Advertencia sobre la impresión:
Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.

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Grado 4 Lectura

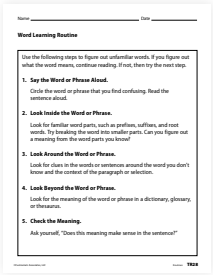
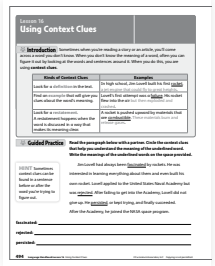
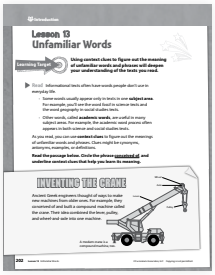
Paquete 1 de actividades para el estudiante

¡Dé vuelta a la página para ver las actividades de Lectura del Grado 4 incluidas en este paquete!



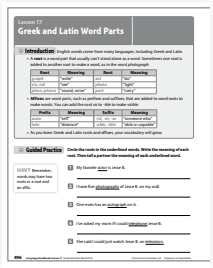
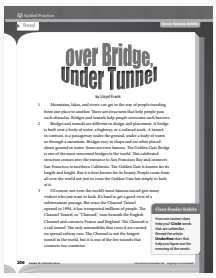
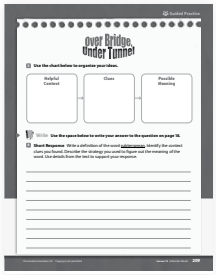
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Grado 4 Actividades de lectura en la Sección 1

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
0	Grade 4, Ready Reading Word Learning Routine 	• Read the Word Learning Routine together. Keep it handy—you'll need it later! *(Lean juntos la Word Learning Routine. Ténganla a la mano -¡van a necesitarla más tarde!)*	**10**
1	Grade 4 Ready Language Handbook, Lesson 16 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa las actividades Guided Practice y Independent Practice.)*	**11–12**
2	Grade 4 Ready Language Handbook, Lesson 13 	• Read the Introduction. *(Lee la introducción.)* • Complete Think exercise. *(Completa el ejercicio de Think.)*	**13–14**

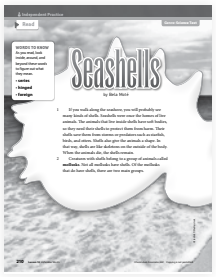
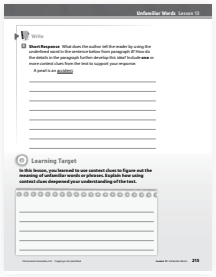
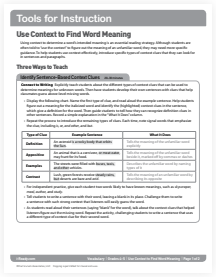
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Grado 4 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
3	Grade 4 Ready Language Handbook, Lesson 17 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa las actividades Guided Practice y Independent Practice.)*	**15–16**
4	Grade 4, Ready Reading Lesson 13, Part 3 	• Read "Over Bridge, Under Tunnel." *(Lee "Over Bridge, Under Tunnel.")* • Complete Think, Talk. *(Completa Think y Talk.)*	**17–18**
5	Grade 4, Ready Reading Lesson 13, Part 5 	• Reread the passage "Over Bridge, Under Tunnel." *(Vuelve a leer el pasaje "Over Bridge, Under Tunnel.")* • Complete the Writing activity. *(Completa la actividad de Writing.)*	**19**

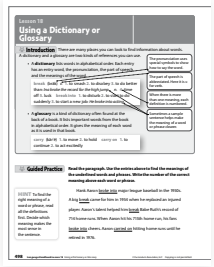
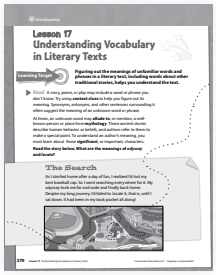
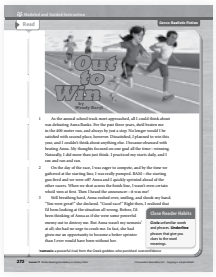
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Grado 4 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
6	Grade 4, Ready Reading Lesson 13, Part 6  	• Complete Independent Practice: "Seashells." *(Lee "Seashells." Completa la actividad de Think.)*	**20–24**
7	Grade 4, Ready Reading Lesson 13, Part 7 	• Reread the "Seashells." *(Vuelve a leer "Seashells.")* • Do the Writing activity. *(Haz la actividad de Writing.)*	**20–22, 25**
8	Tools for Instruction Use Context to Find Word Meaning  	• **Parent/Guardian:** Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons. *(Padre/Tutor: Lea las instrucciones y guíe al niño a través del ejercicio. Cuando la actividad requiera un texto, elija uno de los textos que los estudiantes hayan leído en lecciones previas.)*	**26–27**

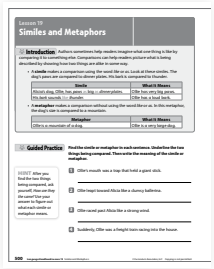
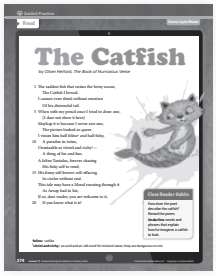
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Grado 4 Actividades de lectura en la Sección 2

