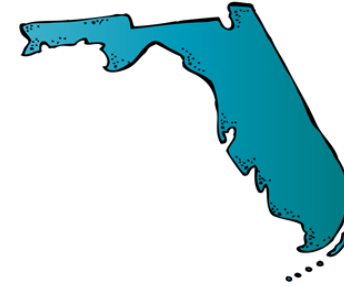


# Craft and Structure

# Florida Standards



The Florida Standards are broken into three strands with three standards each

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

# Key Ideas and Details

- Main idea and details
- Character analysis
- Plot and setting
- Summarizing

Main Idea:

Detail:

Detail:

Detail:

Summary:

# Integration of Knowledge and Ideas

- Compare two stories or two texts
- Understand how a picture or illustration relates to or contributes to a story
- Sequence, cause/effect, compare/contrast (text structure)

# Craft and Structure

This strand is the most heavily tested on the FSA!

It can also be difficult for the students.

# Craft and Structure

## Vocabulary

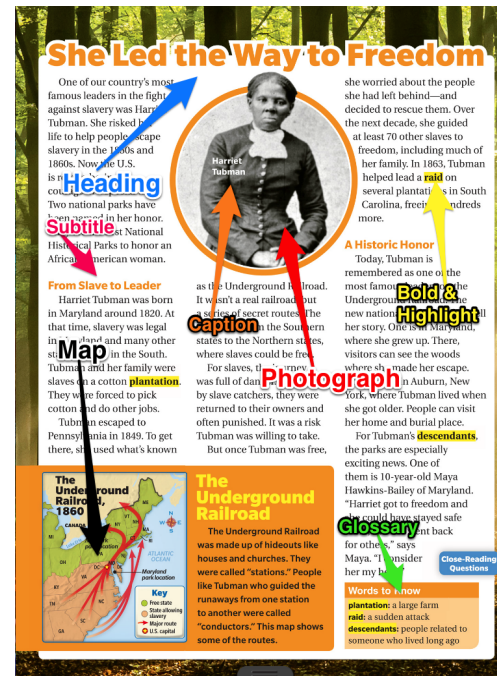
- Meaning of words in context
- Literal vs. nonliteral language
- Multiple meaning words

# Craft and Structure

- Text features

- Point of view

- Parts of plays, poems, and chapter books



# Types of Vocabulary Clues

Definition clue

Synonym clue

Antonym clue

Example clue

# Definition Clue

clearly states the meaning of an unknown word

A stinkbug doesn't like to be touched. If it is bothered, the stinkbug will protect itself. Its weapon is stink juice. This liquid flows from two glands in its upper body. A gland is an organ that lets out a special liquid.

# Synonym Clue

a word or phrase that has the opposite meaning of an unknown word

When a stinkbug senses danger, it releases its stink juice. The nasty odor **drives away** enemies. It repels animals that want to eat the stinkbug, such as birds and lizards.

# Antonym Clue

a word or phrase that has the opposite meaning of an unknown word

Stinkbugs might be new to the United States, but their spread has **not been slow**. Their increase in number has been so swift that stinkbugs are now found in forty states.

# Example Clue

a word or phrase that provides an example related to an unknown word

Stinkbugs can infest a home. For example, one stinkbug could get into a home through a small opening, and then have **baby stinkbugs** once inside. Soon, the house will be **filled with stinkbugs**!

