*English Instructional Plan – Using Context to Determine Meaning of Unfamiliar Words Grades 3-5*

**Primary Strand: Reading 3.4, 4.4, 5.4**

**Integrated Strand/s: Communication and Multimodal Literacies**

**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 determine the meaning of an unfamiliar word

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

To be successful with this standard, students are expected to:

* use context clues to verify meaning of unfamiliar words and determine correct homophone usage
* use context clues, such as restatement, a synonym, an example, or a direct description or definition included in a sentence or paragraph, to clarify the meaning of unfamiliar words
* use context as a clue to infer the correct meanings of unfamiliar words and phrases

**Primary SOL:**

* 1. c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.

1. Use context to clarify meaning of unfamiliar words.
2. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.

4.4a,b,c 5.4a,b,c- a)Use context to clarify meanings of unfamiliar words and phrases.

1. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
2. Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.

**Reinforced (Related Standard) SOL:**

3.5,4.5,5.5 The student will read and demonstrate comprehension of fictional text, literary nonfiction, and poetry.

3.6,4.6,5.6 The student will read and demonstrate comprehension of nonfiction texts.

**Academic Background/Language:**

Students naturally use context daily as they listen to conversation. When students are fluent with using context, the can generate meanings to words to help them comprehend. To support students, pause and reflect on words that you use that student may need clarification to determine meaning.

## Materials

* A book with “invented words” such as a book from Roald Dahl
* Chart paper
* markers

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

### Write the following sentence on the board: Susie brought home a brand new \_\_\_\_\_\_\_\_\_. Elicit responses from students and why they felt the word best completes the sentence.

### Change the sentence on the board to read: Susie brought home a brand new \_\_\_\_\_\_ from the library. Again, elicit responses from the students. Have students confirm or revise their predictions based on the new information in the sentence.

### Have a class discussion about how the context of the second sentence helped them to better know what word was missing from sentences. Discuss how when reading you will come across words that may be unfamiliar or have more than one meaning. Using the context as a clue can help you to determine the meaning of unfamiliar words or phrases.

### Create a three column chart with the headings unfamiliar word, context, and word meaning. Discuss with the class that often authors provide clues that help us figure out unfamiliar words such as a familiar root, synonyms, antonyms, or descriptive words or phrases to give more information. Add these as types of context clues that authors may give to the anchor chart. Read the students the following sentences to determine the meaning of brisk; fill in the anchor chart as a class to serve as an example. "It was a cold, *brisk* fall night. I lowered my head to walk home in the wind that cut through my jacket. I missed the warmth and laziness of the sun and sand." Have students turn and talk and then provide examples of the context clues provided. Reinforce the different types of context clues provided (e.g. synonym, cold; antonym, warmth, lazy; description, fall night, wind that cut through my jacket).

### Tell students that you are going to begin a class read aloud with a book that will have many unfamiliar words because the author invented words for his books.

### Read the selected book aloud to students. Stop after you have read an invented word. Model for students the process of using the context to discover the word’s meaning. Complete the three column chart as you read and use context to determine word meaning.

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

* Make a student version of the three column chart. As you pause to discuss unfamiliar words, have students complete the chart determine the meaning of the unfamiliar words.
* Monitor how students use context to determine word meaning in small groups or reading conferences.

**Writing Connections:**

* Have students practice writing “riddles.” They will write to describe never state the item. Students should read their riddle aloud for the class to use context to determine the item.

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

* Facilitate a class discussion comparing and contrasting strategies for determining unfamiliar words/phrases in fiction and nonfiction
* Provide students with sticky notes to mark and write a determined definition of a word learned from the text

**Strategies for Differentiation**

* Provide text in native language
* Use sentence stems to support students while discussing words
* Allow students to read a modified text or listen to the text read aloud