

FICTION CONTEXT CLUES

~ Skill Pack ~

Context Clues

Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

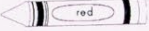
Word	Clues from the Text	Definition

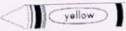
Context Clues

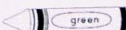
Answer the following questions. Underline the text evidence in the color indicated.

I. Read these sentences from paragraph 7 of the story:

"As we watched the baby sea turtle, a horde began to form around us. Everyone was curious about the..."

last paragraph on page 1? 

graph 5 on page 2? 

the story: 

day, and she invited us to come

600L Context Clues

Name: _____ Date: _____

Sea Turtle Rescue

It was a normal Saturday at the beach with my family. I was walking along the sandy shore with my brother Matt. Suddenly, Matt exclaimed, "Look! This shell is moving!"

We crouched down to look at the tiny shell in the sand.

"That isn't just a shell! It is a baby sea turtle!" I replied excitedly. "It looks like it is struggling to find the water."



"Let's ask Mom what to do," Matt said. "You stay here, and keep an eye on the turtle. I'll be right back!"

A few minutes later, Matt ran back with our mom. Mom said that we shouldn't touch the turtle, and we should call the Sea Turtle Patrol to see what they wanted us to do. Mom quickly looked up the number on her phone and dialed.

The Sea Turtle Patrol asked us to wait until they get

Thirty minutes later, a lady introduced herself as Amie. Amie recognized the sea turtle as the one that the baby turtle was in. She told us she was going to take care of it.

Context Clues in Fiction Lesson

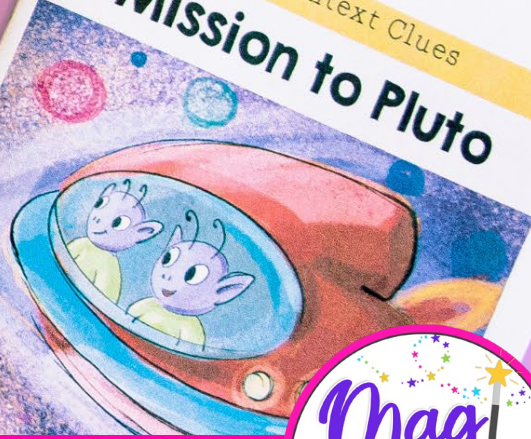
Let's Try!

Context Clue	What I think it Means
a secret plan or scheme	
made a deep, loud sound	
to rob someone	
to steal things	
open rebellion	



300L Context Clues

Mission to Pluto



Print & Digital

3rd Grade LEXILE

Magic CORE

What's Included?

Skill Focused Lesson Plans

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

Digital Lessons

- Google Slides format makes this resource flexible for any classroom or distance learning need.

Guided Reading Packet (Digital & Printable)

Skill focused guided reader differentiated on three levels.

- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

Core Comprehension Passages & Questions (Digital & Printable)

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

Task Cards (Digital Boom Card & Printable Formats)

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

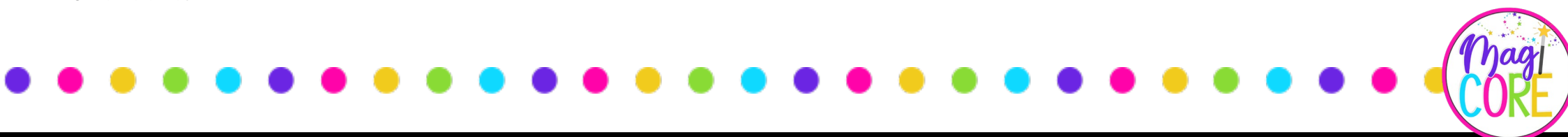


The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



LESSON PLANS

3rd GRADE

COMPREHENSION SKILL: Fiction Context Clues

Week 1

MONDAY

LESSON

- Introduce how to use context clues to help you determine the meaning of unknown words. Review the types of context clues.



PRACTICE

Read "Pirate Chicken" and model how to use context clue to determine the meaning of unknown words.



GUIDED READING

Preview and Predict "The Bake Sale".

Meet with two groups and complete "pre-reading" activities."

CEN

Task Card
• Context



TUESDAY

Guided Practice Whole Class

- Review types of context clues and how to find them.
- Listen to "Click, Clack, Moo Cows That Type". Practice identifying context clues and word meanings.

