

L.9-10.4, a  
L.9-10.4, c

### Context as Clues to Meaning

Skilled readers often use context clues to determine the meaning of an unfamiliar word. **Context clues** are the words, phrases, and sentences surrounding an unfamiliar word that provide hints about its meaning. There are different types of context clues you can look for, including those that involve word relationships, description or contrast, examples, and general reasoning.

Sometimes context clues may only provide a general sense of what an unfamiliar word means. You may need to consult print or digital resources, such as a dictionary or glossary, to check the word's precise meaning.

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### Context Clues: Word Relationships

Context clues that involve synonyms or antonyms are among the more common kinds. For example, "The performance was mediocre, and I had expected it to be much better than merely passable." In this sentence, *mediocre* and *passable* appear to be synonyms and to share a meaning of "ordinary." Likewise, "He not only didn't try to encourage me; he tried to dissuade me" suggests that *dissuade* means "discourage" by providing a contrast to *encourage*.

### Exercise A: Using Context Clues—Word Relationships

Use context clues to guess the meaning of the underlined word in each item. Circle the letter of the word's likely meaning. Remember to check each guess.

- Completing the job required sundry skills, and our group did not possess the various abilities necessary.
 

a. rare	c. basic
b. several	d. high-level
- I did not expect ignominious behavior from an honorable person.
 

a. stubborn	c. shameful
b. confusing	d. upstanding
- She manifested how much she disliked the task, showing it in many ways.
 

a. hid	c. ignored
b. exaggerated	d. displayed
- His illness was rare, but the doctor knew how to treat the man's malady.
 

a. disease	c. pharmacy
b. bad behavior	d. experiment
- I awoken feeling lively. My sister, on the other hand, is sluggish for a long time after she gets up.
 

a. active	c. wide-awake
b. angry	d. slow-moving

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**Context Clues: Description or Contrast**

Context clues sometimes provide description or contrast. For example, "She showed solicitude toward the frightened child, and this caring attention helped calm the boy."

Context clues may also provide contrast. For example, "I expected sagacity from Harry. Instead, he showed extremely poor judgment and a complete lack of sense." The contrast provided by "poor judgment" and "lack of sense" suggests that it means something similar to "wisdom."

**Exercise B: Using Context Clues—Description and Contrast**

Use context clues to guess the meaning of the underlined word in each item. Circle the letter of the word's likely meaning. Remember to check each guess.

6. Although there had once been great rancor between them, now they liked each other quite a bit and were the best of friends.
 

a. curiosity	c. similarity
b. hostility	d. understanding
  
7. We weren't able to completely eradicate the stains; some evidence of them remained.
 

a. fade	c. erase
b. darken	d. replace
  
8. He spent so much on luxuries and wastefulness that he went from having plenty of money to a state of complete indigence.
 

a. poverty	c. rage
b. cautiousness	d. wealth
  
9. I felt shaky and tired from my illness and much too debilitated to make it up the four flights of stairs.
 

a. sad	c. lazy
b. weak	d. irritable
  
10. I would have given anything I owned to have that sweater. I really coveted it.
 

a. desired	c. bought
b. noticed	d. admired

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### Context Clues: Examples

Sometimes you can figure out what an unfamiliar word means by paying attention to examples provided by context clues. For example, "Lemonade, iced tea, and punch were the only potables available at the party." The examples given by the sentence suggest that *potables* are beverages.

### Exercise C: Using Context Clues—Examples

Use context clues to guess the meaning of the underlined word in each item. Circle the letter of the word's likely meaning. Remember to check each guess.

11. Their avocations included golf, playing the guitar, collecting baseball cards, and knitting.

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|-----------|------------------------|
| a. jobs   | c. hobbies             |
| b. sports | d. creative activities |

12. She had three abodes: a cabin in the mountains and a cottage by the ocean as well as an apartment in the city, where she spent most of the year.