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
1	Grade 4 Ready Language Handbook, Lesson 18 	• Read the Word Learning Routine together. Keep it handy—you'll need it later! *(Lean juntos la Word Learning Routine. Ténganla a la mano -¡van a necesitarla más tarde!)*	**28–29**
2	Grade 4, Ready Reading Lesson 17, Part 1 	• Read the Introduction. *(Lee la introducción.)* • Complete Think exercise. *(Completa el ejercicio de Think.)*	**30–31**
3	Grade 4, Ready Reading Lesson 17, Part 2 	• Read the passage "Out to Win." *(Lee el pasaje "Out to Win.")* • Complete Think and Talk. *(Completa Think y Talk.)*	**32–33**

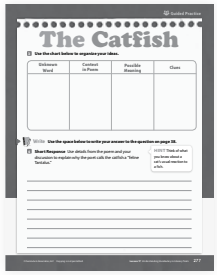
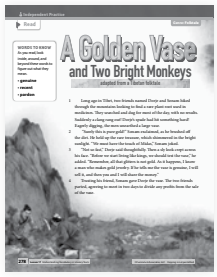
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Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
4	Grade 4 Ready Language Handbook, Lesson 19  Lesson 19 Similes and Metaphors	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa las actividades Guided Practice y Independent Practice.)*	**34–35**
5	Grade 4, Ready Reading Lesson 17, Part 3  Out to Win	• Reread the passage "Out to Win." *(Vuelve a leer el pasaje "Out to Win.")* • Complete the Writing activity. *(Completa la actividad de Writing.)*	**32, 36**
6	Grade 4, Ready Reading Lesson 17, Part 4  The Catfish	• Read the passage "The Catfish." *(Lee el pasaje "The Catfish.")* • Complete Think exercise. *(Completa la actividad de Think.)*	**37–38**

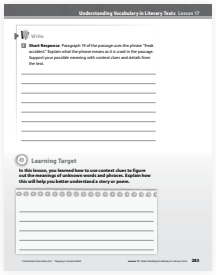
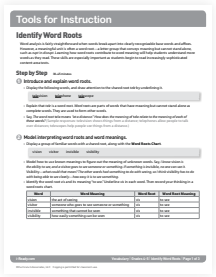
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Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
7	Grade 4, Ready Reading Lesson 17, Part 5 	• Reread "The Catfish." *Vuelve a leer "The Catfish".* • Complete the Think and Write activities. *(Completa las actividades de Think y Write.)*	**37, 39**
8	Grade 4, Ready Reading Lesson 17, Part 6 	• Read the passage "A Golden Vase and Two Bright Monkeys." *(Lee el pasaje "A Golden Vase and Two Bright Monkeys.")* • Complete Think exercise. *(Completa la actividad de Think.)*	**40–44**

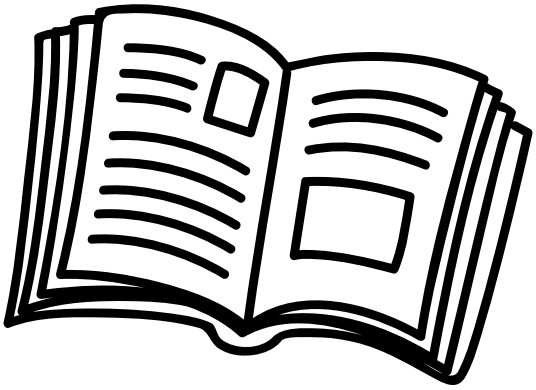
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Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
9	Grade 4, Ready Reading Lesson 17, Part 7 	• Reread "A Golden Vase and Two Bright Monkeys." *(Vuelve a leer "A Golden Vase and Two Bright Monkeys".)* • Complete the Write activity and the Learning Target. *(Completa las actividades de Write y del Objetivo de aprendizaje.)*	**40–42, 45**
10	Tools for Instruction Use Context to Find Word Meaning 	• **Parent/Guardian:** Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons. *(Padre/Tutor: Lea las instrucciones y guíe al niño a través del ejercicio. Cuando la actividad requiera un texto, elija uno de los textos que los estudiantes hayan leído en lecciones previas.)*	**46**

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Independent Reading!



See pages 47 and 48 of this packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

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Lesson 16

Using Context Clues

Introduction

Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a **definition** in the text.	In high school, Jim Lovell built his first rocket, a jet engine that could fly to great heights.
Find an **example** that will give you clues about the word's meaning.	Lovell's first attempt was a failure. His rocket flew into the air but then exploded and crashed.
Look for a **restatement**. A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are combustible. These materials burn and release gases.

Guided Practice

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

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Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

1 What does the word command mean?

- **A** to study
- **B** to fly with others on
- **C** to be at the head of
- **D** to be part of

2 What words help you understand the meaning of command?

- **A** "in charge of"
- **B** "two men"
- **C** "space mission"
- **D** "chose Lovell"

3 What does the word explosion mean?

- **A** a leak
- **B** a bursting of something
- **C** a lack of oxygen
- **D** leaving outer space

4 What does the word capable suggest about Lovell as a leader?

- **A** He is a gentle and patient leader.
- **B** He is skillful at leading others.
- **C** He is harsh to those he leads.
- **D** He is weak when leading others.

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Lesson 13
Unfamiliar Words

Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

Read Informational texts often have words people don't use in everyday life.

