Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Reading – Context Clues Expert

Instructional unit: Unit 4 “It’s a Matter of Opinion”
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The task: The teacher will give students a definition for context clues (the words, phrases, and sentences around the word you do not know). Many sentences and paragraphs give enough information for a reader to determine the meaning of unfamiliar words he or she will encounter when reading. The teacher will display a chart listing the different kinds of context clues.

1. Definitions or synonyms – Writers will sometimes give a definition or a synonym of a difficult word. A definition or synonym often follows a comma, a dash, or such words as or, is called, that is, and in other words. These clues are often found in expository books.

2. Concrete examples – Writers may provide examples that clarify a difficult concept or idea. This example can help a reader understand the meaning of difficult words. Authors may use signal words to hint that a signal is coming, such as including, for instance, to illustrate, are examples of, and for example. The reader might find the example of the difficult word in the previous sentence, the same sentence, or the following sentence.

3. Contrast clues – Authors sometimes use antonyms to clarify the meaning of the challenging word.

The teacher selects passages (display on an overhead transparency and/or give students a copy of the passage) with examples of each kind of context clues discussed. The teacher reads the passage orally, and students identify which context clues are present in the passage. Students can also work in small groups or independently using the clues from passages to help them discover the meanings of the unfamiliar words they have identified. The students will state the word, the page number where the difficult word is found, list what clues from the text helped them uncover the word, and then record their definition of the word. The students must then check their definition with the correct meaning of the word.

Differentiated Instruction:
- Have students state the word and its meaning (or have them draw a picture of the word’s meaning)

Modifications/Accommodations:
- Monitor progress of
- Provide a template of the task criteria for organization of clarity

Focus Standards:
ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
The student
a. Reads a variety of texts and incorporates new words into oral and written language.
b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).
c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.
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d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.
f. Identifies the meaning of common idioms and figurative phrases.
g. Identifies playful uses of language (e.g., puns, jokes, palindromes).
h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.
i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.