*English Instructional Plan – Context Clues Grade 4-5*

**Primary Strand: Word Knowledge and Vocabulary 4.4, 5.4**

**Integrated Strand/s: Communication and Multimodal Literacies, Writing, and Reading Comprehension of Nonfiction and Fiction text**

**Essential Understanding:**

* understand that roots, affixes, synonyms, and antonyms can be used to determine the meaning of unfamiliar words.
* understand that the content and structure of a sentence, paragraph, or reading selection can be used to help demonstrate the meaning of unfamiliar words
* understand the word reference resources can be used to learn word meanings.

**Essential Knowledge, Skills, and Processes:**

* use knowledge of synonyms
* use knowledge of antonyms
* use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage
* use context clues, such as a restatement, a synonym, an example, or direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words
* use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition
* use their knowledge of affixes to read and understand the meaning of words.
* use context as a clue to infer the correct meaning of unfamiliar words or phrases
* select and use - the word reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

**Primary SOL:**

**4.4 The student will expand vocabulary when reading.**

1. use context to clarify meaning of unfamiliar words
2. use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.

**5.4 The student will expand vocabulary when reading.**

1. Use context to clarify meaning of unfamiliar words and phrases
2. Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words

**Reinforced (Related Standard) SOL:**

**4.1 The student will use effective oral communication skills in a variety of settings**

1. Listen actively and speak using appropriate discussion rules
2. Contribute to group discussions across content areas

**4.2 The student will create and deliver multimodal, interactive presentations**

1. Speak audibly with appropriate pacing
2. use language and style appropriate to the audience, topic and purpose
3. Make contact with the audience
4. Ask and answer questions to gather or clarify information presented orally.

**4.5 The student will read and demonstrate comprehension of fictional text, literacy nonfiction and poetry.**

k) Use reading strategies throughout the reading process to monitor comprehension

**4.6 The student will read and demonstrate comprehension of nonfiction texts.**

a)Use text features such as type, headings, and graphics, to predict and categorize information

h)Use reading strategies throughout the reading process to monitor comprehension

**4.8 The student will self- and peer edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.**

**5.1 The student will use effective oral communication skills in a variety of settings**

1. Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues
2. Participate in and contribute to discussion across content areas

**5.2 The student will create a multimodal presentation that effectively communicates ideas.**

a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations

b) Maintain eye contact with listeners

e) Ask and answer questions to rather or clarify information presented orally.

**5.5 The student will read and demonstrate comprehension of fictional text, literacy nonfiction and poetry.**

m) Use reading strategies throughout the reading process to monitor comprehension

**5.6 The student will read and demonstrate comprehension of nonfiction texts.**

k) Use reading strategies throughout the reading process to monitor comprehension

**5.8 The student will self- and peer edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.**

**Academic Background/Language:**

Readers often come across unfamiliar words within the text. Early readers sometimes skip over unknown words and continue reading without revisiting the word/sentence; however, skipping words can dramatically affect text comprehension. It is important for readers to understand the meaning and pronunciation of specific words in order to fully understand text. Quite simply, readers must learn to figure out unknown words rather than skip them. There are various strategies one can apply to help figure out unfamiliar words. These strategies all involve looking for and using clues within the text in order to infer word meaning. Common strategies include searching for repeated words or phrases, identifying synonyms/antonyms within the context, using parts of speech for clues, applying word analysis skills, and more.

**Sentence Starters:**

* As I was reading, I came across a word I do not know how to pronounce. Do I recognize any part of the word? Can I break the word into syllables?
* To help me understand \_\_\_ (unfamiliar word) I will reread the text
* I notice the following prefix or suffix that I already know in the unknown word.
* When rereading the text, I plugged in an antonym or synonym for the unknown word. Did it make sense?
* What part of speech is the unknown word?
* What clue words may help me determine the meaning of the unfamiliar word
* After rereading the text, I think \_\_\_\_\_ (unfamiliar word) means \_\_\_ because \_\_\_\_