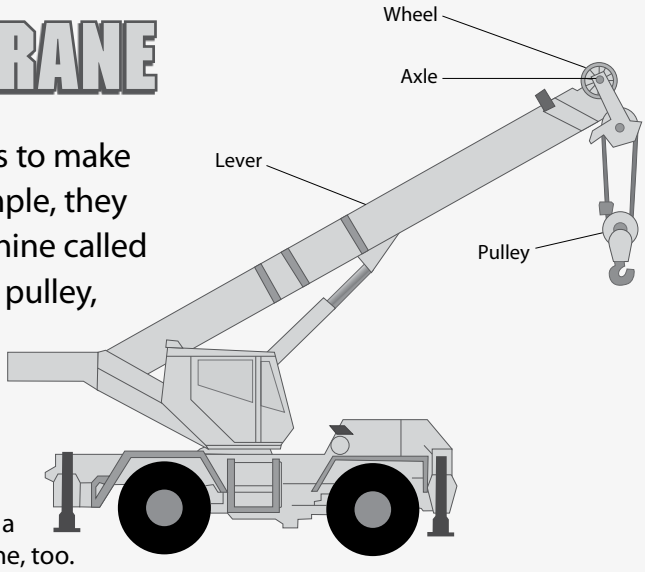
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase <u>conceived of</u>, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

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Think What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.

Helpful Context	Clues	Possible Meaning

The meaning of the phrase: _____

_____

Talk Share your chart and meaning with a partner.

- Did you agree about the helpful context?
- Did you agree about the meaning of the phrase?

Academic Talk

Use these phases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

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Lesson 17

Greek and Latin Word Parts

Introduction

English words come from many languages, including Greek and Latin.

- A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word, as in the word *photograph*.

Root	Meaning	Root	Meaning
graph	"write"	***act***	"do"
vis, vid	"see"	***photo***	"light"
phon, phono	"sound, voice"	***port***	"carry"

- **Affixes** are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root *vis* to *-ible* to make *visible*.

Prefix	Meaning	Suffix	Meaning
auto-	"self"	***-ist, -er, -or***	"someone who"
tele-	"distance"	***-able, -ible***	"able or capable"

- As you learn Greek and Latin roots and affixes, your vocabulary will grow.

Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

HINT Remember, words may have two roots or a root and an affix.

1. My favorite actor is Jesse B.

_____

2. I have five photographs of Jesse B. on my wall.

_____

3. One even has an autograph on it.

_____

4. I've asked my mom if I could telephone Jesse B.

_____

5. She said I could just watch Jesse B. on television.

_____

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Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

1 I decided to compose a letter to Jesse B.

The prefix *com-* means "with," and the root *poser* means "to put or set down." What is the meaning of compose as used in the sentence?

A to think

B to write

C to talk

D to mail

2 Dear Jesse B., I just read a biography about you.

The prefix *bio-* means "life," and the root *graph* means "write." What is the meaning of biography as used in the sentence?

A writing about the life of an actor

B writing about someone else's life

C writing about the beauty of life

D writing about how to live your life

3 Your life story inspires me and many other fans.

The prefix *in-* can mean "within," and the root *spir* means "breathe." What is the meaning of inspires as used in the sentence?

A causes people to become alive

B causes a heavy wind to blow

C causes people to faint

D causes strong lungs

4 I hear you are a very benevolent person, giving to many charities.

The prefix *bene-* means "well," and the root *velle* means "wish." What is the meaning of benevolent as used in the sentence?

A surrounded by good people

B showing good will to others

C liked by many good people

D hoping others are good

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Over Bridge, Under Tunnel

by Lloyd Frank

1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.

2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.

3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.

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Think

Use what you learned from reading the science article to respond to the following questions.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- **A** things made below or above ground
- **B** things that slow or stop movement
- **C** things that help people travel
- **D** things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

> A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

Talk

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

> It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

Write

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 19 to write your answer.

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Over Bridge, Under Tunnel

3 **Use the chart below to organize your ideas.**

Helpful Context	Clues	Possible Meaning

Write **Use the space below to write your answer to the question on page 18.**

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

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Genre: Science Text

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **series**
- **hinged**
- **foreign**

