

## Gradual Release Model

### Part #1: Introduction

Each lesson begins with a brief explanation of the focus standard(s) and how students will use it. Example text, pictures, or graphic organizers support the instruction to help students better understand the skills.

**LESSON 15** **Understanding Words in Context**  
CCLS RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**1 Introduction** THEME: » Past to Present

As you read, you will often come across new or unfamiliar words. There are several ways to figure out the meaning of a word you don't know. Sometimes, you can look up the word in a dictionary or glossary. Other times, you can figure out the word's meaning by using **context clues** in the text itself. Context clues are words and phrases in the text that help show the meaning of a particular word.

**Read the paragraph.**

Jane Goodall walked into the jungle and quietly took her place to observe the chimpanzees. One or two chimps hesitantly approached her, but their steps were slow and they seemed frightened. Jane urged them to come closer. A young chimp glanced at Jane with a quizzical look. The little chimp was clearly puzzled and not sure what to do next.

Look at the words hesitantly and quizzical. Then look for other words and phrases in the sentence and the other nearby sentences for clues that help you understand what these words mean. Circle words and phrases that show the meaning of hesitantly. Underline words and phrases that show the meaning of quizzical. Then answer the questions by filling in the boxes below.

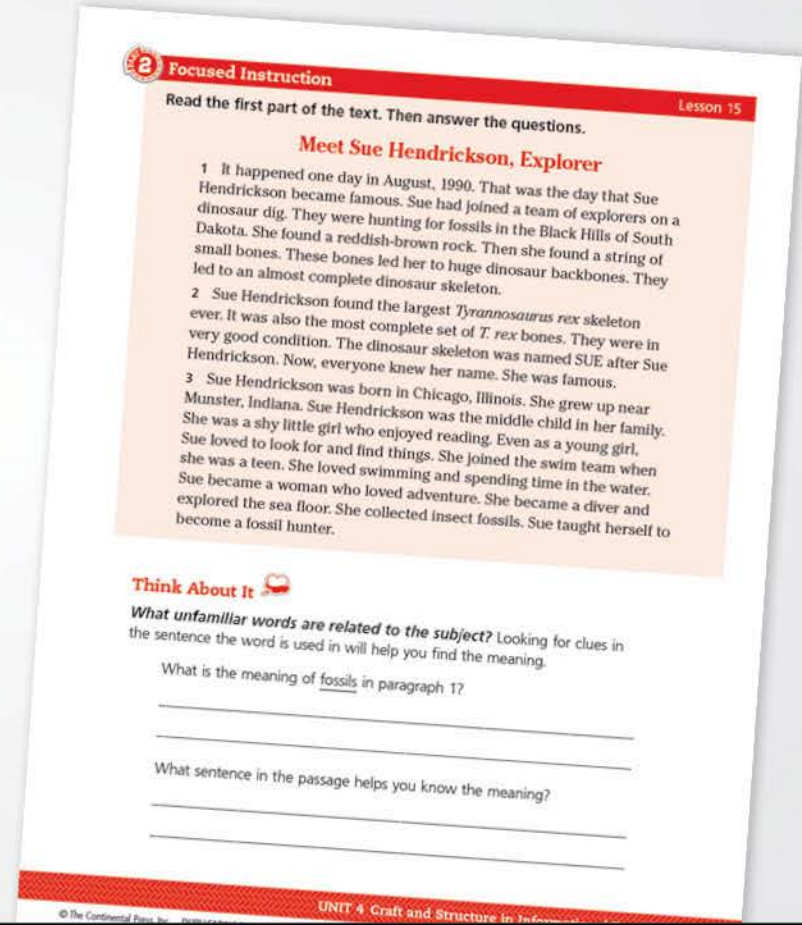
Question	What the Text Says	Word Meaning
How does the text describe the way the chimps approach Jane?	"their steps were slow"	So <u>hesitantly</u> means
How does the text describe the way the young chimp looked when it glanced at Jane?		So <u>quizzical</u> means

**160** UNIT 4 Craft and Structure in Text

## Gradual Release Model

### Part #2: Focused Instruction

Students can collaborate with a partner, in small groups, or as a class to practice the skill. They read a story, poem, play, or nonfiction piece and work through a series of guiding *Think About It* questions to help them organize their thoughts and build comprehension strategies.



