


Lesson 18

Using a Dictionary or Glossary

 **Introduction** There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) *v.* 1. to smash 2. to disobey 3. to do better than: *Ina broke the record for the high jump.* *n.* 4. time off 5. luck **break into** 1. to disturb 2. to start to do suddenly 3. to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kār'ē) 1. to move 2. to hold **carry on** 1. to continue 2. to act excitedly

 **Guided Practice**

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

HINT To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

Hank Aaron broke into major league baseball in the 1950s. A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.



Independent Practice

Use the dictionary entries to answer numbers 1–4.

material (mə tīr' ē əl) *n.* 1. fabric or cloth 2. ideas and facts used in writing something *adj.* 3. made of matter 4. having great meaning or effect

- 1 Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

hammer (hām' ər) *n.* 1. a tool used for pounding objects, such as nails 2. a part of a piano *v.* 3. to hit hard 4. to join with nails

- 2 Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

stand (stānd) *n.* 1. a display area 2. an opinion or a position on an issue *v.* 3. to be on one's feet 4. to endure, put up with **stand for** 1. to represent, be a symbol of 2. to allow 3. to believe in and support: *He stands for equality.* 4. an abbreviation for

- 3 Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

- 4 Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

Lesson 17

Understanding Vocabulary in Literary Texts



Learning Target



Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

- ▶ **Read** A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

Read the story below. What are the meanings of *odyssey* and *locate*?

The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!



► **Think** How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	"My <i>odyssey</i> took me far and wide..."		
locate			

► **Talk** Share your chart with a partner.

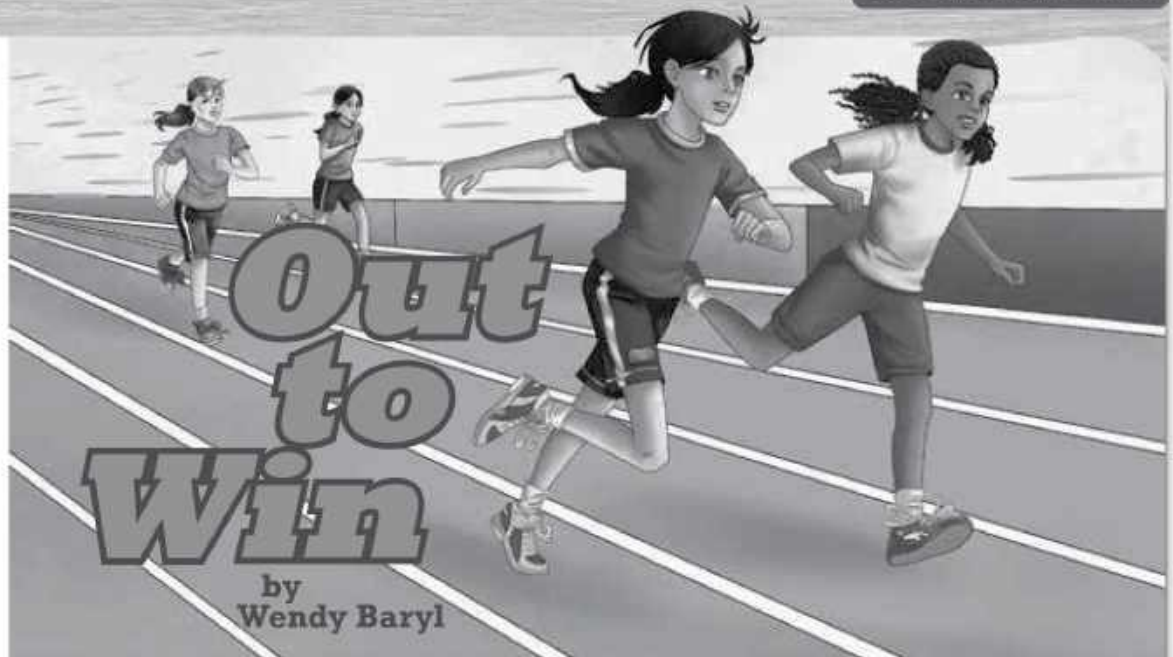
- Did your possible meanings agree?
- Which context clues did you use?
- Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?



Academic Talk

Use these words and phrases to talk about the text.

- **context clues**
- **allude to**
- **mythology**
- **significant**



- 1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!
- 3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis¹ at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

¹**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

Explore

How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?



