

Florida B.E.S.T. Standards CONTEXT CLUES



Context Clues

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the meaning of "invertebrate" in paragraph 1?

- a a fish
- b an animal with a backbone
- ☒ c an animal without a backbone

2. Read these sentences from paragraph 2 of the passage.

There are 2,000 species of starfish. Most have five arms. Some types



Context Clues

Name: _____ Date: _____

Test: The Star of the Sea

Did you know that starfish are not fish? Starfish are invertebrates. They do not have a backbone.



7 Legged Starfish

There are 2,000 species of starfish. Most have five arms. Some types have 40 arms! Starfish can be smooth. They can be bumpy. Some are bright colors. Starfish have tube feet. The feet help them climb. The feet help them move. Starfish cannot swim. Their mouth is under their body. Starfish do not have a brain. They do not have blood.

Starfish can regrow arms. Starfish can lose arms. They lose arms to predators. Predators eat starfish. Their predators are crabs, turtles, and birds.

Starfish eat different things. Some of their diet is worms and snails.

Starfish are amazing.
Starfish are in stories around the world. It is fun to learn about starfish.



Starfish eating a mussel

"mean in paragraph 2?

word "predators" in paragraph 4?

ner animal

paragraph 4 of the passage.

m. Some of their diet is worms and snails.

ean in paragraph 4?

ing eats.



CONTEXT CLUES IN NONFICTION

1st grade

TABLE OF CONTENTS

*This product includes 12 Lexile® leveled passages in the 1st Grade Text Complexity Band (the range for 1st grade is BR-430L). Each passage and question set is three pages long.

1. Word Detective Steps Anchor Chart (2 pgs.)
2. Context Clue Practice Cards (1 pg.)
3. Mentor Text- Hunting for Answers
4. Cat Fun- 270L
5. A Day in My Life- Spain- 300L
6. Green Machine Smoothie- 310L
7. How Chocolate is Made- 340L
8. The Lifecycle of a Chicken- 370L
9. The Great Milk Debate- 390L
10. Record Breaker: Winter Vinecki- 400L
11. The History of Basketball- 400L
12. How to Play Go Fish- 410L
13. The Black Widow Spider- 420L
14. Context Clues Test
 - The Star of the Sea- 320L
 - Captain Locke's Trip- 360L

ABOUT LEXILE LEVELS



MagiCore is a certified Lexile® Partner. These 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.

Florida B.E.S.T. Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that 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 Florida B.E.S.T. Expectations
K-I	BR-430L
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. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations. Teachers should work toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards.



Context Clues

Name: _____

Date: _____

The Great Milk Debate

You need to drink milk. Milk has calcium. Milk has Vitamin D. It makes your bones strong. What milk should you consume?

Chocolate milk or white milk?

Chocolate has a lot of sugar. It has as much sugar as soda. Schools have chocolate milk. This makes people mad. Children usually

eat for chocolate milk.

Too much sugar is bad. Children can get cavities. Sugar makes children hyper. Excess sugar can cause obesity. Obese people are overweight. Too much sugar causes diabetes. People with diabetes cannot have sugar.

Think twice before you drink chocolate milk. Is chocolate milk a good choice?



Context Clues

Answer the following Questions. Underline the text evidence in the passage.

1. Read these sentences from paragraph 1 of the passage.
What type of milk should children consume?
What does the word "consume" mean in paragraph 1? (Pick a)

a. grow

b. drink

throw away

What is the meaning of the word "opt" in paragraph 1?

ate

lose

throw away

Read these sentences from paragraph 4 of the passage.
... can cause obesity.

What does the word "excess" mean in paragraph 4?

... is too much or a lot.

What does the word "diabetes" mean in paragraph 4?

... someone cannot have sugar.