Seashells

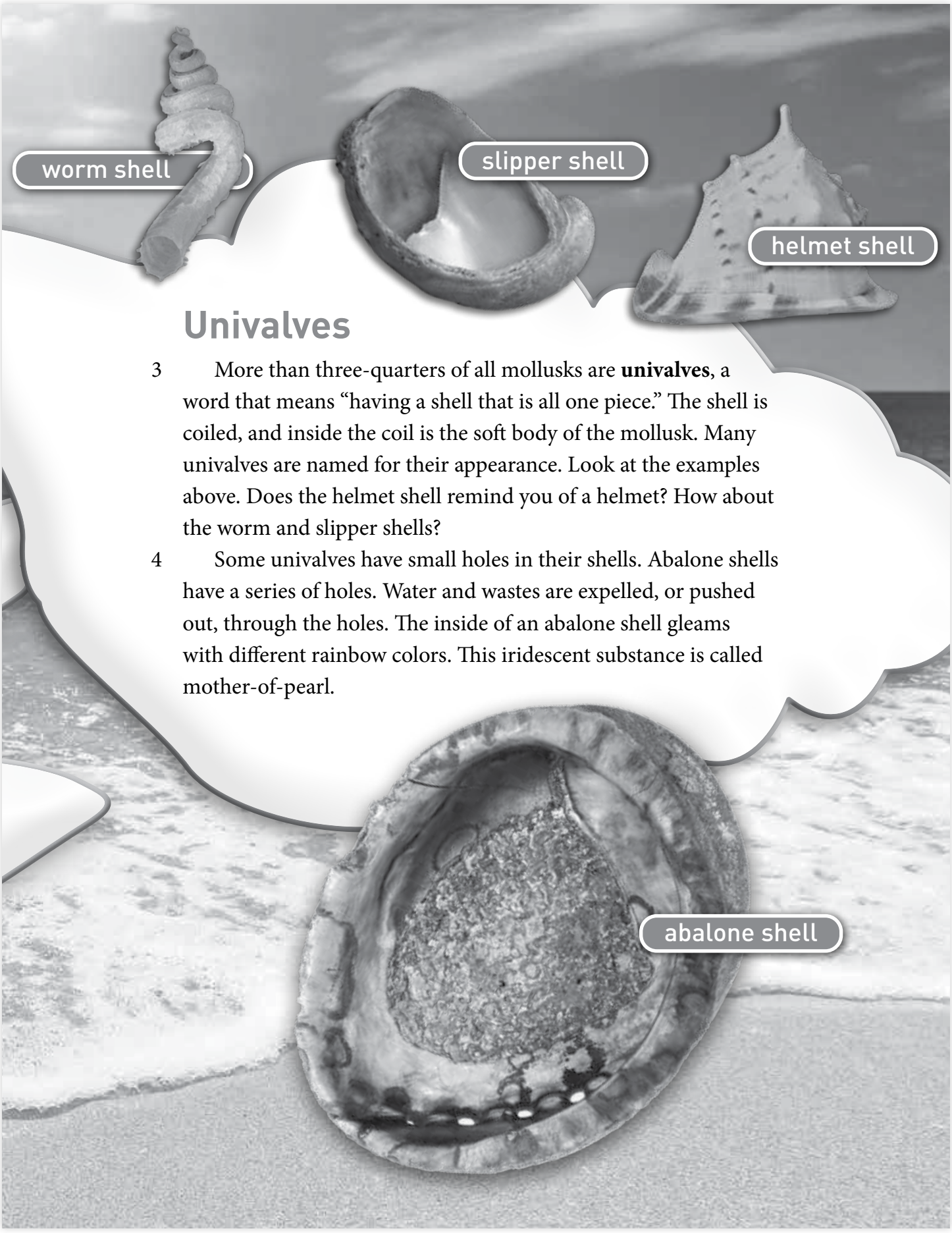
by Bela Moté

1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.

2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.

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Univalves

3 More than three-quarters of all mollusks are **univalves**, a word that means "having a shell that is all one piece." The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?

4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.

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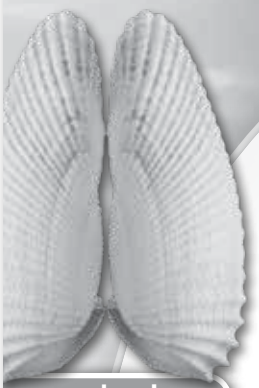
Bivalves

5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?

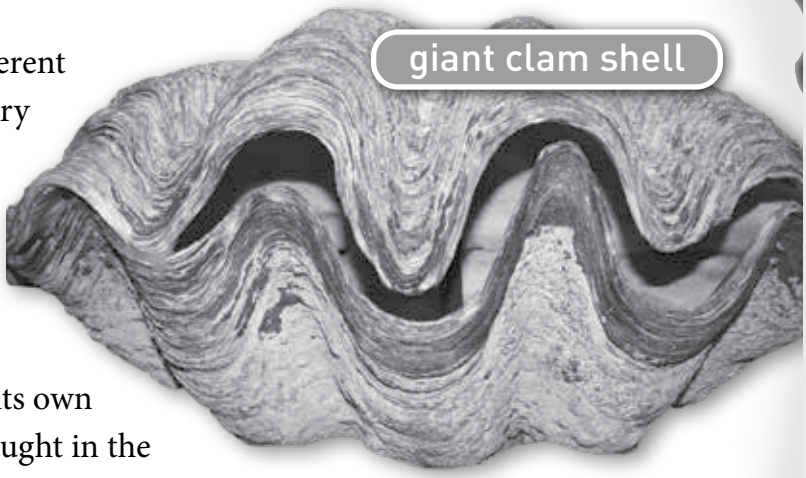
7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.

8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.


angel wing shell


kitten's paw shell


jackknife shell


giant clam shell


pearl oyster shell

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Think Use what you learned from reading the science text to respond to the following questions.

1 Read the sentence from paragraph 1 in the passage.

> Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- **A** Predators can harm some animals.
- **B** Predators need to find shelter from storms.
- **C** An animal's shell helps protect it.
- **D** All predators have skeletons.
- **E** When the animal dies, the shell remains.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- **A** not letting light through
- **B** easy to notice or understand
- **C** shining with many varying colors
- **D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- **A** "next largest group of mollusks"
- **B** "have small holes in their shells"
- **C** "the inside of an abalone shell"
- **D** "gleams with different rainbow colors"

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3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word bivalve as it is used in paragraph 5?

- **A** having a hard outer shell
- **B** having a shell with two pieces
- **C** having a soft outer shell
- **D** having a shell that is all one piece

Part B

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

> After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

4 Read the sentence from the passage.

> The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

- **A** Bivalves are the largest group of mollusks.
- **B** Jackknife describes the shape of the clam.
- **C** An angel wing is a good name for the clam.
- **D** Jackknife is a good name for the clam.
- **E** The clam looks like an open jackknife.
- **F** A jackknife folds into its own case.

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Write

5 **Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an <u>accident</u>.

Learning Target

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

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Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is, or, and other,* and *but*.

Type of Clue	Example Sentence	What It Does
Definition	An *asteroid* is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a *carnivore*, or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other *vehicles*.	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and *arid*.	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper, meal, author,* and *study.*
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

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Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The fan cheered for her team.	There was only a fan to keep us cool.
fry	The fry swim downstream right after hatching.	My dad will fry potatoes for dinner.
lap	I held the plate in my lap.	We ran one lap around the track.
strike	Watch the hammer strike the nail.	That pitch looks like a strike.

