

Lesson 5

Using Context and Morphology

1ST READ Read the Text

Introduce Provide context for the texts. *We all have problems. Sometimes they are minor, like not being able to find something or being annoyed with a friend. But sometimes they are major, like living through a natural disaster or poverty. We'll read about people who are overcoming serious problems.*

Read Have students read the directions for Text a, Text b, or Text c. Use **RED Routine 2: Scaffolded Reading** to read the text together.

Analyze the Question Type

Discuss Read Question 1 aloud and discuss the question type. *This question is an open-ended constructed response. The question is called open-ended because you will come up with your own answer rather than choosing from responses. Your answer will probably not be the same as someone else's. How do you answer this kind of question? Provide a sentence frame. I have to _____. (write an answer to the question using my own words)*

How can you tell? Provide a sentence frame. I know I must use my own words to answer because _____. (the directions state, "Write a definition of the underlined word and tell what clues you used to determine the meaning")

2ND READ Apply the Question Strategy

In the second read, focus on Question 1 to deepen students' understanding of the text. Explain that Question 1 asks students to identify clues to word meaning. *As you read, you might run into words you don't know or words that are used in an unusual way. You can use clues in the passage and clues in the word itself to help you figure out the meanings.*

Reread the question. Model the Context and Morphology thinking strategy students might use to answer the question. Use the **Graphic Organizer** on page 89.

Model Text a: Out of the Rubble

1. Identify the Unfamiliar Word Read the first section aloud as students follow along. Then read the first paragraph of the second section. *Listen to the first sentence in the second section again. "The next few weeks were so horrific, Makendy says he 'went crazy,' and he can't remember what happened very well." I want to figure out what horrific means. Write the word horrific on the graphic organizer.*

2. Find Context Clues *What is this text mostly about? (an earthquake in Haiti)* Add the topic to the graphic organizer. *Considering the topic is important because many words have multiple meanings or uses, and we must think about the topic, or context, of the passage, to determine which meaning is appropriate. Let's think about the situation. What do you know about what happened? How do you think you would feel in Makendy's situation? The context gives us a clue to what horrific means.*

Question Type

- Open-Ended Constructed Response

Resources to Differentiate

- Context and Morphology Graphic Organizer, page 89
- Text a, 770L, page 90
- Practice a, page 92
- Text b, 1030L, page 94
- Practice b, page 96
- Text c, 1060L, page 98
- Practice c, page 100

Test-Taking Strategy

1. Read the passage.
2. Read the questions.
3. Reread the passage, making notes of information related to the question.
4. Make a brief outline to plan each response.

Resource Links

4 RDI Book 4: p. 85

SAM Keyword: Context



Lesson 5

Using Context and Morphology Continued

Gradual Release Model

- **1st Read:** Whole-Group Instruction
- **2nd Read:** Whole- or Small-Group Instruction
- **Questions 2, 3, & 4:** Small-Group Instruction, Pairs, or Independent Practice

3. **Find Morphological Clues** *The word horrific has the same root as several other words, such as horror. What other words are similar to horror? (horrible, horrendous, horrid, horrify) Write horr + if + ic on the graphic organizer. The suffix -ic means the word is an adjective. Horrific describes the time following the earthquake.*
4. **Write the Meaning** *What do you think horrific means? Combine what you learned from context and morphological clues. (Horrific describes the time after the earthquake, and it's similar to horrible. It must mean something like terrible, really bad, unbelievably bad, awful.) Write the meaning on the graphic organizer.*

Model Text b: Sounds of Hope

1. **Identify the Unfamiliar Word** Read the first paragraph aloud. *There is a word in the first sentence that might be unfamiliar—sidestepping. Write the word sidestepping on the graphic organizer.*
2. **Find Context Clues** *What is this text mostly about? (This text is about a group of teenage musicians who live in a landfill.) Write the topic on the graphic organizer. What is life like in a landfill? It says that one musician “hops over a sewage-filled creek,” so I will write that this place is full of garbage. Garbage can be dirty and smelly. I know that if there’s garbage all around me, I will want to watch my step everywhere I go. That gives me a clue about the word sidestepping.*
3. **Find Morphological Clues** *The word sidestepping is a compound word. It is one word made of two words written together as one. To figure out the meaning of the word as it is used in the passage, let’s look at the parts—side, step, and ing. Write the word parts on the graphic organizer. Stepping is walking from one place to another. If you are sidestepping, you are walking to the side of something. Maybe something is in your way, or you want to avoid it, so you move to the side.*
4. **Write the Meaning** *If we combine the context clue with the information about the two words in the compound word, what does sidestepping mean in this context? (stepping to the side of something because it’s unpleasant) Write the meaning on the graphic organizer.*

Model Text c: The Africa You Haven’t Heard About

1. **Identify the Unfamiliar Word** On the reread, stop after the third paragraph of the section “China’s Role.” *I’d like to figure out what the word misperceive means. Write the word misperceive on the graphic organizer.*
2. **Find Context Clues** *Let’s look at the context. What is this text mostly about? (This text is about the ways the continent of Africa is changing.) Write the topic on the graphic organizer. There is a contrasting situation in the text: The United States understands one thing, and China understands another. China sees promise, but the United States doesn’t. So misperceive in this context means “understands incorrectly,” according to the speaker.*