Star of the Sea

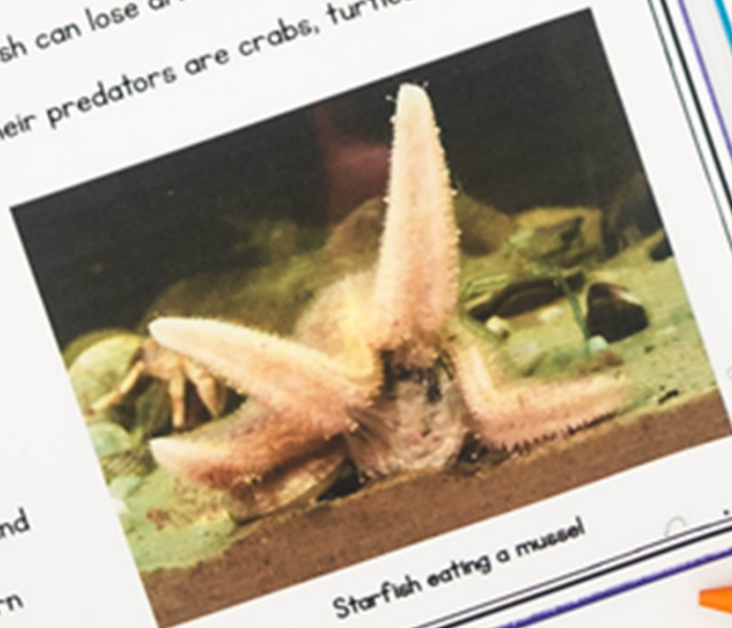
Which are not fish? Starfish are invertebrates. They do

There are 2,000 species of starfish. Most have five arms. Some types have 40 arms! Starfish can be smooth. They can be bumpy. Some are bright colors. Starfish have tube feet. The feet help them climb. The feet help them move. Starfish cannot swim. Their mouth is under their body. Starfish do not have a brain. They do not have blood.

Starfish can lose arms. They lose arms to predators eat starfish. Their predators are crabs, turtles, and birds.

Starfish eat different
some of their diet is
and snails.

Starfish are amazing.
Starfish are in stories around
the world. It is fun to learn
about starfish.



Starfish eating a mussel

Context Clues

Test: Carnivorous

Many animals eat animals. Plants can also eat animals. Plants can be carnivorous. There are many types of carnivorous plants.

The pitcher plant is carnivorous. Pitcher plants are in places with a lot of rain. They live in South America. The leaf looks like a bowl. The leaf traps insects. There is liquid inside the bowl. The liquid breaks down the bugs.

The Venus flytrap is also carnivorous. Venus flytraps live in the Carolinas. The leaves close when they are touched. Insects get trapped.

Corkscrew plants are carnivorous. They live in wet climates. They live in Africa, Central, and South America. Corkscrew plants have leaves like corkscrews. Insects can't escape. They grow where you live. You can buy one

How Chocolate is Made

ile:
50

People love chocolate. Chocolate is in cookies. Chocolate is in cake. Chocolate is in candy. Chocolate in drinks. Where does chocolate come from?

Chocolate grows in Pods. Farmers harvest the pods. The pods are picked.

They are cut open. The cocoa beans are inside a pulp. The pulp is taken out. The pulp sits out. This helps it taste like chocolate.

Next, the cocoa beans are dried. They are dried in the sun. After, the beans are shipped. Chocolatiers buy the beans.

The chocolatier gets the beans. They roast them. They roast the beans in ovens. Next, the shells are taken off. The cocoa nib is left. Sugar is added to the chocolate. Milk powder can also be added. Milk makes milk chocolate.

Then, the chocolate is tempered. Tempering is when the chocolate is melted and cooled. This makes the chocolate shiny and strong.

Lastly, the chocolate goes into a mold. The mold can be shaped like a chocolate bar. It can be hearts for Valentine's Day. It can be a bunny for Easter.



Farmer harvesting cocoa pod



White pulp inside cocoa pod



Cocoa beans are dried

How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Student Practice Pages: These are extra, short practice pages for students to use as part of the mini lesson. After the anchor chart is introduced and completed as a class, practice pages can be completed as guided practice or independent practice.

Mentor Text: The mentor texts included in this lesson come directly from the Florida B.E.S.T standards mentor text recommendations for first grade or are modeled off of these samples. The texts that come directly from the recommendations tend to be significantly longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.

Anchor Chart

Understanding Nonfiction Text

Authors write the words in the text.

Illustrators draw pictures.

Photographs are real pictures taken with a camera.

The words and the pictures work together to help us learn.