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

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Lesson 18

Using a Dictionary or Glossary

Introduction

There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) *v.* **1.** to smash **2.** to disobey **3.** to do better than: *Ina broke the record for the high jump.* *n.* **4.** time off **5.** luck **break into** **1.** to disturb **2.** to start to do suddenly **3.** to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kăr´ē) **1.** to move **2.** to hold **carry on** **1.** to continue **2.** to act excitedly

Guided Practice

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

HINT To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

Hank Aaron broke into major league baseball in the 1950s. A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.

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Independent Practice

Use the dictionary entries to answer numbers 1–4.

material (mə tîr´ ē əl) *n.* **1.** fabric or cloth **2.** ideas and facts used in writing something *adj.* **3.** made of matter **4.** having great meaning or effect

1 Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

hammer (hăm´ ər) *n.* **1.** a tool used for pounding objects, such as nails **2.** a part of a piano *v.* **3.** to hit hard **4.** to join with nails

2 Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

stand (stănd) *n.* **1.** a display area **2.** an opinion or a position on an issue *v.* **3.** to be on one's feet **4.** to endure, put up with **stand for 1.** to represent, be a symbol of **2.** to allow **3.** to believe in and support: *He stands for equality.* **4.** an abbreviation for

3 Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

4 Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

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Lesson 17
Understanding Vocabulary in Literary Texts

Learning Target

Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

Read A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

Read the story below. What are the meanings of *odyssey* and *locate*?

The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!



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Think How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	"My odyssey took me far and wide . . ."		
locate			

Talk Share your chart with a partner.

- Did your possible meanings agree?
- Which context clues did you use?
- Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?

Academic Talk

Use these words and phrases to talk about the text.

- **context clues**
- **allude to**
- **mythology**
- **significant**

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Genre: Realistic Fiction



Out to Win

by Wendy Baryl

1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.

2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!

3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis[1] at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

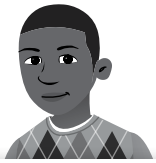
Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

[1]**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

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Explore **How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?**



Context clues can appear before or after the sentence having an unfamiliar word.

Think

1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
dissatisfied			
obsessed			
nemesis			

Talk

2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Write

3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 36 to write your response.

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Lesson 19

Similes and Metaphors

Introduction

Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has *paws* as big as *dinner plates*.	Ollie has very big paws.
His *bark* sounds like *thunder*.	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
Ollie is a *mountain* of a dog.	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

1. Ollie's mouth was a trap that held a giant stick.

_____

2. Ollie leapt toward Alicia like a clumsy ballerina.

_____

3. Ollie raced past Alicia like a strong wind.

_____

4. Suddenly, Ollie was a freight train racing into the house.

_____

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Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

1 The stick in Ollie's mouth <u>was a sword</u>, knocking over one object after another.

A The stick was heavy.

B The stick was dangerous.

C Ollie was dangerous.

D The stick was made of metal.

2 The plates on the table <u>became flying saucers</u> that Alicia had to dodge.

A Flying saucers came from outer space.

B Alicia had to play dodge ball.

C Alicia had to fly across the kitchen.

D Plates flew through the air.

3 Salad covered the floor <u>like a large blanket</u>.

A The salad was warm.

B The salad tasted awful.

C There was a large blanket on the floor.

D A layer of salad covered the floor.

4 The floor was <u>as sticky as glue</u>.

A Glue covered the floor.

B The floor was a glue stick.

C The floor was very sticky.

D Glue made the floor sticky.

5 Alicia <u>was a whirlwind</u> as she cleaned up the mess.

A Alicia spun wildly.

B Alicia worked quickly.

C Alicia was getting tired.

D Alicia was breathing hard.

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Write **Use the space below to write your answer to the question on page 33.**

Out to Win

3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

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The Catfish

by Oliver Herford, *The Book of Humorous Verse*

The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline[1] and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy[2]—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
If you know what it is!



Close Reader Habits

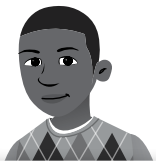
How does the poet describe the catfish? Reread the poem. **Underline** words and phrases that explain how he imagines a catfish to look.

[1]**feline:** catlike
[2]**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix

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Think

Use what you learned from reading the lyric poem to respond to the following questions.



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

1 In the poem, one word has this definition: "to cry out in sadness or pain." Underline the word that **best** fits the definition in the following lines from "The Catfish."

> The saddest fish that swims the briny ocean,
> The Catfish I bewail,
> I cannot even think without emotion
> Of his distressful tail.

2 Read these lines from the poem.

> I vision him half feline and half fishy,
> A paradox in twins,
> Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- **A** a creature with parts that don't seem to go together
- **B** a furry fish with a brother that looks just like him
- **C** a scaly cat that is confused and spins around
- **D** a make-believe animal that has two different heads

Talk

3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a "feline Tantalus"? Use the chart on page 39 to organize your ideas about the poem.

Write

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus." Use the space provided on page 39 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

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The Catfish

3 **Use the chart below to organize your ideas.**

Unknown Word	Context in Poem	Possible Meaning	Clues

Write **Use the space below to write your answer to the question on page 38.**

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus."

HINT Think of what you know about a cat's usual reaction to a fish.