## Materials

* Anchor chart with types of context clues (example below)
* Context clues graphic organizer (example below)
* Suggested texts:
  + [Rosa Refuses](https://www.commonlit.org/en/texts/rosa-refuses) [www.commonlit.org](http://www.commonlit.org)
    - paragraph 5: practically
    - paragraph 10: fare
  + [Rock Secrets](https://www.commonlit.org/en/texts/rock-secrets) www.commonlit.org
    - paragraph 5: magma
    - paragraph 6: extinct
    - paragraph 7: dissolved
  + [The Underground Railroad](https://www.commonlit.org/en/texts/the-underground-railroad) [www.commonlit.org](http://www.commonlit.org)
    - paragraph 4: haven
    - paragraph 6: compensate
  + [Water Cycle](https://www.nationalgeographic.org/encyclopedia/water-cycle/) [www.nationalgeographic.org](http://www.nationalgeographic.org)
    - paragraph3: exists
    - paragraph 4: seeps
  + [Tag-I'm It!](https://www.readworks.org/article/Tag--Im-It!/d7cdcd33-4b93-4419-b35f-3d6d06025c0c#!articleTab:content/) [www.Readworks.org](http://www.readworks.org)
    - paragraph 2: commentator
    - paragraph 5: whimpering
    - paragraph 23: undaunted
  + [The Vegetable Thief](https://www.readworks.org/article/The-Vegetable-Thief/91906246-d449-4406-ba40-e25b25009934#!articleTab:content/) [www.Readworks.org](http://www.readworks.org)
    - paragraph 2: volunteer
    - paragraph 4: stammers
    - paragraph 11: scalded
* dictionary - online or book

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Display a text example for all students to view.

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| “Focus: What’s Inside” from [www.readworks.org](http://www.readworks.org):  Each half has four sets of lobes (sections). The *frontal lobes* behind your forehead do a lot of the thinking and planning. The *parietal* (pa-RYE-ih-tul) *lobes* are toward the back of your head and sense pain. And the *occipital* (ock-SIP-ah-tul) *lobes* at the base of the brain allow you to see. The *temporal lobes* behind your ears store memories of music, taste, vision, and touch. |

Teacher Model: As I read this paragraph, I noticed the word lobes repeated through it. When I think of the word lobes, I think of my ears (ear lobes); however, I do not think that is the correct meaning of lobes in this paragraph. Let’s reread it. As I am rereading, I want you to search for clues that might help me understand the meaning of lobes as it is used in this paragraph. The teacher will want to model underlining key words that provide clues and use a think-aloud structure to reflect on meaning making.

1. The teacher will create a context clues anchor chart with students (see example below). Students can also create their own notes on context clues by completing the “Student Notes Chart” to take greater ownership of their learning. Give students a copy of the notes page, while you are creating the anchor chart, have students fill in the blank to complete the notes. Ask: “Have you ever used any of these strategies to determine the meaning of an unfamiliar word?” Students can place a “check mark” on strategies they have used in the past and set a goal for new strategies to use in the future.
2. Teachers should select a text from the suggested text list in the Materials section that corresponds with classroom content/curriculum goals. Read the text with students and model context clues strategies to help them understand the text. When one comes to the unfamiliar word, STOP and identify a strategy, implement, and reflect to determine the meaning. Remind students when readers read, they often come to words they do not understand. Determining the meaning of these unfamiliar words will help better comprehend the text and expand a students’ vocabulary.
3. Encourage students to use the anchor chart or their notes as a reference. Students should identify effective strategies to help determine the meaning of unfamiliar words. The graphic organizer can also be used as a guide to help students visualize the process and reflect on their success.
4. After you have modeled and completed the graphic organizer together, students may work independently or with a partner to determine the meaning of other unfamiliar words from another text listed above. As students are working, teachers should walk around and engage in conservation. It will be important to assess if students are using context clues strategies or just “guessing.”
5. Discuss with students the strategies they used to determine the meaning of the unfamiliar words in the text. Encourage them to reflect orally or in writing their process for inferring meaning.

**Assessment (Diagnostic, Formative, Summative)**

* Turn and talk: Share an unfamiliar word with your neighbor. Answer the following questions: What was the unfamiliar word? What clues did you use to help determine the meaning?What is the meaning of the unfamiliar word?
* Give students a copy of the graphic organizer. Identify a targeted unfamiliar word or have students pick one to complete the context clues graphic organizer.
* Walk around while students are completing the lesson and listen to their conversations. Keep anecdotal notes for assessment.
* Use sections of grade-level text. Require students to record annotated notes in the margins and underlining to identify unknown words, clues within the text (antonyms, synonyms, definitions, and/or examples) and the meaning of unfamiliar words.

