FICTION | 3RD GRADE | RL.3.4

# CONTEXT CLUES in stories

LEXILE®

TRUSTED BY OVER 4,000 TEACHERS

Context Clues Name: _____ Date: _____

## Farah's First Day

ah had just moved to New York family from Afghanistan. Farah family were **refugees**. They left untry because there was a war, ey were no longer safe in fghanistan.



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. Farrah 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.

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
ai 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 hajib because it showed respect
e 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.
ny 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



s. Underline the text evidence in the color

aph 1 of the story: red

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

in in paragraph 1?

untry because of war

'accent" in paragraph 2? orange

guage
English
nced by people from different places

hijab" in paragraph 2? yellow

MagCORE

# WHAT'S INSIDE?




**PRINTABLE** PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

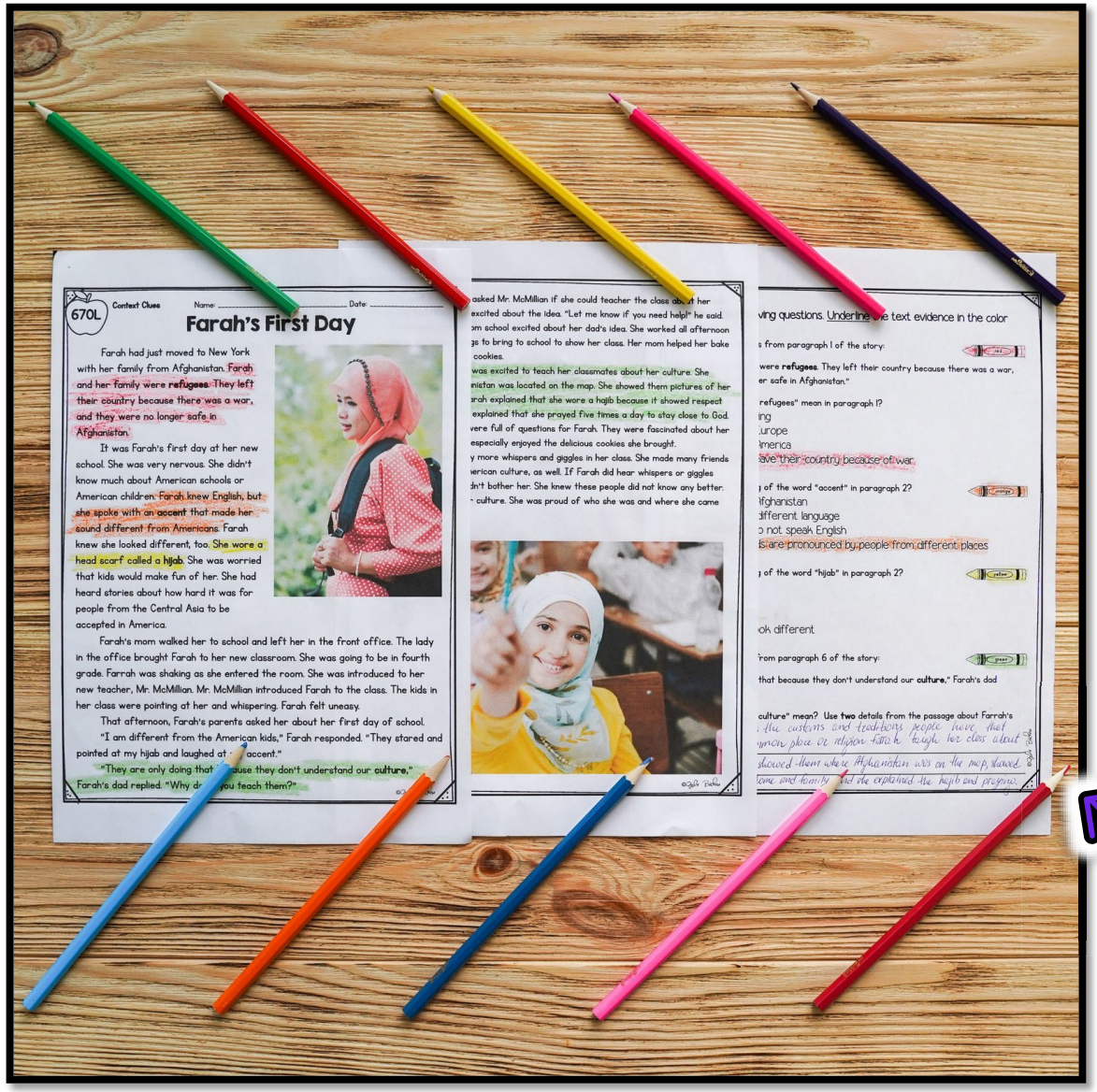
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