Independent Reading

- Choice text to read independently and practice determining the meaning of unknown words.

Begin "During Reading" discussions.



Complete "During Reading" discussions.



Guided Practice:

"Giraffes Can't

Independent Reading

- Choice text to read independently and

GUIDED READERS

Printable & Digital

LEXILE
3rd
Grade

Context Clues Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Word	Clues from the Text	Definition



context clues in fiction





Zorquad and Nupheus stepped into the spaceship. They were starting a new mission. It would be a long trip from Mars since Pluto was many miles away. Zorquad and Nupheus could hardly wait. They had planned this for months. The big day had finally arrived.

"I am so excited," said Zorquad. "I wonder what Pluto will be like."

"It's a very cold planet," Nupheus worry. These thick spacesuits will keep us cozy."

"I sure will miss Mars. It's nice and warm," Zorquad said in a sad voice. "Mars will be my home."

"Oh, Zorquad," said Nupheus. "The whole galaxy is our home. There are many planets to choose from."



Context Clues

Mission to Pluto





Name: _____

Date:

Context Clues

Directions: Copy
support your answers.

Context Clues

Word	Clues from the Text	Definition

Directions: Copy words from the passage and write their definitions. Support your answers.

Context Clues

Word	Clues from the Text	Definition

CONTEXT CLUES

Sort the context clue examples into the proper category.

Definition	Examples	Synonyms	Antonyms	Word Parts
	That <u>appliance</u> , our washing machine, needs repaired.			



As soon as I finished building my Lego set, my little brother demolished it.

The elephant was enormous, or very big.

The monkeys at the zoo were funny and amusing.

I thought she was being disrespectful, but she really did not hear me.

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3rd
Grade

Context Clues in Fiction

DIGITAL Mini lessons





Let's Try!

After listening to "Giraffes Can't Dance" by Giles Andreae, sort the words and context clues in the chart below.

Word from the Text	Context Clue	What I think it Means
slim	long	long and thin
shoots	off trees	small parts of a plant
prance	jungle dance	
sneered	look at clumsy Gerald	
rooted		stuck on the earth, as if having roots
clot	I'm useless	
entranced		to stare as if in a trance

©2014 Betsy



Let's Try!

After listening to "The Rainbow Fish" by Marcus Pfister, sort the words and context clues in the chart below.

Word from the Text	Context Clue	What I think it Means
ordinary		normal, usual
shimmer		Shine or glitter in the light
dazzling	shimmering	
glare	from the darkness	to stare in a mean way
emerged	only one very, very small shimmery scale	to come out
wavered		odd or strange
peculiar	for a long time he watched	moved very quickly with a slight buzzing sound
whizzed		enclosed on all sides
surrounded		
possessions	only one shining scale left	



INCHES 1 2

Time to Practice!

Select a story from your library or the recommended audio list. Fill in the information below.

Word from the Text	Context Clue	What I think it Means



3 4 5 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

CONTEXT CLUES

LEXILE

in stories

670L Context Clues Name: _____ Date: _____

Farah's First Day

Farah had just moved to New York with her family from Afghanistan. Farah and her family were refugees. They left their country because there was a war, and they were no longer safe in Afghanistan.

It was Farah's first day at her new school. She was very nervous. She didn't know much about American schools or American children. Farah knew English, but she spoke with an accent that made her sound different from Americans. Farah knew she looked different, too. She wore a head scarf called a hijab. She was worried that kids would make fun of her. She had heard stories about how hard it was for people from the Central Asia to be accepted in America.

Farah's mom walked her to school and left her in the front office. The lady in the office brought Farah to her new classroom. She was going to be in fourth grade. Farah was shaking as she entered the room. She was introduced to her new teacher, Mr. McMillian. Mr. McMillian introduced Farah to the class. The kids in her class were pointing at her and whispering. Farah felt uneasy.

That afternoon, Farah's parents asked her about her first day of school. "I am different from the American kids," Farah responded. "They stared and pointed at my hijab and laughed at my accent."

