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.

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

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.

<table>
<thead>
<tr>
<th>Helpful Context</th>
<th>Clues</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**
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*.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>“write”</td>
<td>act</td>
<td>“do”</td>
</tr>
<tr>
<td>vis, vid</td>
<td>“see”</td>
<td>photo</td>
<td>“light”</td>
</tr>
<tr>
<td>phon, phono</td>
<td>“sound, voice”</td>
<td>port</td>
<td>“carry”</td>
</tr>
</tbody>
</table>

- **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*.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>auto-</td>
<td>“self”</td>
<td>-ist, -er, -or</td>
<td>“someone who”</td>
</tr>
<tr>
<td>tele-</td>
<td>“distance”</td>
<td>-able, -ible</td>
<td>“able or capable”</td>
</tr>
</tbody>
</table>

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

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.

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.

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.
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.

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.
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.
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?

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.