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| **Teacher**: Courtney Fisher  **Topic**: Reading Comprehension  **Grade**: **11th** | | |
| **Essential Question**: What can I do to better understand reading? | | |
| **NCTE/ILA Standard for ELA**: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). | | |
| **SOL & Essential Skills from Curriculum Framework**:  11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.  use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | | |
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| **Anticipatory Set** | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Identify reading strategies | | 1. Ask students to brainstorm strategies they use when reading to better understand the content and vocabulary |
| **Main Lesson Activities**  *[Be specific; break tasks down into manageable steps. Include samples and questions.]* | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Describe how to use context clues 2. Identify the steps for using context clues 3. Use context clues as a vocabulary strategy 4. Understand how to use pre-reading, during reading, and post-reading questing to understand literature 5. Use pre-reading, during reading, and post-reading questing to understand literature | | 1. Model how to use content clues using the first problem on the context clues worksheet   I wouldn’t mind sharing with Patrick: implies this is a negative quality  A piece of everything on campus: thinks he deserves everything  Patrick obnoxiously thinks he deserves everything for no reason  Entitled: Feeling like a person deserves special treatment for no reason   1. Guided practice with second problem on worksheet   Joseph was the true king: implies that thrown was wrongfully taken  Uncle was ruling cruelly: Uncle has the throne  Usurp: to take a throne wrongfully  3. Instruct students to complete the worksheet on their own, then share answers.  Answers will vary, but she should be close to the dictionary definition of the words  4. Go over the reading strategy worksheet and ask the students if they understand all of the questions  5. Instruct the students to read “Only the Dead Know Brooklyn” in their groups and use the Reading Strategy worksheet to guide their reading |
| **Closure**  *[Wrap up and reflect on the day’s learning; connect to homework or next lesson.]* | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Identify effective reading strategies to increase comprehension | | 1. Ask students to reflect about if they found these strategies helpful and how they can continue to use them |

***Instructional Materials***:

                                                                                                 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues 3.7

**Directions:** read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **entitle**: I wouldn't mind sharing with Patrick if he didn't act like being a part of the Witherspoon family **entitled** him to a piece of everything on campus.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

2. **usurp**: Though Joseph was the true king, his uncle **usurped**the throne and was now ruling the land quite cruelly.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

3. **candid**: When around his coworkers, Alan said that he agreed with the boss's new policy, but his **candid**opinion was that it would drive away customers.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

4. **magnanimous**: The **magnanimous**judge released the young offender who had been caught stealing bread by saying, "Everybody has to eat," and slamming down his gavel.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

5. **acquiesce**: Angela did not want to go to the party. She wanted to study for the exam, but her sister nagged her so much that Angela finally **acquiesced**and agreed to go.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

6. **grievance**: The workers wrote an anonymous letter to their boss in which they expressed their **grievances**:long working hours, low pay, and dangerous working conditions.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

7. **seize**: The police officer **seized**the firework from the underage children.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

8. **deprive**: The students were angry that the principal **deprived**everyone of prom because of the actions of a few individuals.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

9. **ascertain**: Kevin told me that there is no homework. Katie told me that we are supposed to study for a quiz. I'm going to check the teacher's website to **ascertain**the truth.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

10. **compulsory**: Bruce did not want to help clean up the trash by the river, but the principal told him that since he chose to skip classes on Friday, his participation in the event would be **compulsory**.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

11. **enumerate**: When Bobby asked Kelly to give him one reason why they shouldn't go, Kelly **enumerated**a list long enough to quiet Bobby.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

12. **prohibitive**: I've wanted to purchase the new Game Box since it came out last November, but up until now the price has been **prohibitive**.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

**Sources:**

http://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-7.htm

**Reading Strategy**

**Pre-Reading**

How would you feel if a stranger approached you while you were waiting for a bus or train to talk?

What do you know about New York dialects?

Have you ever read absurdist literature? What was that like? If not, what would you imagine it to be like?

**During Reading:**

Write down any questions you have as you read. Is there anything that confuses you? Is there anything you would like to know more about?

Write down any analyses, connections, or predictions you think about as you read

**Post-Reading**

How would you characterize the New York Dialect?

What do you think the author’s purpose for writing this was? Do you think incorporating dialect helped to achieve that purpose?

Have you ever experienced a conversation like this in your life? Explain. If not, explain how you would react if you did experience a conversation like this.