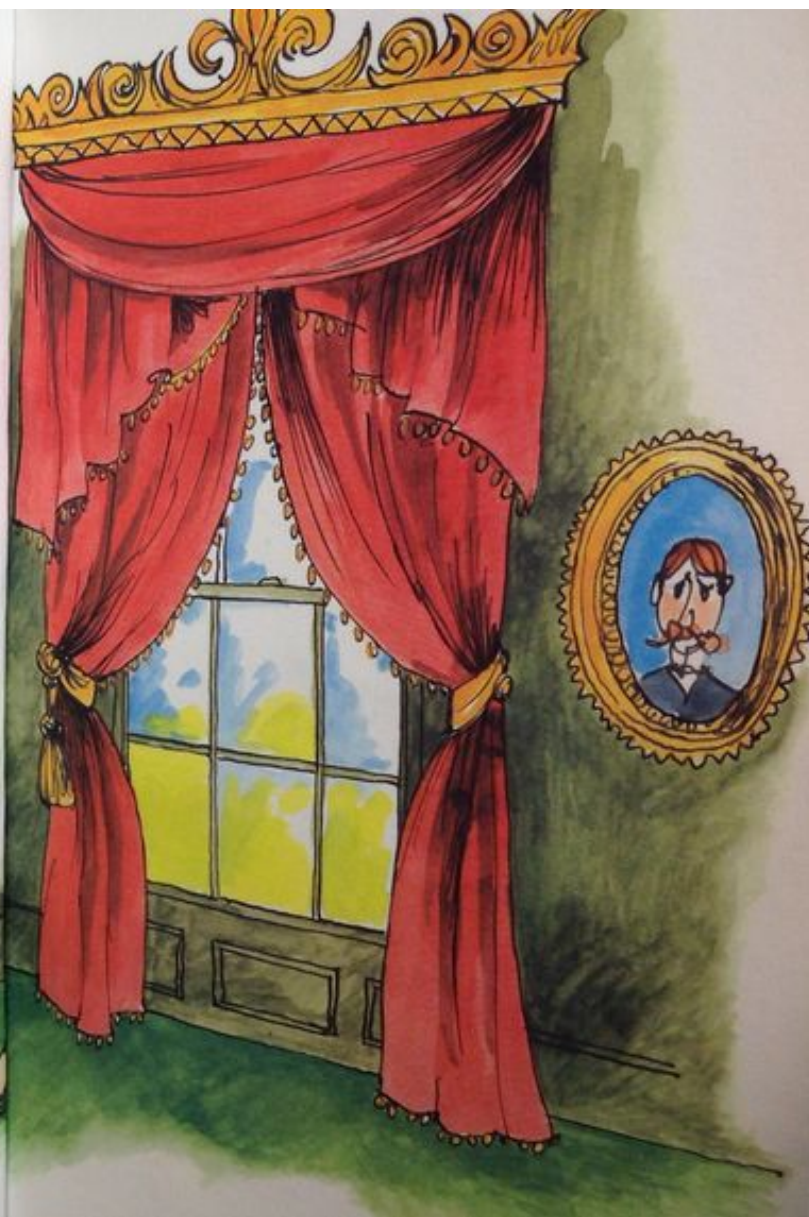
# Literal vs. Nonliteral Language

Also known as idioms, figures of speech, sayings

“Oh, Amelia!” laughed Mr. Rogers.  
“When I said ‘make the bed’, I didn’t mean THAT!”



So Amelia Bedelia sat right down  
and she drew those drapes.



# Examples

at the drop of a hat  
barking up the wrong tree  
best of both worlds  
feeling under the weather  
in the heat of the moment  
see eye to eye  
taste of your own medicine  
your guess is as good as mine

## {Literal Meanings}

The text means exactly  
What it says.

### Example:

My little sister was playing  
with toy cars. She drove  
them over the carpet,  
kitchen floor, and tables  
and chairs. She even drove  
them up the wall in the  
living room!

## {Non-Literal Meanings}

The text doesn't mean  
What it says

### Example:

There was a little bird  
sitting outside my window.  
All day long it chirped and  
whistled and sang. It was  
pretty at first, but it got so  
annoying by the end of the  
day. It drove me up the  
wall!

# Teaching Tip # 1

Our speech and everyday lives are FILLED with idioms and figures of speech. Try to point them out to your child as you run errands, talk to your child, etc. Ask your child what the nonliteral language means.

# Teaching Tip #2

While reading a book with your child, have him or her listen for examples of nonliteral language and write them on Post-It notes. Then, make a small display of the Post-It notes and discuss the meaning of each together.

Alternative: You could tell your child which examples to write down, and then discuss them together.

"Slowly dusk pours the syrup of darkness into the forest..."

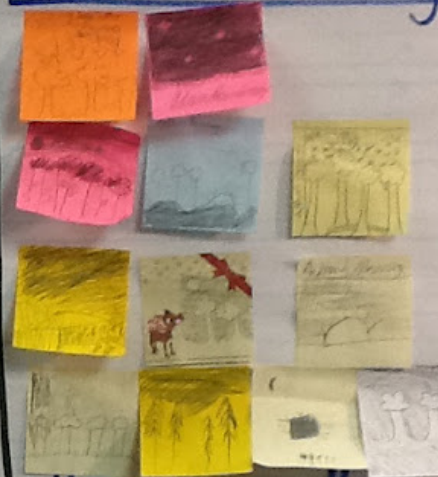
### Literal Words



Literally, this is like...