**Writing Connections:**

* Use the unfamiliar word in a new sentence.
* Write a sample paragraph with embedded unfamiliar words. Within the paragraph, identify targeted unfamiliar words and include clue words, phrases, synonyms, or antonyms to help the reader determine the meaning. Students could share paragraphs with partners and/or the class for extra practice. Students could provide feedback to each other about the clues provided in the sentence. (For example: Were the clues too obvious? Did the student use synonyms, antonyms, repeated phrases, or definitions as clues? How could the clues have been more effective?)

**Extensions and Connections (for all students)**

* Have students serve as the teacher. They can model identifying an unfamiliar word and demonstrating the strategies used to determine the decoding/meaning of the word. This can be recorded and shared with other students.
* During independent reading, have students select 2-3 unfamiliar words and determine the meaning. Students could record these words in a reading journal highlighting “new words.” Students should be encouraged to reflect in the journal about the word meaning and how strategies used to determine meaning and/or decode.
* Create task cards, post them around the room and have students do a walk about determining the meaning of each unfamiliar word from sample texts.

**Strategies for Differentiation**

* Have students work with partners.
* Model more for students before they complete independently.
* Modify text level to match the level of the student. Use independent or instructional level text. Work up to grade level text as needed.
* Use a text reader to support decoding as needed.
* Use sentence frames, “To determine the meaning of an unfamiliar word, I ..”

Sample Anchor Chart:

**Context Clues**

Text-dependent clues used by readers to figure out the meaning of unfamiliar words

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| **Steps:**   1. Read the text and identify any unknown words. 2. Reread the text. 3. Think about what is happening. Visualize for support. 4. Search for clue words that may explain the meaning of the unfamiliar word 5. Use the clues: What do you think the word means? 6. Check yourself: Replace the unfamiliar word with your definition/synonym. |

**Clues to look for:**

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| --- |
| **Definition:** The definition of the word is stated in the text.  *The runner was dehydrated because he did not drink enough water before the race.* |
| **Examples:** Specific examples are provided for the reader to help figure out the meaning.  *The decor included new tables, a beige couch, family pictures and tall floor lamps.* |
| **Antonyms:** Words with the opposite meaning are used in the text  *John gets sick on lengthy car rides, he prefers short trips.* |
| **Synonyms:** Words with the same meaning are used in the sentence or surrounding sentences.  *A majority of people prefer summer than winter, more people take vacations when it’s warm outside.* |
| **Word Parts:** Is there a known prefix, suffix or root word within the word?  *There was a miscommunication between the teacher and parent causing the parent to miss his meeting.*  *prefix: mis - not*  *root word: communicate- talk*  *suffix: ion - action or condition of* |

Student Anchor Chart/Interactive Notes page:

**Context Clues:**

Text-dependent\_\_\_\_\_\_ used by readers to figure out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of unfamiliar words

|  |
| --- |
| **Steps:**   1. Read the text and \_\_\_\_\_\_\_\_\_\_\_\_\_ any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words. 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the text. 3. Think about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Visualize for \_\_\_\_\_\_\_\_\_\_\_\_\_\_. 4. Search for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that may explain the \_\_\_\_\_\_\_\_\_ of the unfamiliar word 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What do you think the word \_\_\_\_\_\_\_\_\_\_\_\_\_? 6. Check yourself: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the unfamiliar word with your definition/synonym. |

**Clues to look for:**

|  |
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| **Definition:**  *The runner was dehydrated because he did not drink enough water before the race.* |
| **Examples:**  *The decor included new tables, a beige couch, family pictures and tall floor lamps.* |
| **Antonyms:**  *John gets sick on lengthy car rides, he prefers short trips.* |
| **Synonyms:**  *A majority of people prefer summer than winter, more people take vacations when it’s warm outside.* |
| **Word Parts:**  *There was a miscommunication between the teacher and parent causing the parent to miss his meeting.*  *prefix: mis - not*  *root word: communicate- talk*  *suffix: ion - action or condition of* |

**Graphic Organizer for Context Clues**

|  |  |
| --- | --- |
| unfamiliar word: | |
| unfamiliar word in context: (Record the entire sentence that includes the unfamiliar word) | |
| Any prefix?  Suffix?  What’s the root word? | |
| Examples: | |
| Synonyms: | |
| Antonyms | |
| Based on the context, I think the word means: | Text Proof: |
| Here’s a synonym for the unfamiliar word:  Try it! Replace your synonym/definition  with the unfamiliar word.  Does it make sense? | \*Optional: Check your work with a dictionary.  Dictionary definition: |

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*