Context clues can appear before or after the sentence having an unfamiliar word.

Think

- 1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
<i>dissatisfied</i>			
<i>obsessed</i>			
<i>nemesis</i>			

Talk

- 2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?




Write

- 3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 276 to write your response.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Lesson 19

Similes and Metaphors

 **Introduction** Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has <i>paws as big as dinner plates</i> .	Ollie has very big paws.
His <i>bark sounds like thunder</i> .	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
<i>Ollie is a mountain of a dog.</i>	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

- 1** Ollie's mouth was a trap that held a giant stick.

- 2** Ollie leapt toward Alicia like a clumsy ballerina.

- 3** Ollie raced past Alicia like a strong wind.

- 4** Suddenly, Ollie was a freight train racing into the house.

Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

- 1** The stick in Ollie's mouth was a sword, knocking over one object after another.
- A** The stick was heavy.
 - B** The stick was dangerous.
 - C** Ollie was dangerous.
 - D** The stick was made of metal.
- 2** The plates on the table became flying saucers that Alicia had to dodge.
- A** Flying saucers came from outer space.
 - B** Alicia had to play dodge ball.
 - C** Alicia had to fly across the kitchen.
 - D** Plates flew through the air.
- 3** Salad covered the floor like a large blanket.
- A** The salad was warm.
 - B** The salad tasted awful.
 - C** There was a large blanket on the floor.
 - D** A layer of salad covered the floor.
- 4** The floor was as sticky as glue.
- A** Glue covered the floor.
 - B** The floor was a glue stick.
 - C** The floor was very sticky.
 - D** Glue made the floor sticky.
- 5** Alicia was a whirlwind as she cleaned up the mess.
- A** Alicia spun wildly.
 - B** Alicia worked quickly.
 - C** Alicia was getting tired.
 - D** Alicia was breathing hard.



Write Use the space below to write your answer to the question on page 273.

Out to Win

- 3 Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.



Don't forget to check your writing.

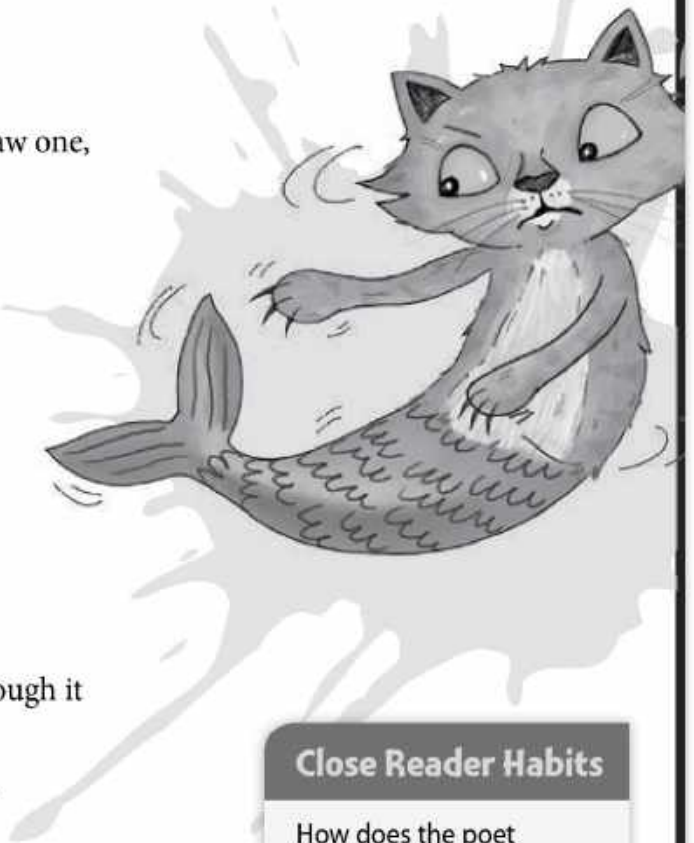
Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
- 5 When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline¹ and half fishy,
- 10 A paradox in twins,
Unmixable as vitriol and vichy²—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
- 15 His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
- 20 If you know what it is!



Close Reader Habits

How does the poet describe the catfish?

Reread the poem.

Underline words and phrases that explain how he imagines a catfish to look.

¹**feline:** catlike

²**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

Think Use what you learned from reading the lyric poem to respond to the following questions.