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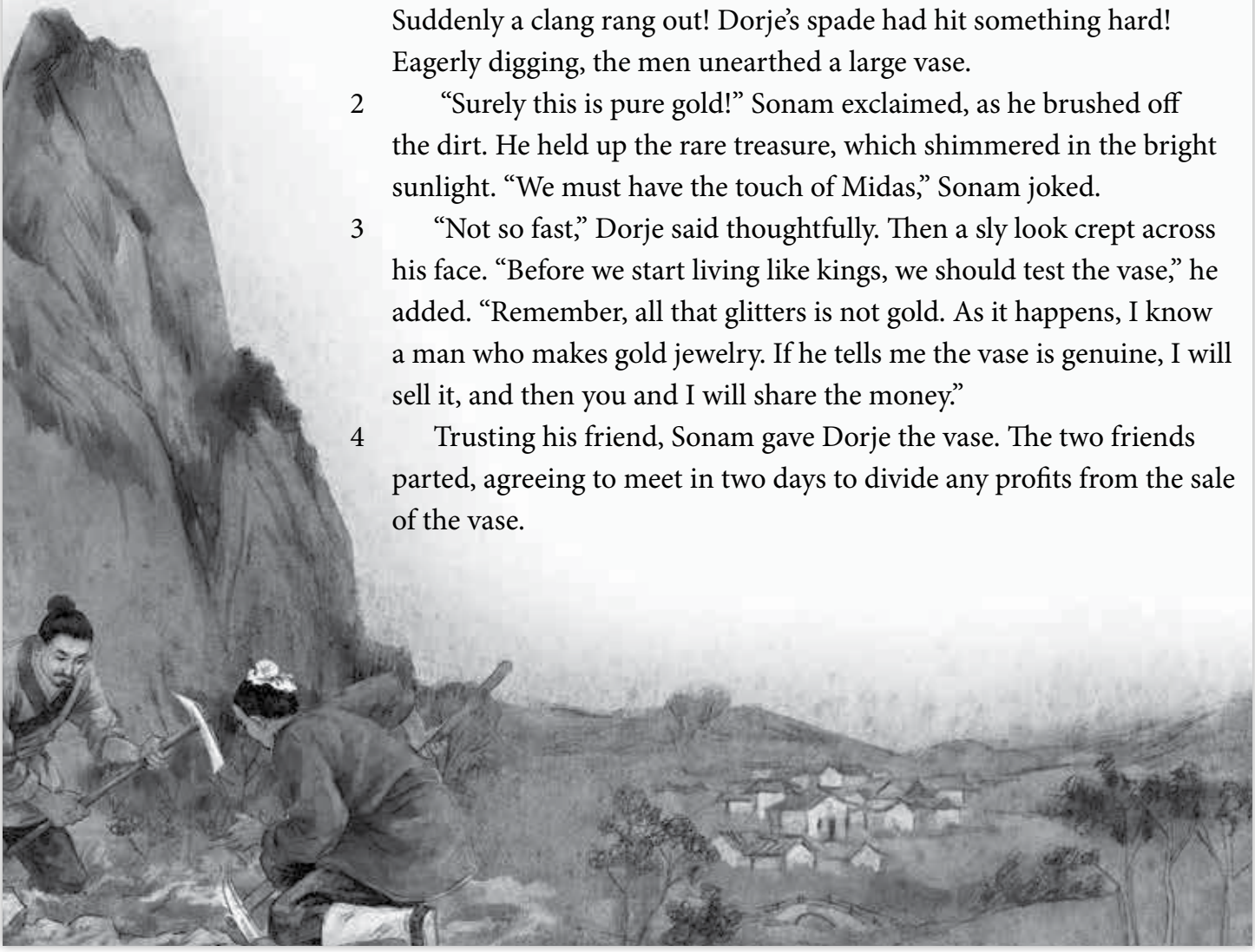
Genre: Folktale

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **genuine**
- **recent**
- **pardon**



1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.

2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.

3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."

4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.

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5 The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face.

6 "What is wrong, Dorje?" asked Sonam.

7 "Alas!" sighed Dorje dramatically. "Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all."

8 Sonam was not taken in by Dorje's tale, but he hid his suspicions. He just sighed and then softly replied, "Never mind. Since the vase was worth nothing, nothing has been lost."

9 Relieved that Sonam had taken the bad news so well, Dorje invited him to stay overnight with his family.

10 The next morning Sonam said, "Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!"

11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.

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12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. "We will take these little fellows home as pets. You can play with them if you treat them kindly," he explained. "I will name a monkey after each of you, we'll teach them tricks, and they will be your twins!"

13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.

14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. "Walk up the mountain to gather berries and fruits," he said. "We will surprise your father with a tasty treat before you return home."

15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.

16 "What is wrong, my friend?" asked Dorje.

17 "Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. "H-h-how can this be?" he sputtered. "Is such a thing even possible?"

19 "It was a freak accident," Sonam replied. "After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal." Then a twinkle crept into his eyes.

20 "Oh!" was all Dorje could say at first. Then a look of shame and relief spread over his face. "Now I understand, my friend," he said. "Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed."

21 Just then, Dorje's children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.

22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, "I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold."

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Think Use what you learned from reading the folktale to respond to the following questions.

1 In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase "the touch of Midas" in paragraph 2?

- **A** to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
- **B** to compare Dorje and Sonam's good fortune in finding the vase to Midas's ability to make gold
- **C** to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
- **D** to compare Dorje and Sonam's rare golden treasure to similar treasures owned by rich kings like Midas

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word pewter in paragraph 7?

- **A** a metal that shines like gold
- **B** a metal that is soft and melts easily
- **C** a metal that is not costly
- **D** a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

> "Alas!" sighed Dorje dramatically. "Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all."

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3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of "A Golden Vase and Two Bright Monkeys"?

A tried

B watched

C found

D copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing . . . .

4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: "to change completely in appearance or structure." Underline the word that **best** fits the definition.

"Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught.

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Write

5 **Short Response** Paragraph 19 of the passage uses the phrase "freak accident." Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.

Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.