## Printable and Google Slides Included

LEXILE®

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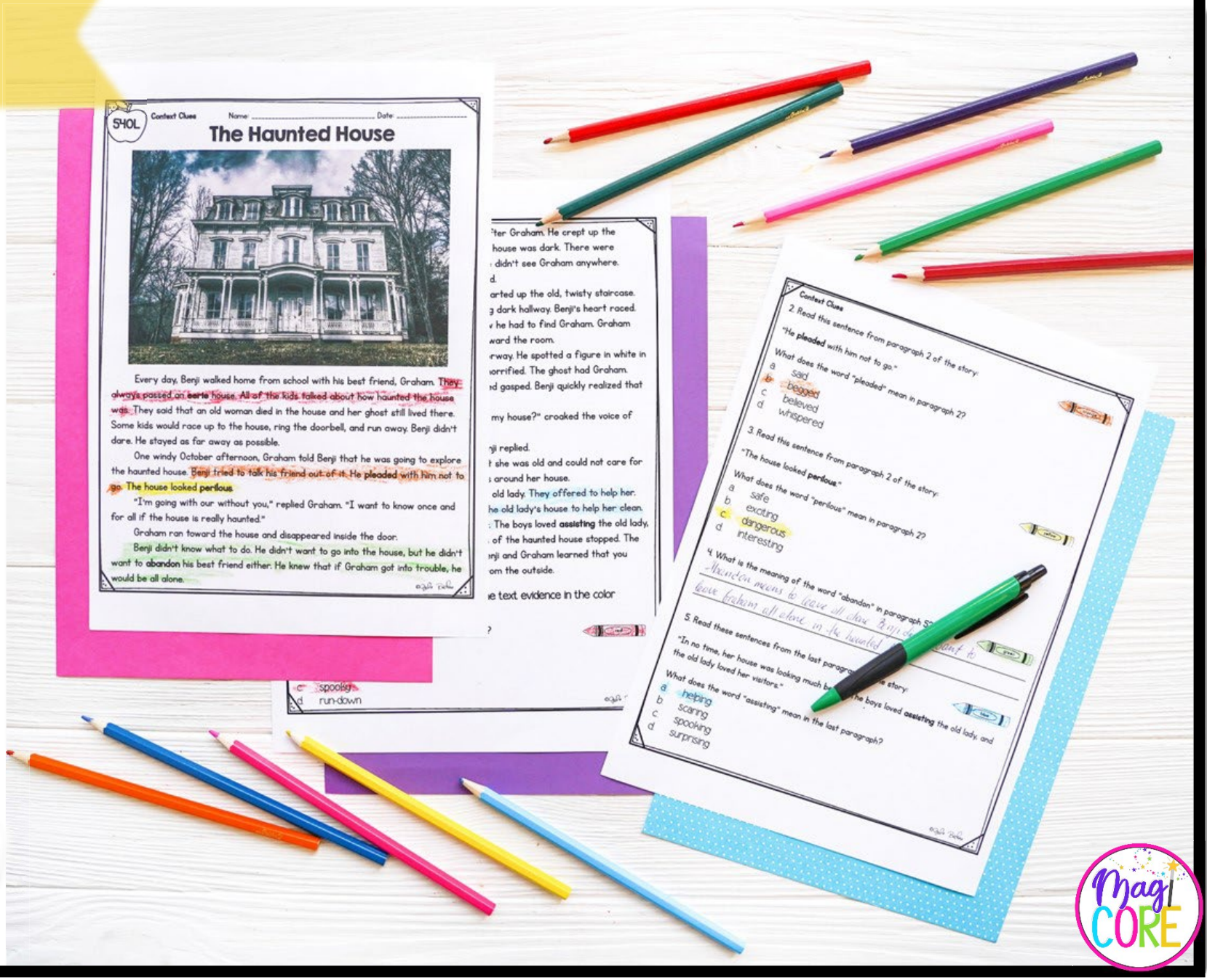
# 10 FICTION PASSAGES




- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.
- Dive into relatable plots to spark comprehension AND curiosity.