Readers get a mental picture when _____

Anchor Chart

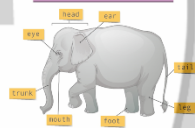
Student Practice

Understanding Nonfiction Text

The _____ and the _____ work together to help us learn.

What can you learn from the diagram?

Parts of an Elephant



☐ Elephants have a trunk.
☐ Elephants are big.
☐ Elephants have four feet.

What can you learn from the text?

Elephants use their trunks to drink. _____

How elephants use _____

Practice Page

Mentor Text

Write & Images Name _____ Date _____

Prehistoric Reptiles



There are many types of prehistoric reptiles. Some are dinosaurs. The Brachiosaurus lived in North America during the late Jurassic time. The Brachiosaurus had a long neck, small skull, and large size. The Tyrannosaurus rex lived in western North America from the Maastrichtian age. T-Rex was a carnivore. T-Rex had a large skull and a long, heavy tail with short forelimbs.

Mentor Text

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce the anchor chart “Understanding Nonfiction Text”. Review key vocabulary from the anchor charts including authors, illustrations, and photographs. As part of the mini lesson, have students complete the student practice in partners or independently. Review practice together. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 2: Read the mentor text together. Complete the questions as a group. Ensure you model and practice coloring text evidence in the indicated crayon colors.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

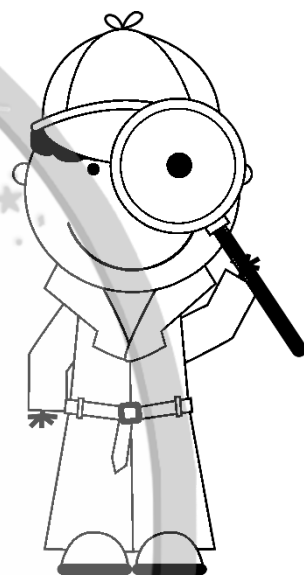


Be a Word Detective!

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.



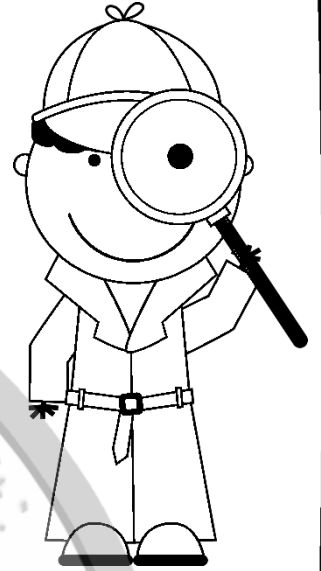
Next...

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



Be a Word Detective!

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



Read the following sentences. Underline the context clue. Circle the right meaning of the word.

1. Beethoven was a famous **composer**. He wrote many well-known classical songs.

Composer means:

- a. music writer
- b. play writer
- c. piano player
- d. Actor

2. Some people buy **organic** food. This is food that is grown without chemicals and pesticides.

Organic means:

- a. unhealthy
- b. plain
- c. delicious
- d. food grown without chemicals and pesticides.

3. Mackenzie was **elated**, or happy, when she won the leadership award.

Elated means:

- a. upset
- b. outraged
- c. happy
- d. Lucky

4. People travel from all over to see the fall **foliage** in New England. The colorful leaves are a beautiful site.

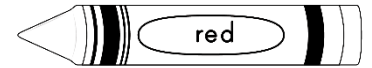
Foliage means:

- a. birds
- b. leaves
- c. Halloween decorations
- d. animals

Context Clues

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

1. What does “curious” mean?



- a. A scientist
- b. Wanting to know lots of things
- c. Wanting to help people

2. Read these sentences from paragraph 2 of the passage.

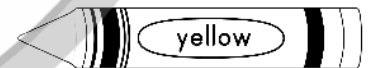


*It was his job to **investigate** different things. He searched for answers to problems.*

What does the word “investigate” mean in paragraph 2?

- a. Different
- b. Answers
- c. Search

3. What is the meaning of the word “fascinating”?



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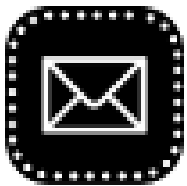
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