

## CONTEXT CLUES

## EXACT TEKS WORDING (FROM TEA)

*“use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words”*

## WHAT DOES THIS MEAN TO ME?

**When I meet a word I do not know, I look at the words around it.**

**The sentence and the sentences nearby can hold clues about what the word means.**

**When I find a meaning, I name the clue that helped me, so I can prove my answer.**

## THIS WEEK'S FOCUS

## Context Clues

from “Benjamin Franklin and Electricity”

This week we practice context clues with words from “Benjamin Franklin and Electricity.” We notice definitions, choose with contrast, show with examples, own with inference, and defend multiple meanings.

This deck teaches **context clues** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week we are studying context clues. When we meet a word we do not know, we look at the words around it for clues about its meaning.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

**“This week we will notice definition and restatement clues, choose meanings from contrast clues, show how examples help, own inference clues, and defend the meanings of multiple-meaning words.”**

▶ Point to the five thinking levels. Preview the week.

**PREP & MATERIALS:** the Context Clues slide deck for Cluster 4 Module 4 . a class or student copy of “Benjamin Franklin and Electricity” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to name one context clue they already know.

## RAISE THE THINKING

Ask a student how they would figure out an unfamiliar word without a dictionary.

TODAY'S THINKING JOB

## NOTICE

"I can notice a definition or restatement clue."

EXACT TEKS WORDING

*"use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words"*

### Notice the context clue.

Read this sentence from the passage. Find the words that tell what the bold word means.

"His inventions could be used to solve real problems and improve **everyday** life, the regular, normal parts of living."

**I CAN** | I can notice a definition or restatement clue that tells me what a word means.

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Grade 3 · Cluster 4 · Context Clues · Monday

TEKS 3.3(B) · Context Clues · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a definition or restatement clue."

▶ Read the I can statement aloud, then the task on the slide.

"Listen as I read the sentence. I am looking for the words that tell me what everyday means."

▶ Read the sentence aloud twice. Give think time, then have students write the meaning on the NOTICE row.

**ANSWER KEY:** The words near everyday restate its meaning.

### CHECK FOR UNDERSTANDING

Ask a student to point to the words that give the meaning of everyday.

### COMMON MISCONCEPTION

Students may guess without reading the clue words. Guide them back to the sentence.

### POSSIBLE STUDENT QUESTION

How do I know which words are the clue? Look for words that explain, define, or restate the bold word.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what kind of clue this is and how they know.

TODAY'S THINKING JOB

## CHOOSE

"I can choose a word's meaning from a contrast clue."

EXACT TEKS WORDING

*"use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words"*

### Choose the meaning.

Read the sentences. What does **serious** mean? Use the contrast clue to decide.

**"Lightning strikes often caused **serious** damage, not small or unimportant."**

**A** very funny • **B** very bad or severe • **C** very small

**I CAN** | I can choose a word's meaning when a contrast clue shows the opposite.

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Grade 3 • Cluster 4 • Context Clues • Tuesday

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### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose a word's meaning from a contrast clue."**

▶ Read the I can statement aloud, then the task on the slide.

**"Read the sentences and all three choices. The contrast clue shows the opposite of serious."**

▶ Have students choose privately, then share with a partner.

**ANSWER KEY:** The contrast clue shows what serious means.

### CHECK FOR UNDERSTANDING

Ask a student to name the contrast word or phrase.

### COMMON MISCONCEPTION

Students may not notice the signal word. Look for but, however, not, or unlike.

### POSSIBLE STUDENT QUESTION

What is a contrast clue? A contrast clue shows the opposite meaning.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the right meaning. Keep the demand at this level.

### RAISE THE THINKING

Ask a student to explain why the other choices do not fit.

TODAY'S THINKING JOB

## SHOW

"I can show how examples help me know what a word means."

EXACT TEKS WORDING

*"use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words"*

### Show what the clue does.

Read both sentences. What do the examples show that **discoveries** means?

**"His inventions and discoveries showed how science could help."**  
**"He found that metal conducts electricity and that lightning rods keep buildings safe."**

**I CAN** | I can explain what examples show about a word's meaning.

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Grade 3 · Cluster 4 · Context Clues · Wednesday

TEKS 3.3(B) · Context Clues · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

### TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show how examples help me know what a word means."**

▶ Read the I can statement aloud, then the task on the slide.

**"The examples in the next sentence show what discoveries means."**

▶ Take two or three answers. Push students to name the examples.

**ANSWER KEY:** The examples show what discoveries means.

### CHECK FOR UNDERSTANDING

Ask a student to list the examples that show what discoveries means.

### COMMON MISCONCEPTION

Students may give the definition without naming the examples. Require the examples.

### POSSIBLE STUDENT QUESTION

How do examples help? They show kinds or types of what the word means.

### RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the clue type. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what other examples could fit the same word.

## TODAY'S THINKING JOB

# OWN

"I can use sentences around a word to figure out its meaning."

### EXACT TEKS WORDING

*"use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words"*

## Own it. Use the sentences around the word.

What does **guide** mean? How do you know? Read both sentences.

**"He wondered if there was a way to **guide** lightning safely into the ground."**

**"The rod and wire gave the electricity a path to follow."**

**I CAN** | I can use sentences beyond the word's sentence to figure out its meaning.

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Grade 3 · Cluster 4 · Context Clues · Thursday

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## TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can use sentences around a word to figure out its meaning."**

▶ Read the I can statement aloud, then the task on the slide.