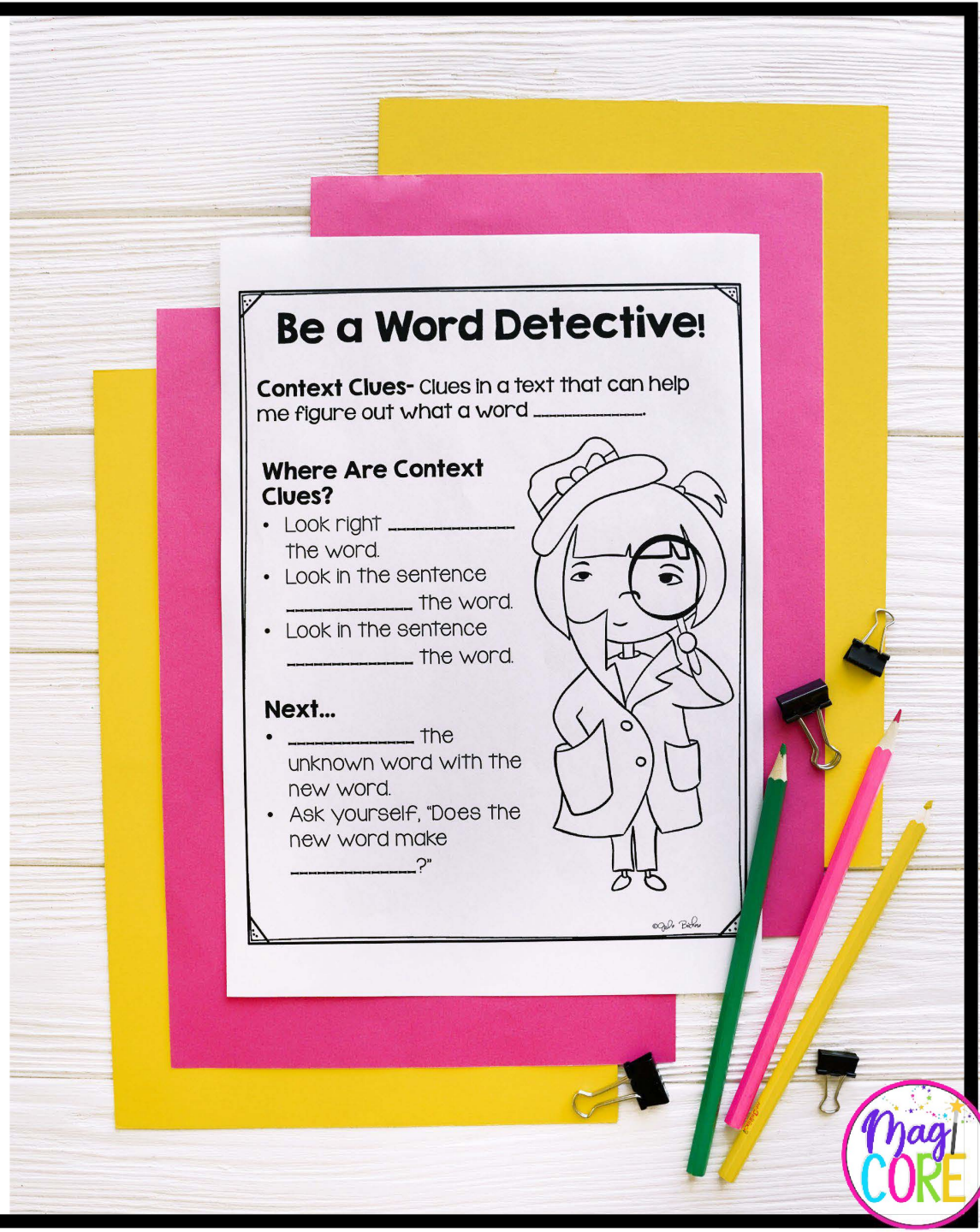
# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