"They are only doing that because they don't understand our culture," Farah's dad replied. "Why don't you teach them?"



h asked Mr. McMillian if she could teacher the class about her s excited about the idea. "Let me know if you need help!" he said. rom school excited about her dad's idea. She worked all afternoon ings to bring to school to show her class. Her mom helped her bake at cookies.

h was excited to teach her classmates about her culture. She hanistan was located on the map. She showed them pictures of her Farah explained that she wore a hijab because it showed respect ie explained that she prayed five times a day to stay close to God. : were full of questions for Farah. They were fascinated about her y especially enjoyed the delicious cookies she brought. any more whispers and giggles in her class. She made many friends merican culture, as well. If Farah did hear whispers or giggles didn't bother her. She knew these people did not know any better. er culture. She was proud of who she was and where she came



is. Underline the text evidence in the color

aph l of the story:

i. They left their country because there was a war, anistan."

in in paragraph 1?

untry because of war.

'accent" in paragraph 2?

uage
English
nced by people from different places

hijab" in paragraph 2?

6 of the story:

ey don't understand our culture," Farah's dad

Use two details from the passage about Farrah's is and traditions people have that or religion Farah taught her class about where Afghanistan was on the map, showed hy, and she explained the hijab and prigno.

Be a Word Detective!

Context Clues- Clues in a text that can help me figure out what a word _____.

Where Are Context Clues?

- Look right _____ the word.
- Look in the sentence _____ the word.
- Look in the sentence _____ the word.

Next...

- _____ the unknown word with the new word.
- Ask yourself, "Does the new word make _____?"



©Jill B. B. B.

The Haunted House



Every day, Benji walked home from school with his best friend, Graham. They always passed an eerie house. All of the kids talked about how haunted the house was. They said that an old woman died in the house and her ghost still lived there. Some kids would race up to the house, ring the doorbell, and run away. Benji didn't dare. He stayed as far away as possible.

One windy October afternoon, Graham told Benji that he was going to explore the haunted house. Benji tried to talk his friend out of it. He pleaded with him not to go. The house looked perilous.

"I'm going with or without you," replied Graham. "I want to know once and for all if the house is really haunted."

Graham ran toward the house and disappeared inside the door.

Benji didn't know what to do. He didn't want to go into the house, but he didn't want to abandon his best friend either. He knew that if Graham got into trouble, he would be all alone.

©Julie Barker

After Graham. He crept up the house was dark. There were didn't see Graham anywhere. d.

He started up the old, twisty staircase. A dark hallway. Benji's heart raced. When he had to find Graham. Graham went toward the room.

In the hallway. He spotted a figure in white in the dark. He was terrified. The ghost had Graham. Benji gasped. Benji quickly realized that

"Is this my house?" croaked the voice of

Benji replied.

But she was old and could not care for anything around her house.

The old lady. They offered to help her.

Benji and the old lady's house to help her clean.

The boys loved assisting the old lady.

One of the haunted house stopped. The

Benji and Graham learned that you

could see from the outside.

Use text evidence in the color

?



- c. spooky
d. run-down

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Context Clues

2. Read this sentence from paragraph 2 of the story:
"He **pleaded** with him not to go."

What does the word "pleaded" mean in paragraph 2?

- a. said
- b. begged
- c. believed
- d. whispered

3. Read this sentence from paragraph 2 of the story:
"The house looked **perilous**."

What does the word "perilous" mean in paragraph 2?

- a. safe
- b. exciting
- c. dangerous
- d. interesting

4. What is the meaning of the word "abandon" in paragraph 5?

Abandon means to leave all alone. Benji didn't want to leave Graham all alone in the haunted house.

5. Read these sentences from the last paragraph of the story:
"In no time, her house was looking much better. The old lady loved her visitors."

What does the word "assisting" mean in the last paragraph?

- a. helping
- b. scaring
- c. spooking
- d. surprising

©Julie Barker

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"They are only doing that because they don't understand our culture," Farah's dad replied. "Who don't you teach them?"



The next day, Farah asked Mr. McMillan if she could transfer to where the children who pointed about the idea "Just one time if I can." Farah went home from school excited about her idea. She had something exciting to bring to school to show her class.

The next day, Farah was about to show them where Afghanistan is on the map, and her family. Farah kept looking at the map. She explained.

America's classrooms were full of people and countries. They explained that Farah didn't have any more and learned to love the American when people saw her, it didn't be. They didn't understand her with from.

Cultural Studies

Answer the following questions. Underline the text evidence in the color requested.

1 Read these sentences from paragraph 1 of the story.

Farah and her family were refugees. They left their country because there was a war, and they were no longer safe in Afghanistan.

What does the word "refugees" mean in paragraph 1?

