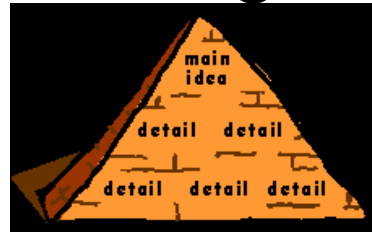
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- **Why did the author MOST LIKELY write the story “Swim, Baby, Swim!”?**
- **With which statement would the author of this article MOST LIKELY agree?**

(LA.3.1.7.3)

# Main Idea

My students will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.



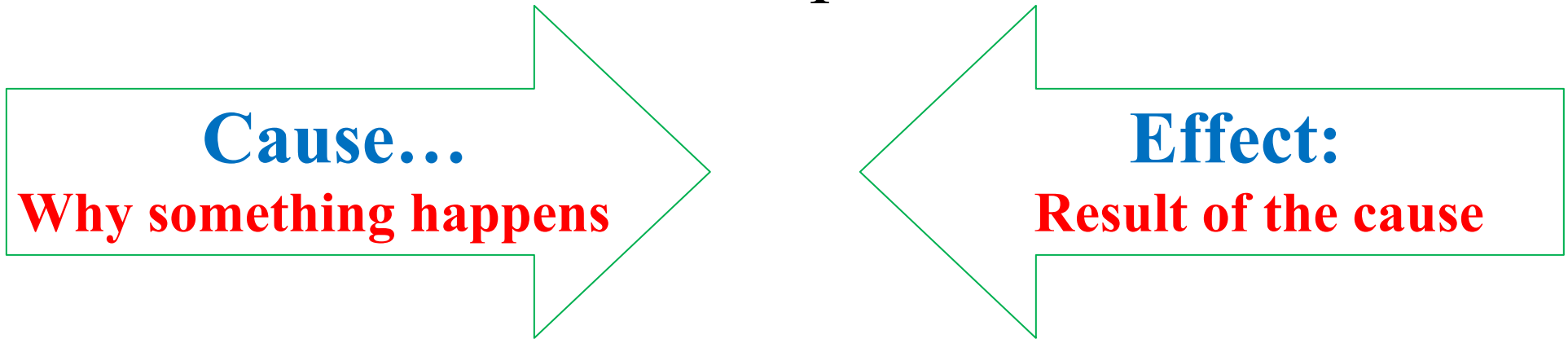
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- **What is the MOST important lesson the young bird learns in this story?**
- **At the end of the story, where does the young bird land safely?**
- **What happens AFTER the baby bird falls into the pond but BEFORE he is noticed by the bass?**

(LA.3.1.7.4)

# Cause and Effect

My students will identify cause-and-effect relationships in text.



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- **Birds probably choose white yarn over the colors because the white yarn....**
- **Why does the little bird fall in the pond?**

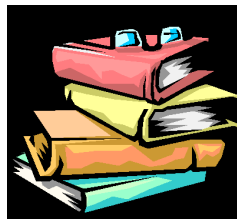
(LA.3.1.7.5)

# Text Structure

My students will identify the text structure an author uses and explain how it impacts meaning in text



Comparison/Contrast



Cause/Effect



Sequence of Events

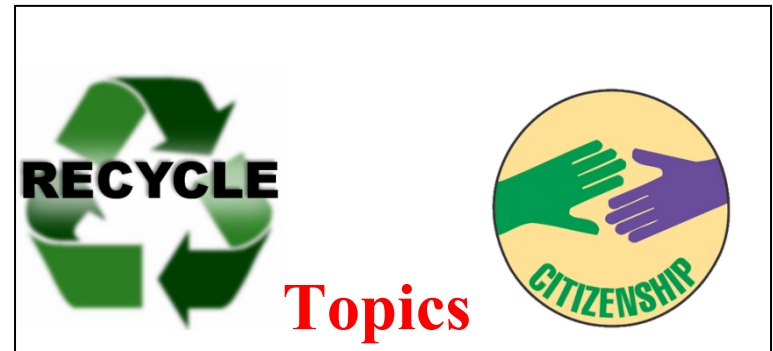
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- **What information can be found under the heading “Picky, Picky”?**

(LA.3.1.7.6)

# Themes/Topics

My students will identify themes or topics across a variety of fiction and nonfiction selections.



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**• What topic is covered in this article?**

(LA.3.1.7.7)

# Compare and Contrast

My students will compare and contrast elements, settings, characters, and problems in two texts.

## Comparing

How are things alike?

\*alike \* both \* just as  
\* similar \* the same as

## Contrasting

How are things different?

\*but \*not the same  
\*instead of \* however

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- **What is the author comparing an oriole to in the above sentence?**
- **How do the parents change from BEFORE the baby bird falls into the pond to AFTER he lands on the shore?**

(LA.3.2.1.2)

# Plot Development

My students will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.



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- **What is the young bird's MAIN problem in the story?**
- **Which word BEST describes the parents in this story?**

(LA.3.2.1.7)

# Descriptive and Figurative Language

My students will identify and explain an author's use of descriptive, idiomatic, and figurative language, and examine how it is used to describe people, feelings, and objects.

**Personification**

**Metaphor**

**Symbolism**

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- **What mood does the author create by writing that the bird's parents *shrieked and screamed*?**
- **How is the author comparing the little bird's parents to humans?**

(LA.3.2.2.1)

# Text Features

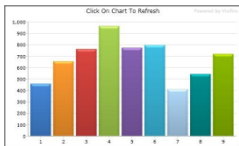
My students will identify and explain the purpose of text features.

Table of Contents



Maps

Headings



Graphs

Glossary



Illustrations



- Which sentence from the story **BEST** describes what is happening in the illustration on page \_\_\_\_\_?
- The purpose of the illustration on page \_\_\_\_\_ is to show the reader

(LA.3.6.1.1)

# Interpret Informational Text

My students will read informational text and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.



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- **Why are there lines and numbers on the picture of the birdhouse?**
- **Under which heading would you MOST LIKELY find information on materials birds find in the wild?**