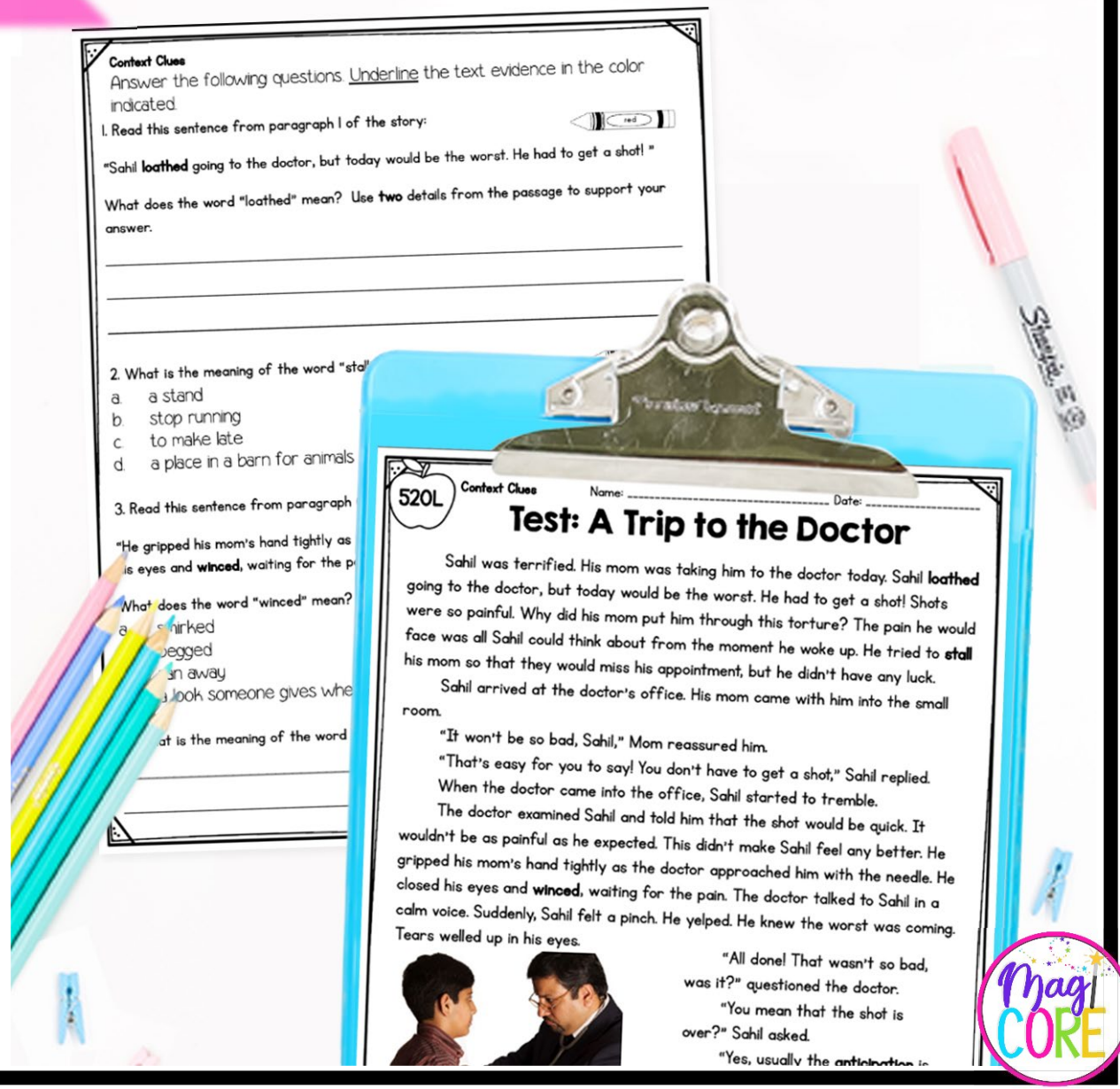
# ANCHOR CHART

- Context Clues Anchor Chart
- Use to introduce the skill
- Students reference throughout the unit