- 1 In the poem, one word has this definition: “to cry out in sadness or pain.” Underline the word that **best** fits the definition in the following lines from “The Catfish.”

The saddest fish that swims the briny ocean,
The Catfish I bewail,
I cannot even think without emotion
Of his distressful tail.

- 2 Read these lines from the poem.

I vision him half feline and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- A a creature with parts that don't seem to go together
- B a furry fish with a brother that looks just like him
- C a scaly cat that is confused and spins around
- D a make-believe animal that has two different heads

Talk

- 3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a “feline Tantalus”? Use the chart on page 277 to organize your ideas about the poem.



Write

- 4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.” Use the space provided on page 277 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

The Catfish

3 Use the chart below to organize your ideas.

Unknown Word	Context in Poem	Possible Meaning	Clues



Write Use the space below to write your answer to the question on page 275.

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.”

HINT Think of what you know about a cat’s usual reaction to a fish.

WORDS TO KNOW

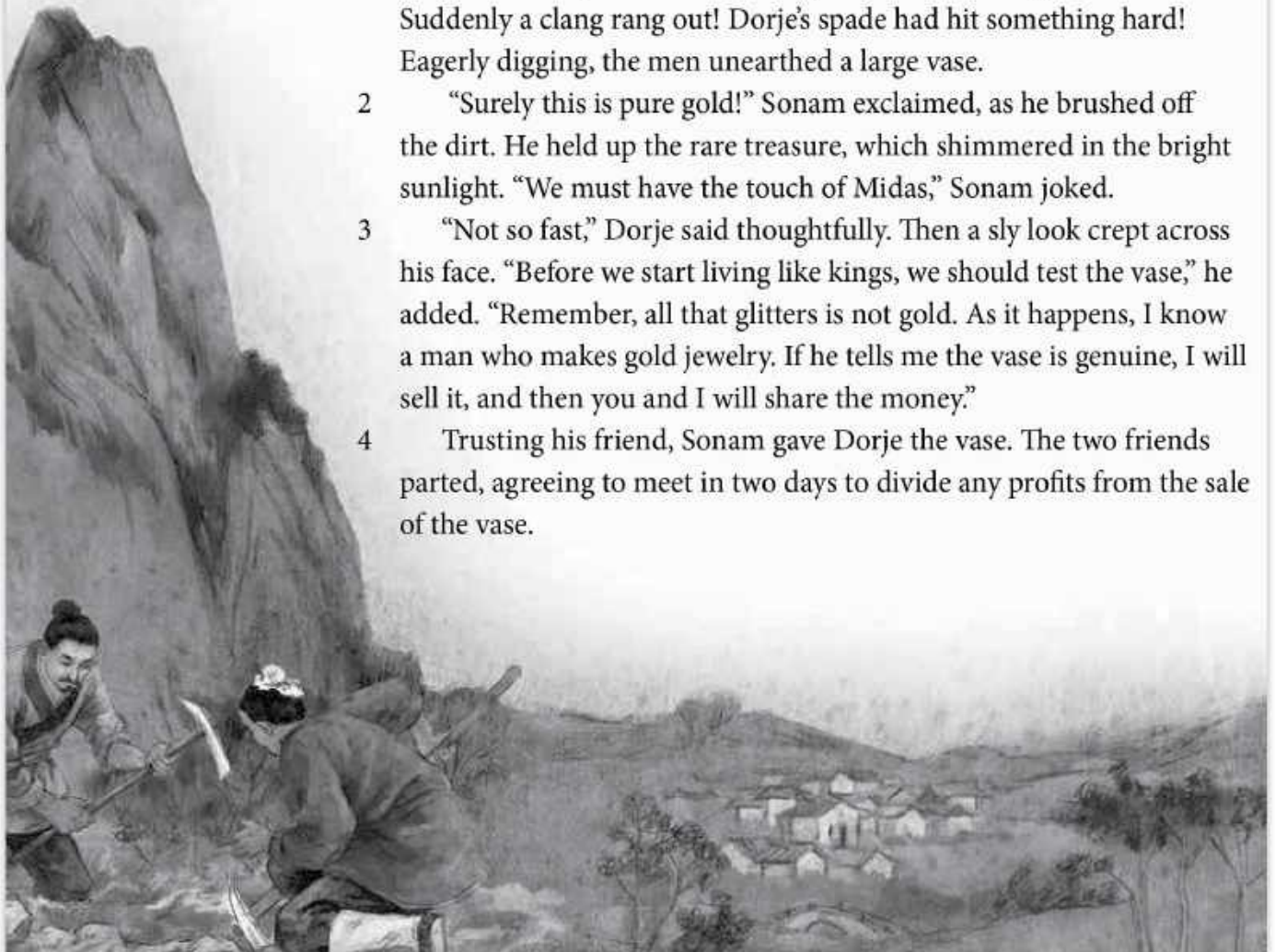
As you read, look inside, around, and beyond these words to figure out what they mean.

