

(LA.5.1.6.7)

Affixes, Base, and Roots

My students will use meaning of familiar base and words 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

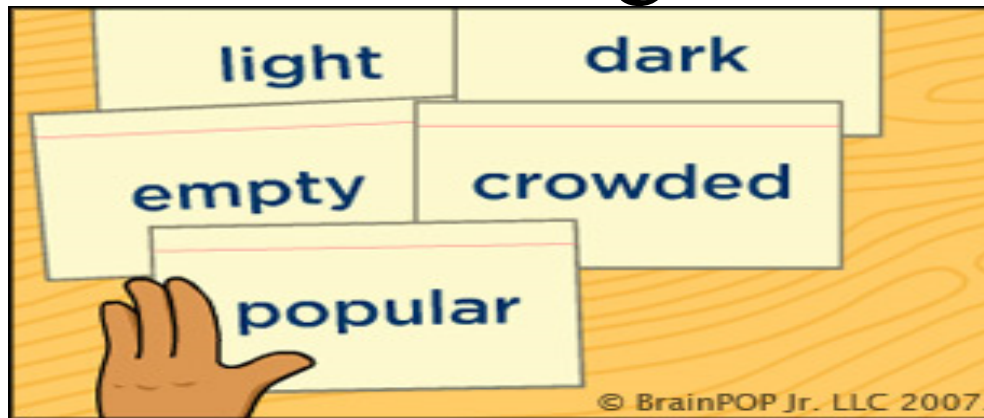
-ful, -less, -ly, -or, -ious, -ion, -ment, -ist, -ible, -ian, -ness

- The Latin root for *malnourished* is *-nourish*, meaning to feed. What does *malnourished* mean?
- Which word has the SAME base word as _____?
- What is the meaning of the word *restoration* as used above?

(LA.5.1.6.8)

Antonyms and Synonyms

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



- Which word has the **SAME** meaning as _____?
- What word means the **OPPOSITE** of _____?

(LA.5.1.6.9)

Multiple Meaning Words

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



- Which sentence uses the word *determined* as used in the sentence above?
- What is Dad doing when he is “sticking up for Mom”?

(LA.5.1.7.2)

Author's Purpose

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

Entertain

Persuade

Inform

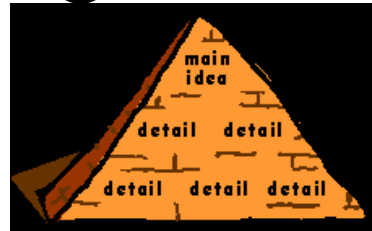
Describe

- **What does the author mean when he/she writes ...**
- **What is the author's purpose in writing this article?**
- **Which statement would the author most likely agree?**
- **Why did the author begin the article/story with....?**

(LA.5.1.7.3)

Main Idea

My students will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and indentifying relevant details.