## Gradual Release Model

### Part #2: Focused Instruction

As the lesson progresses, students apply their close reading skills by completing *A Closer Look* activity. Shaded boxes with hints and reminders are also provided for extra support. Focused Instruction concludes with a *Discuss It* question to reinforce the skill through speaking and listening activities. Students are asked to analyze part of a text to answer a question, and then discuss their answer with their peers.

**2 Focused Instruction** Lesson 15

Continue reading the text. Then answer the question.

**A CLOSER LOOK**  
In paragraph 4 underline context clues that help you understand the phrase marine archaeologists.

4 After finding the *T. rex*, Sue Hendrickson joined a team of underwater explorers. She has joined the marine archaeologists on many dives. They explore shipwrecks, sunken treasure, and very old, sunken cities.

5 Sue Hendrickson loves her work. She says it is her passion. She feels lucky that her work lets her do what she loves to do. Sue Hendrickson enjoys the excitement of searching for things. She thinks that it is worth the hard work. The thrill of finding things keeps her going. Sue says that she feels like a child who never grew up.

6 The Field Museum in Chicago bought the *T. rex* skeleton. *T. rex* SUE is on display for thousands to see. Sue hopes that more children grow up to be explorers. She knows that learning about the past is important. There are many more things to discover in our world.

How does Sue feel about her work?

Why does Sue say her work is her passion?

A It is a good job.  
B She likes to explore.  
C She likes to be famous.  
D She loves what she does.

**DISCUSS IT**  
What are some other context clues that help you understand Sue's feelings about her work? Discuss these clues with another student. Be sure to include specific examples of how these context clues help you understand the text.

162 UNIT 4 Craft and Structure in Informational Text

## Gradual Release Model

### Part #3: Guided Practice

It's time to apply the strategies learned in part #2. In the Guided Practice section, students can work independently or collaboratively to answer multiple-choice and short-answer questions. They will also see hints and reminders, and *A Closer Look* activities.

Lesson 15

**3 Guided Practice**

Read the passage. Then answer the questions.


### Lucy the Elephant

1 When you go to the beach, the last thing you expect to see is an elephant! Yet visitors to the town of Margate on the New Jersey shore have been coming to see a larger-than-life elephant for almost a 100 years. Lucy, as she is called, is not a real elephant. She is a very special building that tourists love to visit.

2 Lucy was built in 1881 by James Lafferty. Lafferty built and sold property. His elephant-shaped building was six stories tall and weighed 90 tons. She was made of one million pieces of timber and covered with 12,000 square feet of tin. Lucy's body was 38 feet long, her head was 16 feet long, and her legs were 22 feet high. Her huge glass eyes measured 18 inches in diameter.

3 People loved to visit Lucy, and the odd building brought Lafferty a lot of attention and a lot of business. After he died, another family owned Lucy. She was not just a tourist attraction. She was a real building! Over the years, offices and other businesses were located inside Lucy.

**A CLOSER LOOK**  
Underline words that help you know why Lucy is called "larger-than-life."



© 1960s

Lesson 15

**3 Guided Practice**

What phrase in the text describes what Lucy was like after she was restored?

1 What context clues from the text help you understand the meaning of the word restore in paragraph 4?

A "she was falling apart"  
B "residents wanted to save her"  
C "make her safe and attractive again"  
D "people come from all over the world to visit Lucy"

Why do people come to see Lucy?

2 **Part A**  
What is the meaning of the term tourist attraction in paragraph 3?

A an unusual building  
B an oddly shaped building  
C something near the beach  
D something people travel to see

**Part B**  
What context clue in the text best supports the answer to Part A?

A "a lot of attention"  
B "people come from all over the world to visit"  
C "the last thing you expect to see"  
D "offices and other businesses were located inside"

## Gradual Release Model

# Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. They will encounter traditional item types, as well as items found on Common Core assessments:

- one- and two-part multiple choice
- short response
- extended response or essay