Darkness growing  
hands and squirting  
syrup all over  
trees. Other trees  
ask if there are  
waffles.

### Author's Meaning



The author really means  
a forest that's  
peaceful and  
slowly getting  
darker.

# Multiple Meaning Words

When students see a familiar word, they are tempted to select the most common definition.

Students still must rely on context clues when determining the meaning of a word.

Also known as "homonyms." (same name)

# court

- 1 a formal legal meeting, in which evidence about crimes or disagreements is presented to a judge
- 2 a large flat surface shaped like a square or rectangle, used for playing games like tennis and basketball

# court

- 3 a king or queen and the people who live and work with him or her
- 4 used in the name of short streets;  
"My sister lives on Penguin Court."

Common Error: Students will select the definition that they know best instead of relying on the use of context clues!

Teaching tip: Try to point out examples of words with multiple definitions. Examples can be found online. There are many ELL (English language learner) resources that help immensely with this skill.

# Words with multiple definitions

- left
- crane
- park
- fair
- pound
- trace
- company
- jam
- check
- stamp
- fly
- reservation
- hamper
- ground
- season
- buckle
- tackle
- leaves
- mold
- pool

# Text Features

It is less important that the child can label the text features, and more important that they can locate information using the text features, and understand their purpose

# Example

What text feature does the author use to show what the Constitutional Convention looked like?

What is government?  
What text feature does the author use to draw attention to this?

## The United States Constitution

In 1787 our nation's leaders met in Philadelphia, Pennsylvania. This meeting is called the Constitutional Convention.

People including George Washington, Benjamin Franklin, and James Madison were at the meeting. They talked about how to build a strong **government** for America. They discussed ideas for the United States Constitution.

Our nation's leaders met at the Constitutional Convention in 1787.



# Teaching Tip

Look for text features at home. You will find text features in nonfiction text like magazines, newspapers, or articles.

Although it seems simple, students struggle with correctly identifying the text feature where information is located. Practice will help!

# Where would I find information about our national bird? (the caption)



In creating the Constitution, our founding leaders came up with a strong plan for the country's government.



## A Strong Democracy

The writers of the Constitution built a strong government for the United States. We have many freedoms. The government uses checks and balances. The Constitution can be changed with amendments.



The writers of the Constitution wanted a strong country in 1787 and in the future. They wanted a country that would last.

Today our government is still based on the Constitution. It looks like our founding leaders were successful.