**"Read all the sentences. The meaning of guide is not stated directly. You have to infer it."**

▶ Model thinking aloud, then have students write their inference on the tracking sheet.

**ANSWER KEY:** The sentences around guide help us infer the meaning.

## CHECK FOR UNDERSTANDING

Ask a student which sentences helped and what they inferred.

## COMMON MISCONCEPTION

Students may guess without reading the surrounding sentences. Guide them to read before and after.

## POSSIBLE STUDENT QUESTION

What is an inference clue? An inference clue makes you use the sentences around the word to figure out the meaning.

## RPLD EVIDENCE & ADVICE

OWN at Advanced is about using multiple sentences. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to explain their thinking step by step.

## TODAY'S THINKING JOB

# DEFEND

"I can defend the meaning of a multiple-meaning word."

### EXACT TEKS WORDING

*"use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words"*

## Defend the meaning.

The word **top** has more than one meaning. Explain what top means in each sentence and how you know.

**"A metal rod placed on **top** of a building."**

**I CAN** | I can use the sentence to prove which meaning of a multiple-meaning word fits.

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## TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can defend the meaning of a multiple-meaning word."**

▶ Read the I can statement aloud, then the task on the slide.

**"The word top has more than one meaning. Read each sentence and decide which meaning fits."**

▶ Have students write both meanings and the proof for each on the DEFEND row.

**ANSWER KEY:** The word top means different things in each sentence.

## CHECK FOR UNDERSTANDING

Ask a student to name both meanings and prove each one.

## COMMON MISCONCEPTION

Students may use only one meaning for both sentences.  
Require proof for each.

## POSSIBLE STUDENT QUESTION

How do I know which meaning fits? Read the whole sentence.  
The words around the word tell you which meaning the author intended.

## RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving which meaning fits.  
Keep the demand at this level.

## RAISE THE THINKING

Ask a student to think of a third meaning for the word.

## Find a context clue on your own.

Go back to the passage. Find one word you do not know. Copy the sentence, name the clue type, and write the meaning.

**Go back to the reading.  
Find one word you do not know.  
Copy the exact sentence. Then name the clue type  
and write what the word means.**

**I CAN** | I can find a word I do not know and use a context clue to figure out its meaning.

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### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to find a context clue on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Copy the exact sentence. Then name the clue type and write what the word means."**

▶ Circulate and note who names the clue type without help.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for students who name both the clue type and the meaning.

### COMMON MISCONCEPTION

Students may write a meaning without naming the clue type. Require both.

### POSSIBLE STUDENT QUESTION

What if I cannot find a word I do not know? Look for a word that has more than one meaning.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the strategy. Look for the clue type and the meaning.

### RAISE THE THINKING

Ask an early finisher to find a second word and a different clue type.

Answers, across the five thinking levels.

**NOTICE** **everyday.** regular and normal parts of living.

**CHOOSE** **B.** very bad or severe.

**SHOW** **discoveries.** things learned by studying or testing.

**OWN** **guide.** to direct something along a path.

**DEFEND** In the first sentence, **top** means the highest point of something. In the second sentence, **top** means a spinning toy.

**YOUR TURN** Answers vary.

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the sentence and find the clue."**

▶ Celebrate students who named the clue type, not only the meaning.

## CHECK FOR UNDERSTANDING

Students can name the clue type and the meaning.

## COMMON MISCONCEPTION

Naming the meaning without the clue type. Ask which type helped.

## POSSIBLE STUDENT QUESTION

Why do I need to name the clue type? Because knowing the type helps you use the same strategy with new words.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the clue type and the proof.

## RAISE THE THINKING

Ask a student which clue type they found hardest and why.

## CONTEXT CLUES

READ THIS PASSAGE EXCERPT.

**“His inventions and discoveries showed how science could help.”**

**What does the word *discoveries* mean?**

**A** songs written for a show

**B** things learned by studying or testing

**C** pictures drawn by hand

**D** stories told at bedtime

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### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, the kind you see on the state assessment.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices before you decide. The best answer fits the clues in the passage.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

#### CHECK FOR UNDERSTANDING

Students choose by the context clues, not by guessing.

#### COMMON MISCONCEPTION

Choosing the most familiar word instead of reading the clues.

#### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Go back to the passage and find the clue words.

#### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

#### RAISE THE THINKING

Ask why each wrong choice is wrong.

## CONTEXT CLUES

### The answer is B.

- A** **songs written for a show**  
Songs written for a show does not match the clues in the passage.
- B** **things learned by studying or testing** **Correct.**  
The words around discoveries show that it means things learned by studying or testing.
- C** **pictures drawn by hand**  
Pictures drawn by hand does not match the clues in the passage.
- D** **stories told at bedtime**  
Stories told at bedtime does not match the clues in the passage.

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### TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

#### The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The correct answer is B. The most important part is understanding why."**

▶ *Reveal each choice's reason.*

**"Each wrong choice sounds possible, but the context clues in the passage prove the right answer."**

▶ *Have students write one sentence explaining why the correct answer fits.*

#### CHECK FOR UNDERSTANDING

Students can point to the clue words that prove the answer.

#### COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the clue words.

#### POSSIBLE STUDENT QUESTION

What if I still do not agree? Read the passage one more time and look for the clue words near the bold word.

#### RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

#### RAISE THE THINKING

Ask a student to write a new sentence using the word and a context clue.