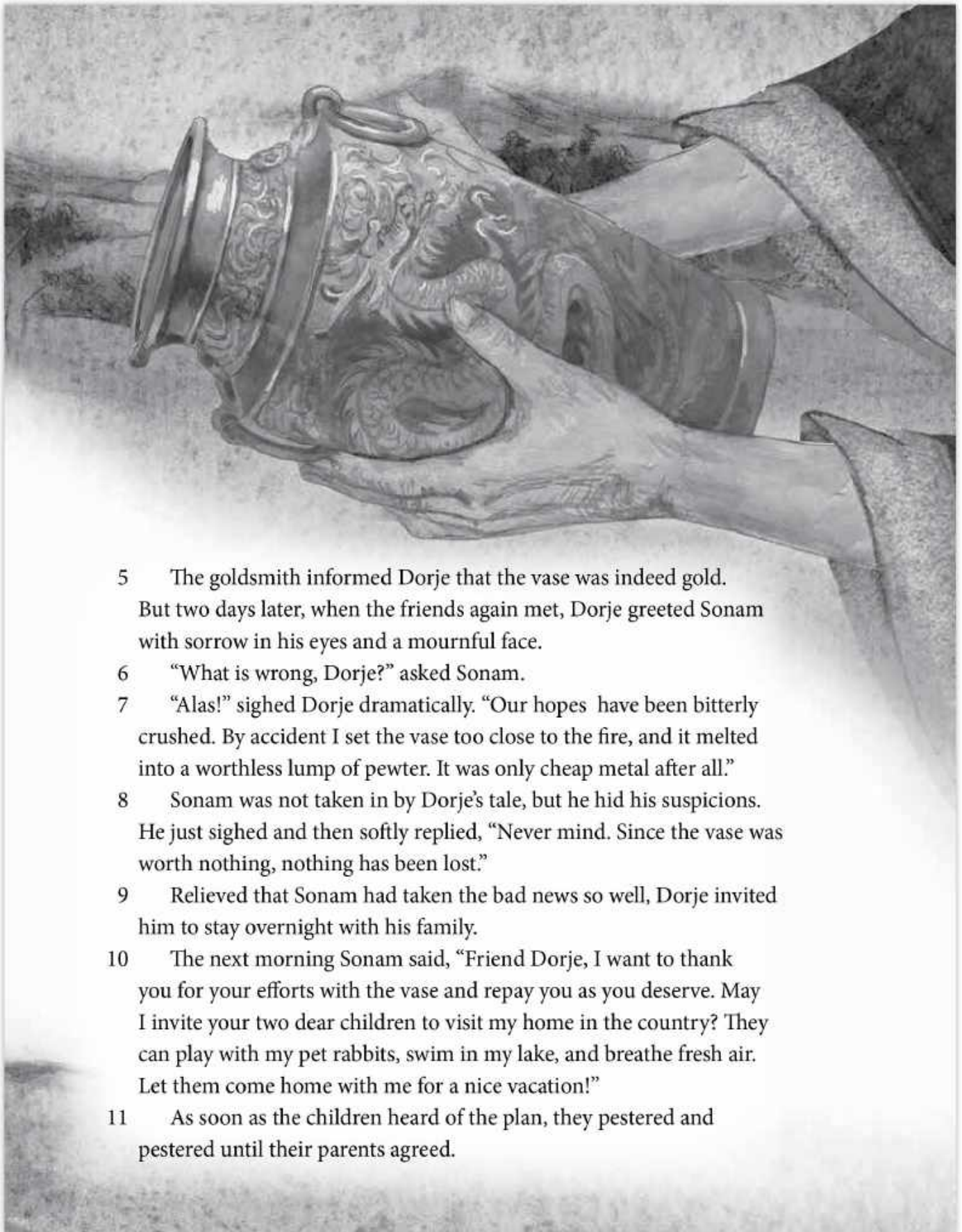
- **genuine**
- **recent**
- **pardon**

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.