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Tools for Instruction

Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

Step by Step 30–45 minutes

1 Introduce and explain word roots.

- Display the following words, and draw attention to the shared root *tele* by underlining it.

  tele**vision** tele**phone** tele**scope**

- Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
- Say, *The word root* tele *means "at a distance." How does the meaning of* tele *relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

2 Model interpreting word roots and word meanings.

- Display a group of familiar words with a shared root, along with the **Word Roots Chart**.

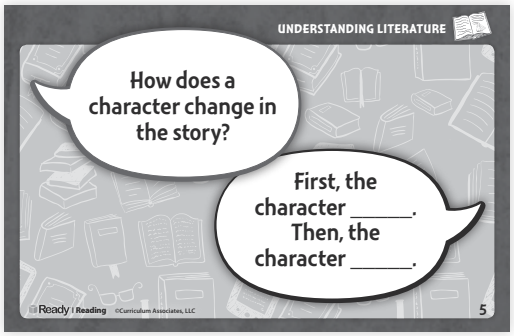
  vision visitor invisible visibility

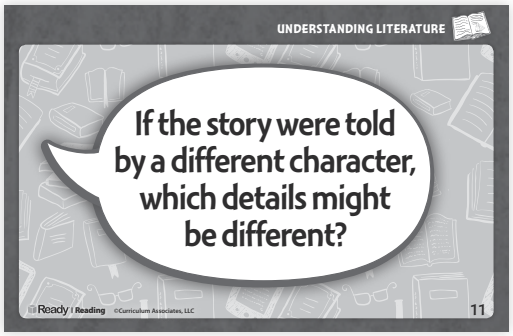
- Model how to use known meanings to figure out the meaning of unknown words. Say, *I know* vision *is the ability to see, and a* visitor *goes to see someone or something. If something is* invisible, *no one can see it.* Visibility*—what could that mean? The other words had something to do with seeing, so I think* visibility *has to do with being able to see clearly—how easy it is to see something.*
- Identify the word root *vis* and its meaning "to see." Underline *vis* in each word. Then record your thinking in a word roots chart.

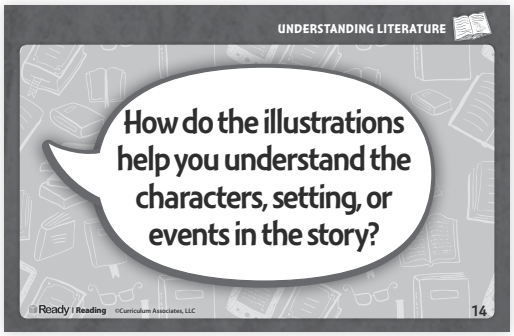
Word	Word Meaning	Word Root	Word Root Meaning
vision	the act of seeing	vis	to see
visitor	someone who goes to see someone or something	vis	to see
invisible	something that cannot be seen	vis	to see
visibility	how easily something can be seen	vis	to see

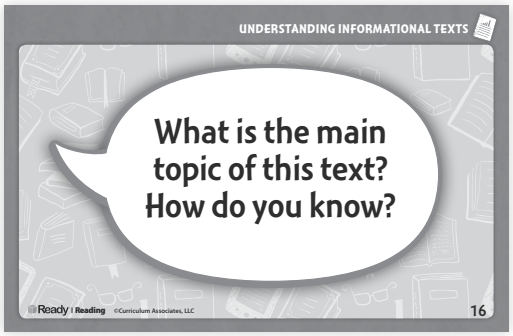
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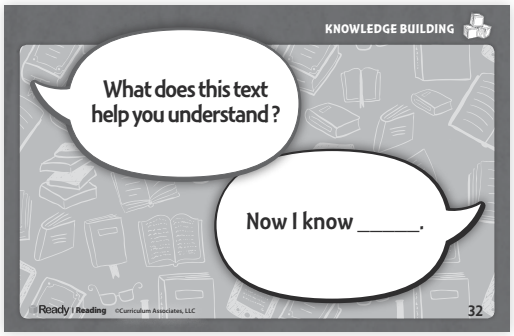
Reading Discourse Cards

