

LESSON 2

Lesson 2: Comprehension of Implicit Text, Part 2: “Finding Word Meaning in Context”

Subject: Literacy / Language Arts

Grade Level: 4th Grade (adapted for a 6th Grade LD student)

Date: March 18, 2014

Duration: 25-30 minutes – (fits well into a middle school lunch period or after school)

Lesson Objectives: Students will learn to find word meaning in context by using other words or phrases in a reading passage as clues, as well as identify when test questions are asking them to find word meaning in context.

GLCEs:

- **R.CM.06.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- **R.CM.06.03** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- **R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- **CCSS.ELA-LITERACY.RI.6.1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials: STARS student handout packet, pgs. 72-81 and STARS teacher guide answer key
(See artifact __ attached)

Resources: STARS (Strategies to Achieve Reading Success) Teacher Guide and Student Workbook

Rationale/Background: In this lesson, students will learn to find word meaning in context by using other words or phrases in a reading passage as clues through modeled instruction, guided instruction, modeled practice, guided practice, and finally independent practice. Students will have the opportunity to activate their background knowledge about finding word meaning in context and then learn how to apply this strategy to a short reading passage. They will then practice the strategy by using context clues to answer questions about the meaning of a word in a passage. Finally, students will be able to reinforce their understanding of the strategy/concepts

by reading a passage, answering questions, and discussing one on one with the teacher why their answers are correct or incorrect before practicing this strategy independently.

Opening:

- Modeled and Guided Instruction (Handout pages 72-75)
- First introduce the strategy to by telling the student that “Good readers know that they can find word meanings in a text by using other words or phrases in the reading passage as clues. Whenever you figure out the meaning of a word without looking in a dictionary, you are finding word meaning in context.”
- Next, model an example by saying, “Suppose you are at a grocery store and you ask an employee where to find something. The employee says, ‘It’s on the next aisle adjacent to this one.’ What does the word *adjacent* mean? What clue word helps you to know?” Allow the student the opportunity to answer. Guide the student to understand that *adjacent* means “next to.” Since the description the employee gives tells the same thing in two different ways, we can see that *adjacent* probably means something similar to *next*. *Next* is the clue word.
- Give the student a copy of the “finding word meaning in context” student handout packet (see artifact __ attached). Look at pg. 72 and go over the directions at the top together. Sit with the student and support them as needed in completing questions 1 – 3. Omit the partner activity at the bottom of the page.
- Flip to handout pg. 73. Read through the directions with the student and then ask the student to read the short passage aloud. Continue completion of this sheet one on one with the student. Read each prompt aloud and see if they can come up with the final hypothesis on their own as to what the word *feat* might mean. (If this is too difficult for them, see the “Adaptations” section of this lesson.)
- Next flip to pg. 74. For this page, first read the “What to Know” box to the student, then read through the passage together with the student. Cover the answer at the bottom and see if the student can accurately identify the meaning of the word *ailing* from the text. Show the answer at the bottom, and discuss whether the student’s answer was correct/ or incorrect and why.
- For pg. 75, direct the student to read the passage and answer the two questions that follow. Stay with the child for this page and provide additional support and guidance as needed. Omit the partner section at the bottom.

Middle:

- Modeled and Guided Practice (Handout pages 76-79)
- By this point, the student has had a lot of direct, explicit instruction on finding word meaning using context clues. For handout pg. 76, read through the “Review” box at the top of the page with the student. Have the student read the ad for a whale tour aloud and model for you how/where they found the answers to the two questions at the bottom of the page. They may underline or highlight the text to help them. Next, flip to pg. 77 and

guide the student in checking their own answers. Read through *why* each answer is correct/incorrect.

- Handout pg. 78 is the last guided practice opportunity the student will have before they have to complete the independent practice on their own. Read through the “More to Know” box at the top of the page together, but then allow the student to take the lead for the rest. Have them read the passage aloud (highlighting if they want to). Then have them attempt to show you how to correctly answer each of the questions at the bottom.

Conclusion:

- Independent Practice (Handout pages 80-81)
- As a wrap-up, have the student complete these two slightly longer reading passages and answer the cause and effect questions that follow. Read the “Test Tips” section at the top of pg. 80 with them before they begin. The teacher can also use these independent practice sheets as a progress monitoring tool.

Adaptations and Extensions:

- To provide additional support for students struggling to use the context on handout pg. 73 to define the word *feat*, have them look back at the chart and take note of the words *giant* and *amazing*. Have them picture/visualize Paul Bunyan cutting down the forest and then ask them, “What kinds of other things do you think a giant like Paul Bunyan could do?” Continue this discussion to help guide them to the conclusion that the word *feat* means “an act of great skill or strength.”

Assessment: The effectiveness of this lesson will be assessed in three ways: One, through direct teacher observation during the lesson; two, through checking the independent practice worksheets 80 and 81 for accuracy after the student has completed them on his/her own; and three, by completing a final CARS assessment to assess student growth after all three lessons have been taught independently.