5 The goldsmith informed Dorje that the vase was indeed gold.
But two days later, when the friends again met, Dorje greeted Sonam
with sorrow in his eyes and a mournful face.

6 “What is wrong, Dorje?” asked Sonam.

7 “Alas!” sighed Dorje dramatically. “Our hopes have been bitterly
crushed. By accident I set the vase too close to the fire, and it melted
into a worthless lump of pewter. It was only cheap metal after all.”

8 Sonam was not taken in by Dorje’s tale, but he hid his suspicions.
He just sighed and then softly replied, “Never mind. Since the vase was
worth nothing, nothing has been lost.”

9 Relieved that Sonam had taken the bad news so well, Dorje invited
him to stay overnight with his family.

10 The next morning Sonam said, “Friend Dorje, I want to thank
you for your efforts with the vase and repay you as you deserve. May
I invite your two dear children to visit my home in the country? They
can play with my pet rabbits, swim in my lake, and breathe fresh air.
Let them come home with me for a nice vacation!”

11 As soon as the children heard of the plan, they pestered and
pestered until their parents agreed.



- 12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. “We will take these little fellows home as pets. You can play with them if you treat them kindly,” he explained. “I will name a monkey after each of you, we’ll teach them tricks, and they will be your twins!”
- 13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- 14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. “Walk up the mountain to gather berries and fruits,” he said. “We will surprise your father with a tasty treat before you return home.”
- 15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- 16 “What is wrong, my friend?” asked Dorje.
- 17 “Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”
- 18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. “H-h-how can this be?” he sputtered. “Is such a thing even possible?”
- 19 “It was a freak accident,” Sonam replied. “After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal.” Then a twinkle crept into his eyes.
- 20 “Oh!” was all Dorje could say at first. Then a look of shame and relief spread over his face. “Now I understand, my friend,” he said. “Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed.”
- 21 Just then, Dorje’s children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- 22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, “I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold.”

Think Use what you learned from reading the folktale to respond to the following questions.

- 1 In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase “the touch of Midas” in paragraph 2?
- A to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
 - B to compare Dorje and Sonam’s good fortune in finding the vase to Midas’s ability to make gold
 - C to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
 - D to compare Dorje and Sonam’s rare golden treasure to similar treasures owned by rich kings like Midas
- 2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word pewter in paragraph 7?

- A a metal that shines like gold
- B a metal that is soft and melts easily
- C a metal that is not costly
- D a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

“Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of "A Golden Vase and Two Bright Monkeys"?

- A tried
- B watched
- C found
- D copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing

4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: "to change completely in appearance or structure." Underline the word that **best** fits the definition.

"Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught.



Write

- 5 Short Response** Paragraph 19 of the passage uses the phrase “freak accident.” Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.



Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.

Tools for Instruction

Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

Step by Step 30–45 minutes

1 Introduce and explain word roots.

- Display the following words, and draw attention to the shared root *tele* by underlining it.

television telephone telescope

- Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
- Say, *The word root tele means “at a distance.” How does the meaning of tele relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

2 Model interpreting word roots and word meanings.

- Display a group of familiar words with a shared root, along with the **Word Roots Chart** (page 3).

vision visitor invisible visibility

- Model how to use known meanings to figure out the meaning of unknown words. Say, *I know vision is the ability to see, and a visitor goes to see someone or something. If something is invisible, no one can see it. Visibility—what could that mean? The other words had something to do with seeing, so I think visibility has to do with being able to see clearly—how easy it is to see something.*
- Identify the word root *vis* and its meaning “to see.” Underline *vis* in each word. Then record your thinking in a word roots chart.

Word	Word Meaning	Word Root	Word Root Meaning
vision	the act of seeing	vis	to see
visitor	someone who goes to see someone or something	vis	to see
invisible	something that cannot be seen	vis	to see
visibility	how easily something can be seen	vis	to see

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character ____.

Then, the character ____.

5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

14

UNDERSTANDING INFORMATIONAL TEXT

What is the main topic of this text?
How do you know?

16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know ____.

32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know ____.

33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know ____
from ____.

37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

40

ACADEMIC TALK

I'm curious about ____.

70

ACADEMIC TALK

Can you tell me more about ____?

77