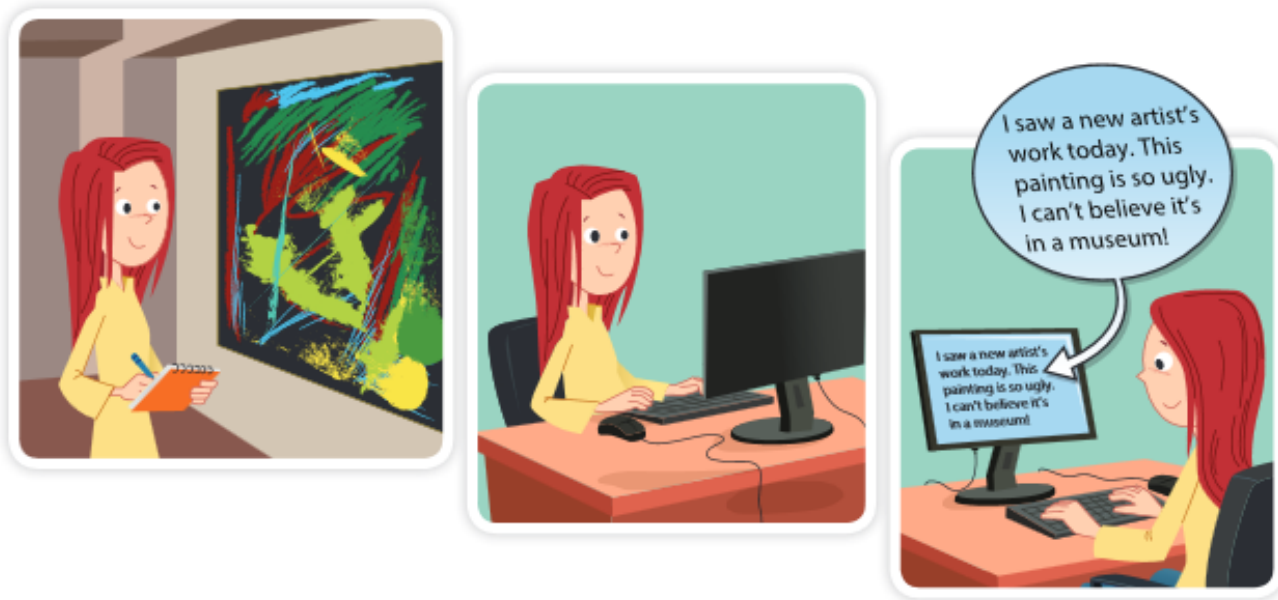


The bald eagle is our national bird. It is a symbol of the strength and freedom of the United States.

# Author's Point of View

Point of view is the way the author thinks or feels about something. It is closely related to fact and opinion.

Signal words: positive and negative words  
worst, best, beautiful, ugly, like, dislike,  
feel, believe, problem



How does the woman feel about the art?  
How do you know?

Let's look at an example and do some guided highlighting together!

- 1 *Make Way for Ducklings* is a children's book by Robert McCloskey. In it, a mother and her eight ducklings walk to a park in Boston, Massachusetts. Today, a delightful bronze sculpture of Mrs. Mallard and her ducklings stands in Boston's Public Garden. The statue is almost as popular as the book! It seems to bring the duck family to life.

What words tell us how the author thinks and feels about the sculpture?

Nancy Schön made this charming creation in 1987. It is a series of nine adorable statues. Mrs. Mallard and her ducklings proudly parade in a row. Children cuddle these lifelike statues all the time. All this petting means they never need to be polished.

What words tell us how the author thinks and feels about the sculpture?

A thief stole one of the ducklings in 2009. The cowardly criminal snapped the bird off at its webbed feet. This senseless attack angered many people. Boston's Mayor Menino said, "This act is not a prank, it is a crime."

What is the author's point of view toward the thief? How do you know?

What is Mayor Menino's point of view toward the thief? How do you know?

# Common Errors

Students will select details that do not give the author's point of view, but rather just state facts

"A thief stole one of the ducklings in 2009."

"The cowardly criminal snapped the bird off at its webbed feet."

# Character's Point of View

Closely related to author's point of view; but has to do with how a character feels in a story

Character point of view can be difficult for third graders because it involves taking another's perspective, which we know can be difficult for them 😊



How does each person feel about the ice cream?

# A Clean Park

Tyler grabbed his bike and rode to the park. It was his favorite place to go. The park looked crowded. Some kids were playing, but other kids were picking up trash and putting it into garbage bags.

Tyler stopped his bike. One of the kids was Lauren, a girl from his school. She waved at Tyler.

"We're cleaning up the park today," she said. "Want to help?"

"No thanks," Tyler said. Today was Saturday. He came to the park to have fun, not to work!

Tyler rode his bike around the path. He passed the swings and slides. He passed the pond. As he rode, he saw things that he never noticed before. There was lots of garbage on the ground. He saw old soda bottles. He saw old food wrappers. Gross, Tyler thought.

Tyler rode back to Lauren. He got off his bike.

"I'll help," he said. Lauren smiled.

"Here," she said. She gave him a bag. Tyler and the kids cleaned for about an hour. When they were done, the park looked great. Tyler rode his bike around the path again. There were no old soda bottles or food wrappers. Tyler smiled. Now, the park was better than ever!

1. At the beginning of the story, what was Tyler's point of view toward cleaning the park?

2. How does Tyler's point of view change?  
Why does Tyler's point of view change?

3. What is your point of view toward cleaning the park? Compare your point of view to Tyler's point of view.

# Distinguishing student's point of view from character's point of view

Students are asked to write a sentence that compares their point of view to the author's or the character's.

Needs to contain details from the story and reasoning!