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|-------------------|----------------------|
| a. places to live | c. vacation spots    |
| b. work locations | d. sources of income |

13. Wolves, bears, eagles, and lions are all predatory animals, but mountain goats, deer, cows, and squirrels are not.

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|------------|-----------|
| a. wild    | c. social |
| b. hunting | d. furry  |

14. The Pentagon, which has 17 miles of hallways, and the Willis Tower, which is more than 100 stories tall, are both gargantuan buildings.

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|------------------|--------------------|
| a. local         | c. beautiful       |
| b. made of brick | d. extremely large |

15. Raisins and peas are diminutive foods that a child is unlikely to choke on, but grapes should be cut in half.

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|---------------|-------------|
| a. soft       | c. healthy  |
| b. very small | d. skinless |

# Writing Workshop

## AUTOBIOGRAPHICAL NARRATIVE

*Glencoe Literature* Connection: from *Black Boy*, pages 297–305

Before starting the lesson, read the following selections and complete the lesson activities in *Glencoe Literature*.

from *Black Boy*, by Richard Wright (pages 297–305)

In this lesson, you will study an excerpt from Richard Wright's *Black Boy* to discover how the author effectively uses the narrative writing methods and techniques listed below. You will then write your own autobiographical narrative using these methods and techniques. As you complete this workshop, you will practice the following standards:

**W.9–10.3, a** Engage and Orient the Reader

- Set out a problem, situation, or observation.
- Establish one or multiple points of view.
- Introduce a narrator and/or characters.

**W.9–10.3, a**  
**W.9–10.3, c** Sequence Events

- Create a smooth progression of experiences or events.
- Sequence events so that they build on one another to create a coherent whole.

**W.9–10.3, b**  
**W.9–10.3, d** Use Narrative Techniques

- Use techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.9–10.3, e** Provide a Conclusion

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## Correct Errors in Mechanics and Spelling

**L.9-10.2, c** Next, check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist on the next page to edit your narrative.

You should also use a dictionary to check and confirm spellings.

### PROOFREADING CHECKLIST

- Are commas and other punctuation marks used as needed?
- Are all words spelled correctly?
- Are capital letters used as needed?

## Present/Publish

**W.9-10.6** After you have polished your narrative, you will want to publish and present it. You may wish to consider some of these publishing and presenting options:

- create a class anthology
- publish your narrative in an online forum or magazine
- enter your narrative into a writing contest
- perform your narrative as readers' theater

Consider using technology to publish your narrative, taking advantage of technology's capacity to display information flexibly and dynamically.



## Grammar Practice

### Parallel Construction

**L.9-10.1, a** Words and groups of words that have the same form and function within a sentence are **parallel**.

**Parallel:** Writers must know how to construct and punctuate sentences.

The underlined words and phrases in the sentence above are parallel because they have the same form (infinitive verb, or *to* verb) and serve the same function (to convey action) within the sentence.

Errors in parallelism often occur within lists.

**Not Parallel:** Writing and to travel north were Wright's dreams.

**Parallel:** Writing and traveling north were Wright's dreams.

Notice that the list of activities in the second sentence above has parallel construction. The underlined words have the same form (gerund, or *-ing* verbal) and serve the same function (subject) within the sentence.

When creating parallel construction, you should use a preposition (*around, at, by, from, to*) to introduce every activity or item or only the first activity or item.

**Not Parallel:** Wright hoped for approval from the editor, his friends, and from his teachers.

**Parallel:** Wright hoped for approval from the editor, from his friends, and from his teachers.

**Parallel:** Wright hoped for approval from the editor, his friends, and his teachers.

**Exercise: Correcting Errors in Parallel Construction**

Rewrite each sentence on the lines provided, correcting errors in parallelism.

1. Wright's friends were confused about his writing, his desires, and about his hopes for the future.

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2. His friends showed confusion by asking questions and did not understand his answers.

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3. Only the editor understood that fiction is not lies and was liking Wright's story.

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4. Wright hoped to move north, finding new opportunities, and to meet people more like himself.

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**Check Your Writing**

Check your autobiographical narrative for parallel construction. If words or groups of words within sentences are not parallel, correct them. Parallel construction will make your narrative flow better.