

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?"

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 <u>rocket</u> , 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 <u>failure</u> . 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 <u>combustible</u> . 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: _____

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.

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.

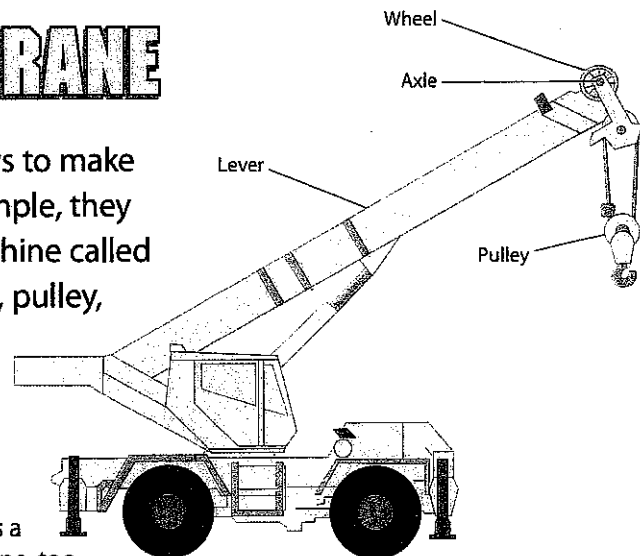
- ▶ **Read** Informational texts often have words people don't use in everyday life.
 - Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
 - Other words, called **academic words**, 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 conceived of, 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.

- **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 phrases to talk about the text.

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

Fire and Air

by Johanna Joyner

- 1 Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.
- 2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.
- 3 To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

4 Materials You Will Need

- **MOST IMPORTANT:** A TEACHER HELPING YOU
- three small candles (tealights)
- three saucers
- two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?

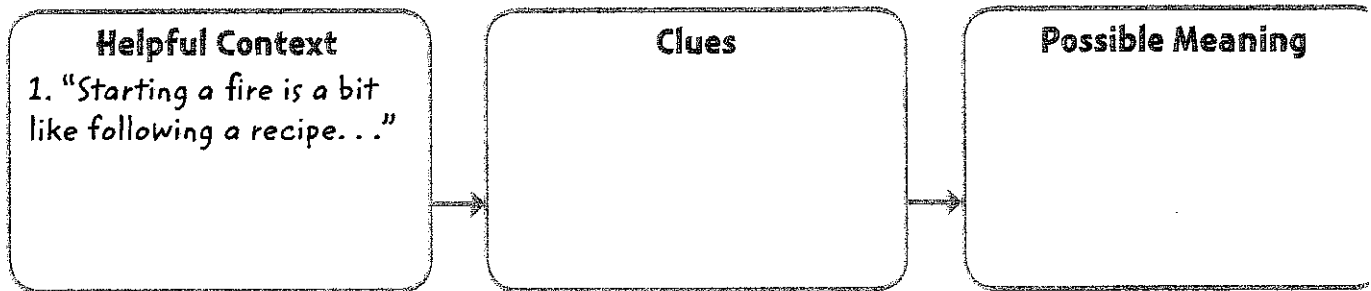


Think

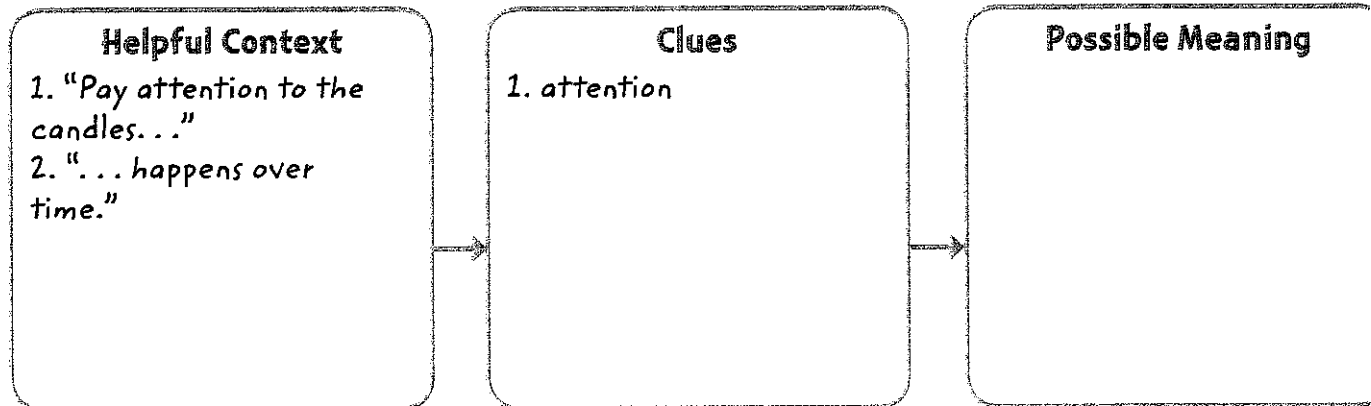
- 1 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

A chart will help you identify the parts of the text that provide context clues.

Combust means:



Monitor means:



Talk

- 2 Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?

Write

- 3 **Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.

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 |
|--------------------|----------------|--------------|---------|
| <i>graph</i> | "write" | <i>act</i> | "do" |
| <i>vis, vid</i> | "see" | <i>photo</i> | "light" |
| <i>phon, phono</i> | "sound, voice" | <i>port</i> | "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 |
|--------------|------------|-----------------------|-------------------|
| <i>auto-</i> | "self" | <i>-ist, -er, -or</i> | "someone who" |
| <i>tele-</i> | "distance" | <i>-able, -ible</i> | "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.

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