- 3. Find Morphological Clues** *Let's look at the word parts. These are the word parts: mis, perceive. I know that when I perceive something, I see it or I understand it. Perceive is the base word. What is the prefix? Write the word parts on the graphic organizer. What does the prefix mis- mean? ("incorrect," "lack of," "badly," "wrongly")*
- 4. Write the Meaning** *What do you think misperceive means? Combine what you learned from context and morphological clues. I know the author is contrasting two views of Africa. If the U.S. doesn't see the "promise," maybe the U.S. is incorrect or wrong in its view or understanding of Africa. I think misperceive means "to show a lack of understanding or understand incorrectly." Write the meaning on the graphic organizer.*

Analyze Responses

Guide students through the response for Question 1. Model your thinking as you read the response and analyze whether it can be supported with evidence from the text.

Analyze Text a: Out of the Rubble

Horrific means "unbelievably bad." Horrific has the same root as other words I know, such as horror, horrible, horrendous, horrid, and horrify. All of those words mean that something is really bad, so bad that it's hard to believe. Certainly being in the earthquake and not being able to find your family would be horrible. "The next few weeks were so horrific, Makendy says he 'went crazy,' and he can't remember what happened very well." Because horrific is an adjectival form of horror, I think it means "unbelievably bad."

Guide students to write their answers on their Practice Tests.

Analyze Text b: Sounds of Hope

The word sidestepping means "stepping to the side." First, I thought about the context in which the word is used. This passage is about people who live in a slum that is built on a landfill, a garbage dump. "Sidestepping the rotten food and splintered furniture that litter the ground, a young Paraguay musician makes her way to rehearsal." If I were walking through a garbage dump, I would try to step to the side of any garbage or trash.

Guide students to write their answers on their Practice Tests.

Analyze Text c: The Africa You Haven't Heard About

Misperceive means "to see or understand incorrectly." This is my thinking: There is a contrast between what the United States understands about Africa's economic situation and what China understands—according to the speaker. "While America may largely misperceive Africa as a disaster zone, China sees the continent's promise," says New York Times columnist Nicholas Kristof." I also use clues in the word parts. In this case, the word parts mis- and perceive mean "incorrectly" and "understand." Both the context of the passage and the meanings of the word parts confirm the meaning of misperceive.

Guide students to write their answers on their Practice Tests.

Lesson 5

Using Context and Morphology Continued

3RD READ Practice the Task

Have students read the remaining questions. Have them reread the text and gather evidence to answer the remaining questions. Remind students that they may want to refer to the **Graphic Organizer** on **page 89**. When students finish, encourage them to share their work with the group.

Check Progress Refer to **Item Analysis**, pages 200–202.

Lesson 5**Graphic Organizer****Question Strategy: Using Context and Morphology**

Good readers use clues to help them figure out the meaning of a word they don't know. Two important kinds of clues are **context clues** and **morphological clues**.

Context clues include the topic and any hints in the text around the word. **Morphological clues** are parts within the word, such as a root word, base word, prefix, or suffix.

Use the graphic organizer to help identify word meanings:

Word	Context Clues
<p><i>"What word from the text is unfamiliar?"</i></p>	<p><i>"What is the topic? What explanation, example, synonym, or antonym does the author include?"</i></p>

Morphological Clues	Word Meaning
<p><i>"What parts does the word contain, such as root word, prefix, and suffix? What is the meaning of each part?"</i></p>	<p><i>"What's the meaning of the word?"</i></p>

Resource Links

4 RDI Book 4: p. 89

SAM Keyword: Context

Use with pages 85–88.



Lesson 5: Text b

Directions: Read the following text. Then answer questions 1 through 4.

Sounds of Hope

Teens in Paraguay play musical instruments made of trash.

by Brooke Ross

Sidestepping the rotten food and splintered furniture that litter the ground, a young Paraguay musician makes her way to rehearsal. The violin case slung on her back bounces as she hops over a sewage-filled creek.

What's inside the case, however, is no ordinary violin. It's made from a salad bowl, a CD, and hunks of wood. A fork holds the instrument's strings in place.

The violinist, Ada Rios, 13, is a member of the Orchestra of Instruments Recycled From Cateura, a group of teen musicians whose instruments are made from the trash that surrounds their village. Cateura, on the outskirts of Paraguay's capital, Asunción, is a slum built on a massive landfill.

Cateura is home to 2,500 families, with 20 teens currently in the orchestra. They play everything from the classical works of Beethoven and Mozart to Beatles tunes. Judging by their sound, you'd never know that their instruments are made of oilcans, barrels, and other debris.

Now the orchestra is attracting worldwide attention. The musicians are being filmed for a documentary, *Landfill Harmonic*. The film will show how the community turns trash into instruments and the effect that being part of an orchestra can have on kids.

In Paraguay, nearly 35 percent of the population lives in poverty, compared with 15 percent in the United States. In Cateura, a real musical instrument costs more than a house, says Favio Chavez, the orchestra's founder. About 1,500 tons of waste are dumped at the landfill each day, and residents earn a living scavenging through the garbage for things they can recycle and sell.

