

(LA.4.1.6.7)

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

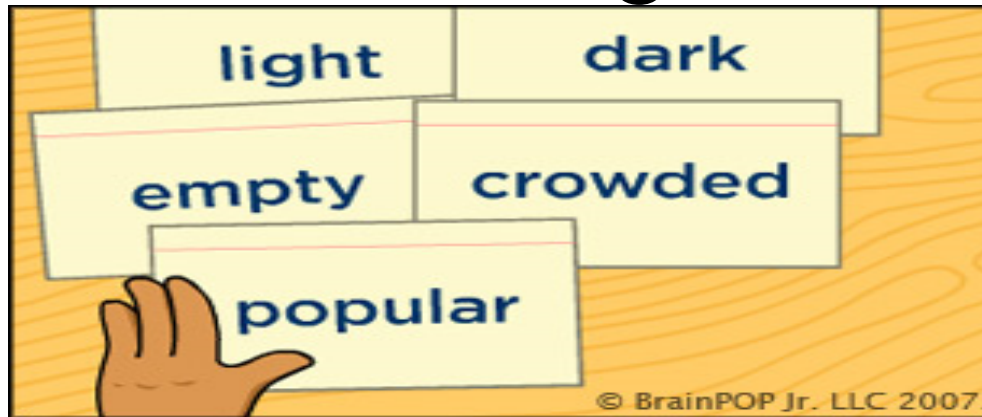
-ful, -less, -ly, -or, -ious, -ion, -ment, -ist, -ible, -ian, -ness

- If “packed” means to put items in a container, what does *unpacked* mean?
- Which word has the same base word as *microphone*?

(LA.4.1.6.8)

Antonyms and Synonyms

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



- Which pair of words from the passage has almost the **SAME** meaning?
- Which word means the **OPPOSITE** of the word *pale*?

(LA.4.1.6.9)

Multiple Meaning Words

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



- Which sentence uses the word *power* the same way it is used in the sentence above?
- Why does the author use the word *leapt* in the sentence above?

(LA.4.1.7.2)

Author's Purpose

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

Entertain

Persuade

Inform

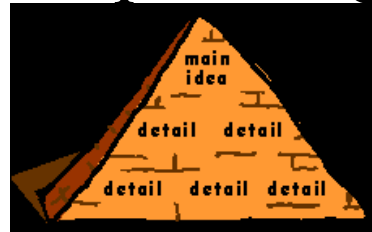
Describe

- **At the end of the passage, why does the author repeat her description of the house?**

(LA.4.1.7.3)

Main Idea

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

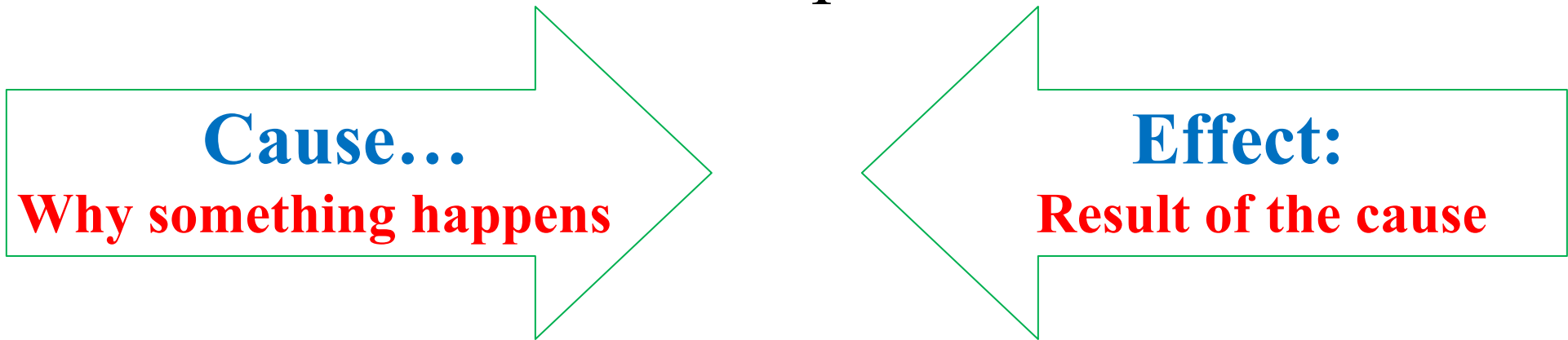


- Which is a way to improve your breathing for singing?
- What happened AFTER everyone loads the cart with supplies but BEFORE everyone gets lost?

(LA.4.1.7.4)

Cause and Effect

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



• **Why did Carol Vaness MOST likely decide to become a music teacher?**

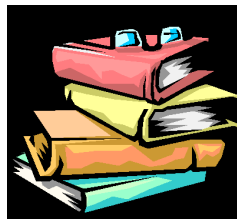
(LA.4.1.7.5)

Text Structure

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



Comparison/Contrast



Cause/Effect



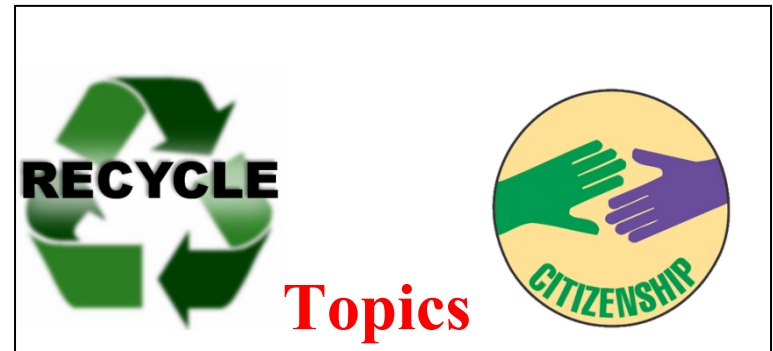
Sequence of Events

- **The author organized the section “Sing Like a Pro” to...**
- **How does the author help readers to BETTER understand how to play the license plate games?**

(LA.4.1.7.6)

Themes/Topics

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



• What is the theme of this passage?

(LA.4.1.7.7)

Compare and Contrast

My students will compare and contrast elements in multiple 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

- How is Miss Billberry's life at the new house **SIMILAR** to what it was before?
- What is one **DIFFERENCE** between ___ and ___?

(LA.4.2.1.2)

Plot Development

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



- **What happens when Miss Billberry and her animals get lost in the tall flowers?**

(LA.4.2.1.7)

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

- **What does it mean to *put your heart into your singing*?**
- **What mood does the author create by using the phrase *swaying palms*?**

(LA.4.2.2.1)

Text Features

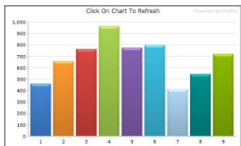
My students will locate, explain, and use information from text features.

Table of Contents



Maps

Headings



Graphs

Glossary



Illustrations

- **What information are you MOST likely to find in the section titled “Sing Like a Pro”?**

(LA.4.6.1.1)

Interpret Informational Text

My students will read informational text and features to organize information for different purposes.



- How does the footnote for the word abdomen help the readers better understand the information in the passage?
- What is the purpose of the check marks used in the section “Make Them LAUGH”?