



# Wt: Skills Card

Reader: \_\_\_\_\_ Room: \_\_\_\_\_

## Range of Reading and Level of Text Complexity

1. Finish a chapter book every week.
2. Read an hour a day, including 30 minutes at home.
3. Read something you like from each of these genres:
  - Informational text (science, history/social studies)
  - Fiction stories (realistic fiction, mystery, humor)
  - Traditional tales (fables, folktales, myths)
  - Poetry and drama

## Vocabulary & Language

- Context Clues: notice new words or phrases and use context clues to hypothesize meaning.
- Distinguish shades of meaning among related words (e.g., knew, believed, suspected).
- Word Parts: notice and use prefixes, suffixes, and roots as clues to the meanings of unknown words.
- Figurative Language: distinguish between literal and nonliteral language.

**Comprehension:** Support answers with evidence from the text.

### Literature

1. Describe the setting (time and place) and compare it to other stories .
2. Describe the characters and how their actions influence events in the story.
3. Retell the key events of the plot in chronological sequence.
4. Identify the narrator. Is the story told in 1st or 3rd person?
5. Describe the central problem and explain how it is resolved.
6. What is the central message, lesson, or moral? How did the author convey it?
7. How is your point of view on the theme or conflict different or the same as the narrator's or the characters'?

### Informational Text

1. What is the main idea and how do you know?
2. What key facts or ideas support the main idea?
3. Does the author state any opinions? What is the author's point of view? How do you know? How is yours different?
4. What questions would you ask the author?
5. Show how you can use text features to locate information in the text.
6. Explain how the author organizes the information (time sequence, steps in a procedure, pro/con, compare/contrast, cause/effect).



# Wt: Vocabulary & Language

## Using Context Clues: How to Figure Out New Words

1. Notice a new word. (After trying several different pronunciations, if it still doesn't sound familiar...)
2. Use what you know and clues in the text to figure out what the new word might mean.
3. Come up with a likely **synonym** (or a short definition) for the new word that would make sense.
4. Reread the sentence, replacing the new word with your synonym.
5. If the meaning of the sentence is unchanged, your synonym is probably correct. If not, try again.

## Use prefixes and suffixes to figure out the meaning of words.

Prefixes		
un-	re-	mis-
not	again	wrong(ly)
<i>unhappy</i>	<i>redo</i>	<i>misbehave</i>
dis-	over-/under-	im-/in-/ill-/ir-
opposite of	over/under	not
<i>disagree</i>	<i>overdo</i>	<i>irresponsible</i>

Suffixes			
-able	-tion/-sion	-en	-ant/-ent
able to be (verb to adjective)	the act or state of (verb to noun)	to make (adjective to verb)	having the quality of/full of (noun to adjective)
<i>breakable</i>	<i>instruction</i>	<i>shorten</i>	<i>independent</i>
-ment	-less	-ful	-ish
the action of (verb to noun)	without (noun to adjective)	full of (noun to adjective)	having the quality of/ somewhat (noun to adjective)
<i>agreement</i>	<i>thoughtless</i>	<i>flavorful</i>	<i>childish</i>