A a family traveling
B people from Europe
C people from America
D people from another country

2 What is the meaning of the word "hijab" in paragraph 2?

A people from Afghanistan
B speaking in a different language
C people who do not speak English
D a headscarf worn by women

3 What is the meaning of the word "teach" in paragraph 3?

A stay
B dress
C understand
D people who don't understand

4 Read the sentence from paragraph 4 of the story.

"They are only doing that because they don't understand our culture," Farah's dad replied.

What does the word "culture" mean? Use the details from the passage about Farah's culture.

Farah's culture is the traditions and customs that she learned from her family. She learned that when Afghanistan was in the past, there was a war and they were no longer safe in Afghanistan.

CONTEXT CLUES: STORIES

task cards

3rd GRADE

1. Context Clues in Stories

Abel had not meant to break the lamp in the living room. He knew his dad would be upset. Abel's dad reminded him regularly that playing baseball in the house was not a good choice. At first, Abel thought he would make up a lie. Then, he decided that confessing and being honest about what he had done would be the better choice.

What does the word confessing mean in the passage?

- a. Creating a believable lie
- b. Telling the truth about what he had done
- c. Blaming his little brother
- d. Offering to pay for a new lamp



2. Context Clues in Stories

One-Eyed Sparrow was one surprised pirate. The gold coins from the treasure were scattered all over the sand, not in a neat pile inside a treasure chest. Collecting this treasure would take a little longer than he had planned.

What words for the passage help the reader understand what the word scattered means?

- a. One-Eyed Sparrow was one surprised pirate.
- b. Not in a neat pile inside a treasure chest.
- c. Collecting this treasure would take a little longer than he had planned.
- d. All of the above



Context Clues



3. Context Clues in Stories

Sara, the triceratops pranced around the forest floor when her stomach began to growl. Sara was an herbivore or plant-eater. It was time for lunch! Sara looked around at all the delicious green plants and found it hard to make a choice.

What does the word herbivore mean in this passage?

- a. A plant-eater
- b. A meat-eater
- c. A hungry dinosaur
- d. An extinct dinosaur



4. Context Clues in Stories

This time, Jaylynn would not lose. She would triumph and win the 1st prize in the watermelon eating contest. Last year, Talon won by eating 16 pieces of watermelon in just five minutes.

What words help the reader understand what the word triumph mean in this passage?

- a. Not lose
- b. Win the 1st prize
- c. Both A and B
- d. Neither A or B



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Context Clues in stories

Ways to Use Task Cards

1. Centers

2. **Scoot:** Pass out one card for each student. Set a timer and say, “scoot!” when the timer goes off. Students move seats to the next card. They continue to rotate until they are back at their original seat.
3. **Scavenger Hunt:** Hide cards around the room. Students search for cards and answer them.
4. **Jenga:** Number Jenga blocks. Students stack the blocks, then take turns pulling blocks. Students answer the corresponding number card.
5. **Whole class practice:** Teacher displays card on the projector. Students answer on mini white boards.
6. **Exit Tickets:** Give each student a task card at the end of the lesson. Have them answer on a sticky note.



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CONTEXT CLUES

Digital Task Cards

30 Cards
Includes an
audio reading of
each passage.

Context Clues in Stories

Brinley noticed something very unusual when she walked into her classroom on Monday morning. In the back of the room, a small tiny creature scurried across a tiny wheel in a glass cage. "Meet Furr Ball, our new hamster," said Mr. Smart.

Think about the meaning of the prefix -un. What does the word unusual mean in the passage?

Not normal

Common

Curious

Ordinary

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CONTEXT CLUES IN STORIES

BOOM CARDS



[Click Here](#)
[for a](#)
[Playable](#)
[Preview!](#)

Context Clues in Stories

"It's not new; it's ancient," I explained to my friend. "I found it inside my grandmother's attic. It was covered in dust and cobwebs. When I opened the book, it was full of magic spells," I said.

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In this passage, what does the word **ancient** mean?

Old

New

Dirty

Magic

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

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CONTEXT CLUES IN STORIES

BOOM CARDS



Context Clues in Stories

Etta's eyebrows scrunched and she stomped her feet. She was absolutely furious. She had never been so angry. Her sister had taken markers and drawn all over her favorite doll's face.

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What words from the passage help the reader understand what furious means?

Eyebrows
scrunched

Stomped her
feet

Angry

All of the
above