(Continued on next page)

Use with pages 85–88.



Chavez started teaching music in Cateura five years ago as a way to keep kids out of trouble. When he needed more instruments, he asked the landfill workers if they could build some from the trash. First, the men repaired a broken drum. Next, they built a guitar. The orchestra took off from there.

The group has already performed in Brazil and Colombia. The teens will travel to Arizona this year to play at the Musical Instrument Museum in Phoenix. Chavez hopes the orchestra gives Cateura’s kids a way out of the landfill. Ada says music has already changed her life.

“When I listen [to] the sound of a violin, I feel butterflies in my stomach,” she says. “It’s a feeling that I don’t know how to explain.”

“Sounds of Hope” by Brooke Ross from *Junior Scholastic* magazine, April 15, 2013. Copyright © 2013 by Scholastic Inc. All rights reserved.

Resource Links

4 RDI Book 4: p. 95

SAM Keyword: Context

Use with pages 85–88.



Lesson 5: Text b

Using Context and Morphology

Directions: Use “Sounds of Hope” to answer the questions.

1. Write a definition of the underlined word and tell what clues you used to determine the meaning.

Sidestepping the rotten food and splintered furniture that litter the ground, a young Paraguay musician makes her way to rehearsal. The violin case slung on her back bounces as she hops over a sewage-filled creek.

2. Write a definition of the underlined word and tell what clues you used to determine the meaning.

Judging by their sound, you’d never know that their instruments are made of oilcans, barrels, and other debris.

(Continued on next page)

Use with pages 94–95.



Resource Links
4 RDI Book 4: p. 96
SAM Keyword: Context

Name _____

3. Read the sentences from the text on the left. Then match each sentence to a definition on the right to show the best meaning of the underlined word in the sentence.

“The musicians are being filmed for a documentary, *Landfill Harmonic*.”

“The violin case slung on her back bounces as she hops over a sewage-filled creek.”

“Now the orchestra is attracting worldwide attention.”

hanging by a strap

gaining interest

popular movie

nonfiction movie

hoping for

4. What are the main reasons Favio Chavez founded the Orchestra of Instruments Recycled From Cateura? Mark the two that apply.

- A) He wanted to give the teenagers of Cateura the experience of belonging to an orchestra.
- B) He wanted to get rid of all the trash that was piling up in the local landfill.
- C) He wanted to become well known and respected as an orchestra conductor.
- D) He wanted to show that the poorest community could find a way to create its own instruments and make beautiful music.

Resource Links

4 RDI Book 4: p. 97

SAM Keyword: Context

Use with pages 94–95.



Lesson 5: Text b Graphic Organizer

Word
<p><i>"What word from the text is unfamiliar?"</i></p> <p>sidestepping</p>
Context Clues
<p><i>"What is the topic? What explanation, example, synonym, or antonym does the author include?"</i></p> <p>people living in a slum on top of a landfill</p>
Morphological Clues
<p><i>"What parts does the word contain, such as root word, prefix, and suffix? What is the meaning of each part?"</i></p> <p>Base words are <i>side, step</i>. Suffix is <i>-ing</i>.</p>
Word Meaning
<p><i>"What's the meaning of the word?"</i></p> <p>step to the side of something</p>

Lesson 5: Text b Practice: Using Context and Morphology

1. Evidence-Based Constructed Response

2-point Scoring Rubric	
<p>2 The response explains the meaning of <i>sidestepping</i>, and it gives supporting details from the passage.</p> <p>1 The response explains the meaning of <i>sidestepping</i>, but does not give supporting details from the passage.</p> <p>0 Incorrect or blank</p>	<p>Sample Correct Response: The word <i>sidestepping</i> means "stepping to the side." This passage is about people who live in a slum that is built on a landfill, a garbage dump. If I were walking through a garbage dump, I would try to step to the side of any garbage or trash.</p>

2. Evidence-Based Constructed Response

2-point Scoring Rubric	
<p>2 The response explains the meaning of <i>debris</i> and it gives supporting details from the passage.</p> <p>1 The response explains the meaning of <i>debris</i>, but does not give supporting details from the passage.</p> <p>0 Incorrect or blank</p>	<p>Sample Correct Response: <i>Debris</i> means "fragments or scraps of rock or other materials." In this passage, the author uses the word to contrast with the beautiful music made by the instruments that are created from junk in the landfill ("<i>oilcans, barrels, and other debris</i>"). So I know <i>debris</i> is some kind of waste or trash material.</p>

3. Selected Response

documentary=nonfiction movie

slung=hanging by a strap

attracting=gaining interest

Popular movie is not the meaning of **documentary** because it is not a category of film.

Hoping for is not the meaning of **attracting**; it means wishing for something, not gaining interest in something.

4. A and D: Selected Response With Multiple Answers

Choices A and D are the correct answers. Chavez wants to give Cateura's kids "a way out of the landfill" and the experience of belonging to an orchestra.

Choices B and C are incorrect because they are not expressed anywhere in the text.