# Parts of Plays, Poems, and Books

There are two parts to this standard:

1. The student understands the vocabulary used to describe the parts
2. The student understands how each part **BUILDS ON** the next

# Parts of Plays

## Vocabulary:

- drama, play
- stage direction
- scene, act

# *Danger in* **DeepSpace**

by Annika Pedersen

The logo for 'Danger in DeepSpace' is centered at the top. 'Danger in' is written in a purple, cursive-style font. 'DeepSpace' is in a bold, blocky font with 'Deep' in green and 'Space' in orange. The 'DeepSpace' text is set against a dark, irregular shape that resembles a spaceship or a nebula, with a purple outline. The background of the entire page is white, framed by a blue border with a repeating floral pattern.

**Scene 1:** *The deck of a spaceship. A young woman, Commander Lyla, is standing at the control panel, talking to the pilot. A robot-like figure enters and walks to her side.*

**Lyla:** *(to robot)* Well, Sam, I hope we don't have any trouble getting to Planet Juno. The people there are desperate for our help.

**Sam:** Yes. We must get the medicine to them as soon as possible.

*(Just then an alarm sounds, and a red light flashes over the control panel.)*

**Lyla:** *(looking at controls)* There's someone—or something—in the cargo bay! Come on, Sam. We need to make sure that medicine is safe.

**Scene 2:** *Lyla and Sam slowly enter the cargo bay of the spaceship.*

**Sam:** *(to Lyla) If there's trouble, let's hope our plan works. (Just then a huge creature enters. It has an octopus-like head and six arms. It wears a white lab coat.)*

**Creature:** I am Dr. Blurg from the Planet Mord, and I will be taking your precious supplies. But first, I will put you to sleep.

*(Dr. Blurg sprays a green smoke toward Lyla, who falls to the floor. Then he pulls a handful of wires from Sam's back. Sam falls next to Lyla.)*

# Parts of Poems

- stanza
- verse / line

# Little by Little

Anonymous

- 1 "Little by little," an acorn said,  
As it slowly sank in its mossy bed,  
"I am improving every day,  
Hidden deep in the earth away."
- 2 Little by little, each day it grew;  
Little by little, it sipped the dew;  
Downward it sent out a thread-like root;  
Up in the air sprung a tiny shoot.
- 3 Day after day, and year after year,  
Little by little the leaves appear;  
And the slender branches spread far and wide,  
Till the mighty oak is the forest's pride.

- 1** What key idea is presented in the first stanza?
- A The acorn is improving every day.
  - B The acorn knows it is very small.
  - C The acorn knows it has to stay hidden.
  - D The acorn believes it is slowly disappearing.
- 2** How does the second stanza build on the first one?
- A It shows that the acorn remains small.
  - B It shows how the acorn is improving.
  - C It describes the mossy bed where it disappeared.
  - D It explains why the acorn needed to be hidden.

# Parts of Chapter Books

Vocabulary

- chapter

# Keeping the **LOST** **LOST**

by Siri Johnson



Please call 555-1432

## **CHAPTER 1:** **Finding a Lost Dog**

- 1 Three weeks ago I found a lost dog on my way home from school. Mom and I couldn't figure out whom he belonged to, so we called him "Mystery." There was no mystery, though, about what happened next. I fell in love with the dog and started hoping that he could stay with us forever.
- 2 Then one night, Mom sat down next to me and said, "Jillian, what if we can't find Mystery's owner? Do you think you're ready to become a pet owner?"
- 3 I said, "Yes, yes! Of course!" But then a darker thought crept into my brain: *What if we do find the owner?*

## **CHAPTER 2:** **Mystery's Real Name**

4 The next day, I was taking Mystery for a walk when I spotted, tacked to a telephone pole, a poster with a picture of a lost dog on it. I thought, *Oh no, it can't be!* But there was no question, it was Mystery—or I should say Barney, because it seemed that was his real name. “Are you Barney?” I asked, and he barked three times, wagging his tail happily.

5 Then we walked all over the neighborhood, and I tore down ten more posters from ten more poles. I knew that what I was doing was selfish and wrong, but I couldn't bear to lose . . . Barney.

# Sample Question

What event in chapter 1 caused Jillian to tear down the posters in chapter 2?

Select a detail from the story to support your answer.

## Attachments

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