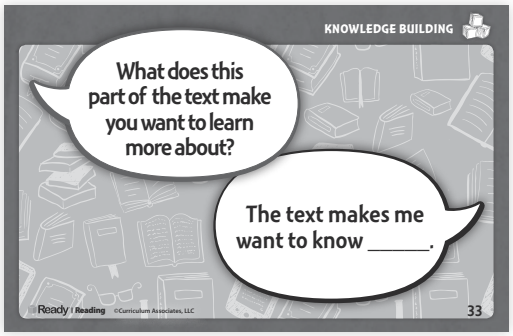


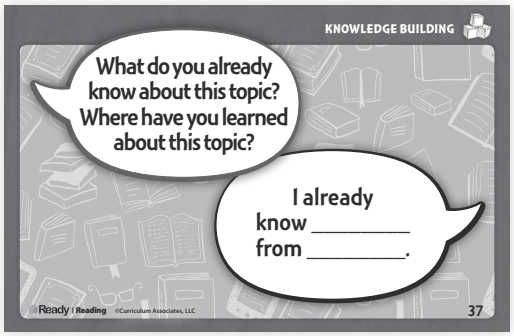


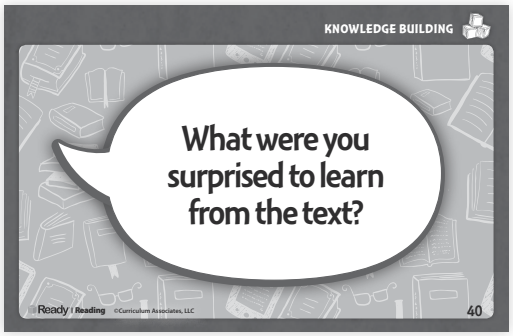


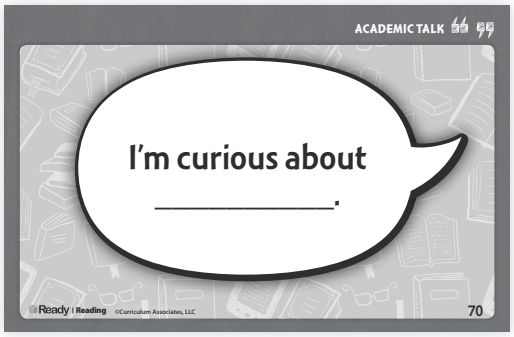








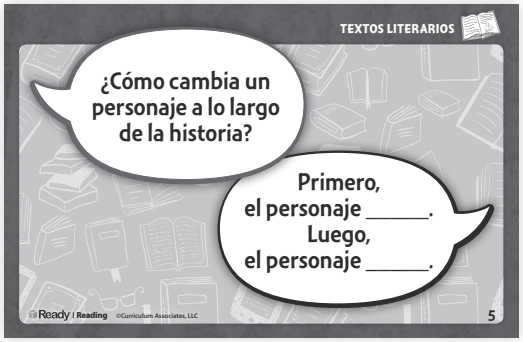


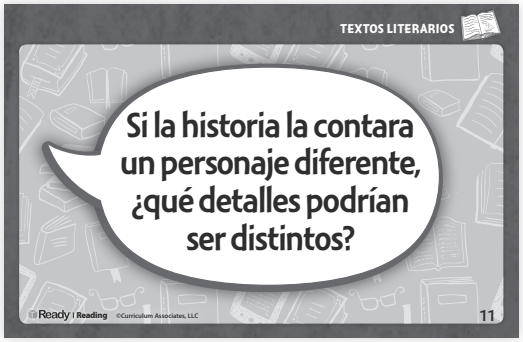


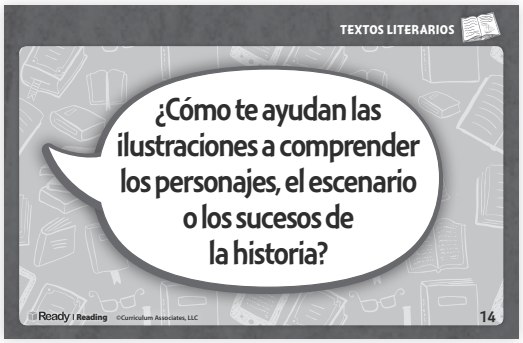


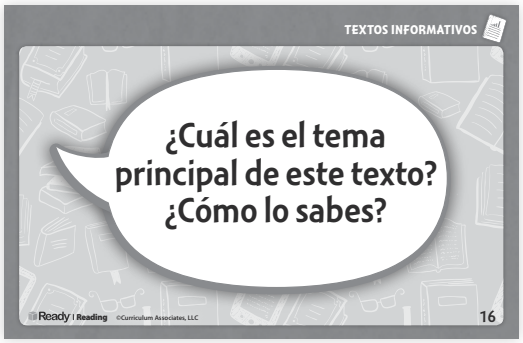
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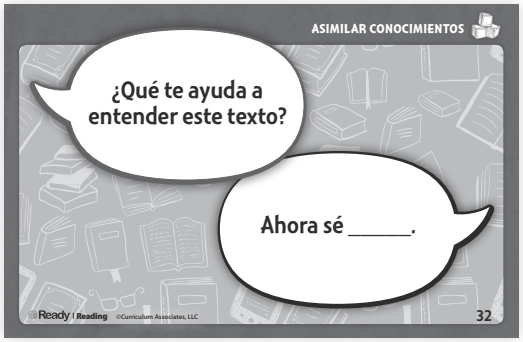
Tarjetas de discusión



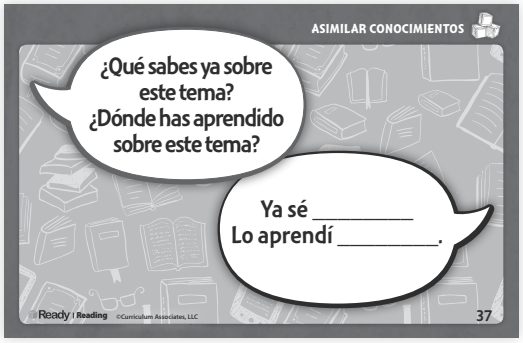




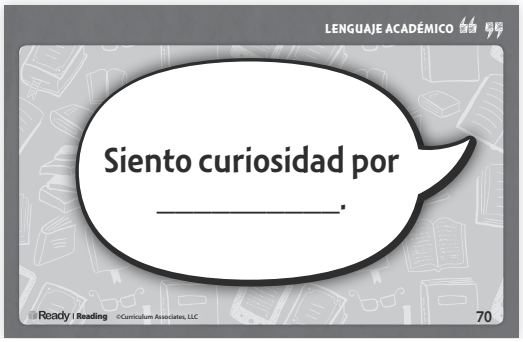


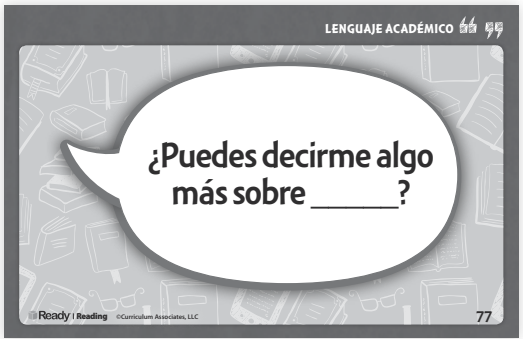












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