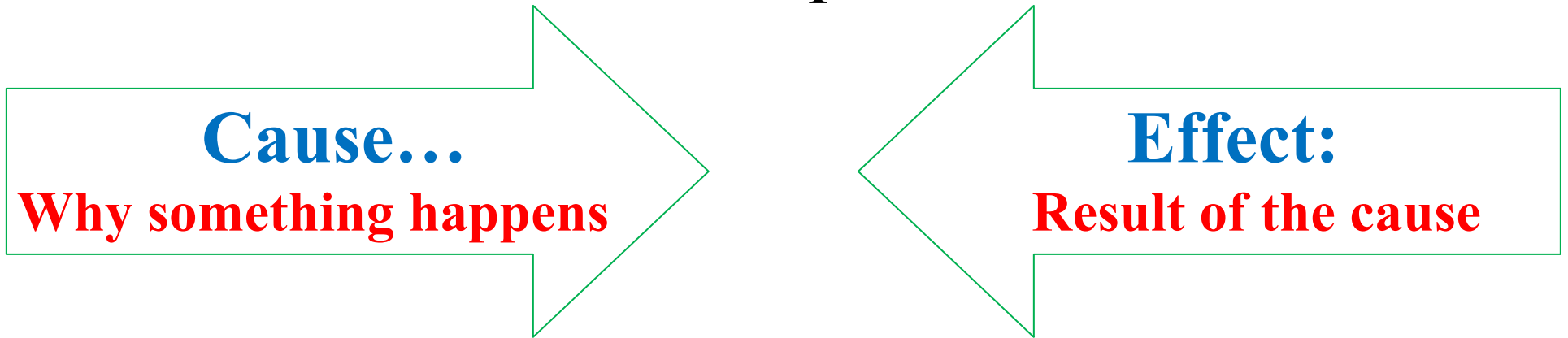


- Which sentence best tells what the passage is about?
- What happened just **BEFORE** _____?
- Which detail demonstrates Kim is angry with Tony?

(LA.5.1.7.4)

Cause and Effect

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



- **What caused _____ to _____?**
- **What effect did _____ have on _____?**
- **What are the events that caused _____?**
- **What might happen if _____?**

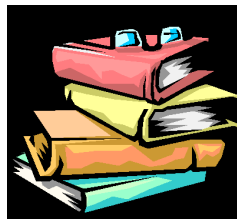
(LA.5.1.7.5)

Text Structure

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



Comparison/Contrast



Cause/Effect



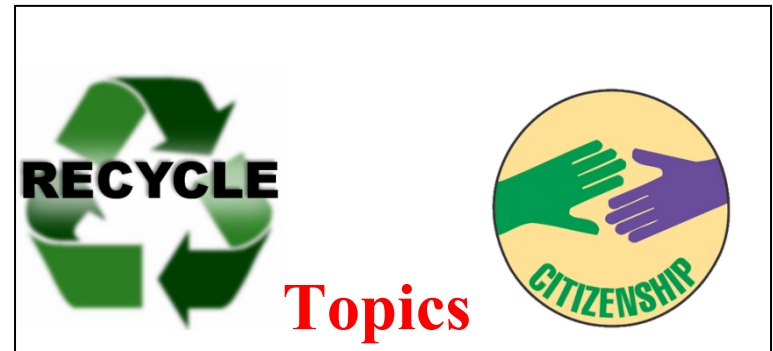
Sequence of Events

- Which statement lets the reader know how the author organized the passage?
- How does the author mostly explain the puzzle of ecosystems?

(LA.5.1.7.6)

Themes/Topics

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



- **What is the best lesson that can be learned from this passage?**
- **What is a positive result of the zucchini disaster in the passage?**

(LA.5.1.7.7)

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 **SIMILAR** to ?
- What is one **DIFFERENCE** between and ?

(LA.5.2.1.2)

Plot Development

My students will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/solution, and theme in a variety of fiction.



- **What problem did the character face?**
- **What happens that causes the character to change from the beginning to the end of the story?**
- **How is the problem solved in the story?**

(LA.5.2.1.7)

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 characteristic applies to Mom and Dad and the kids in a toy store?**
- **Why does the author compare the zucchini patch to an army of green monsters?**

(LA.5.2.2.1)

Text Features

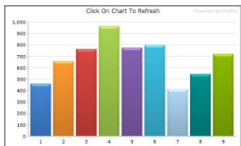
My students will locate, explain, and use information from text features.

Table of Contents



Maps

Headings



Graphs

Glossary



Illustrations



- The illustrations are important to the passage because they....
- Based on the map on page ____

(LA.5.6.1.1)

Interpret Informational Text

My students will read and interpret informational text and organize the information from multiple sources for a variety of purposes.



- **By reading the article and looking at the map, you can tell that Shemya and Amchitka Islands are located...**
- **What is the purpose of the subheadings listed under “Fitting a Bike Helmet”?**
- **What is the purpose of the illustration at the beginning of the article?**

(LA.5.6.2.2) **Validity and Reliability of Information**

My students will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.



- **What does the author use to support the information in the article?**
- **What information from the article supports the scientists' conclusion that ecosystems are difficult to understand?**