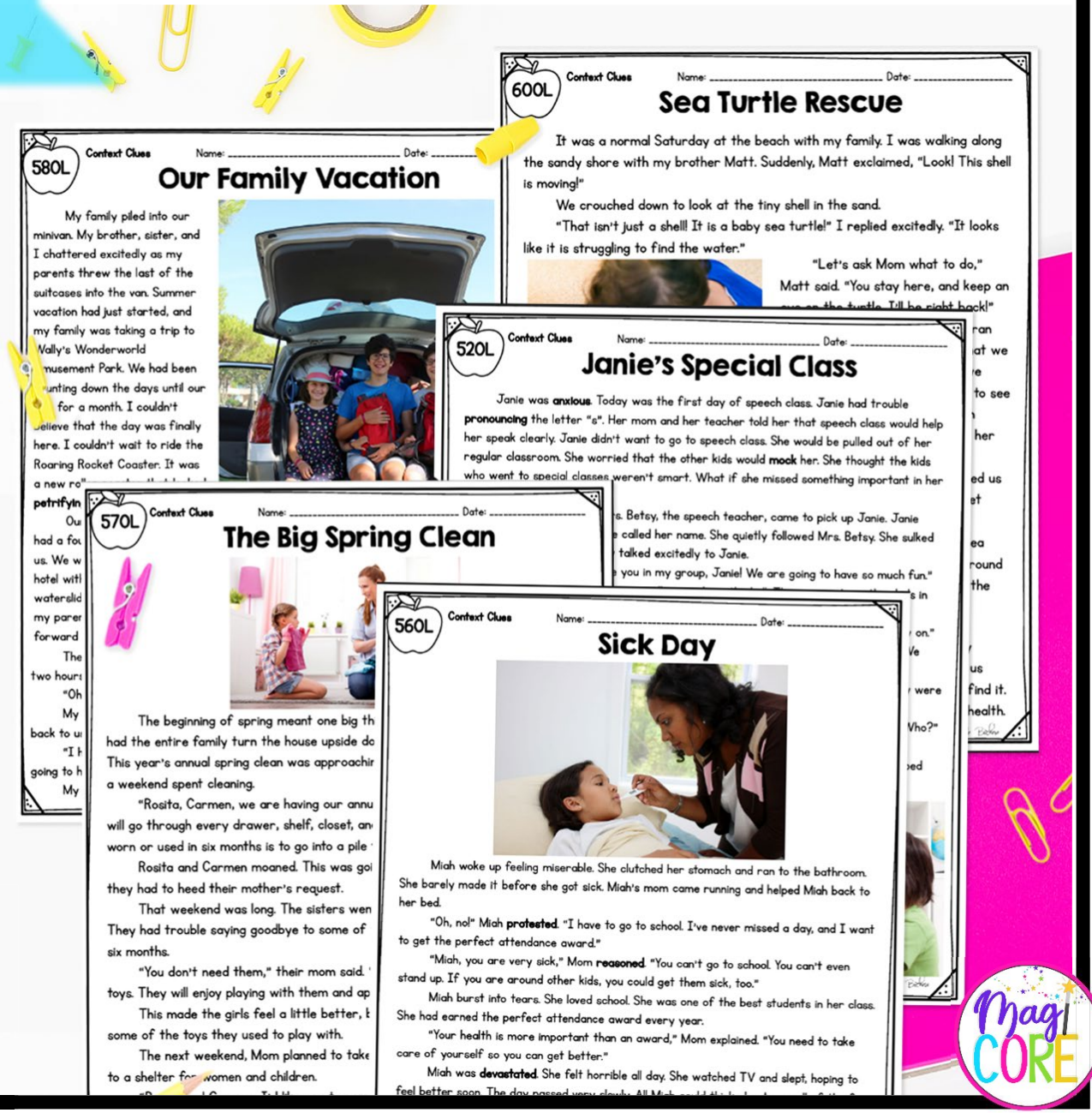
# ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 4,000 teachers... and counting!...



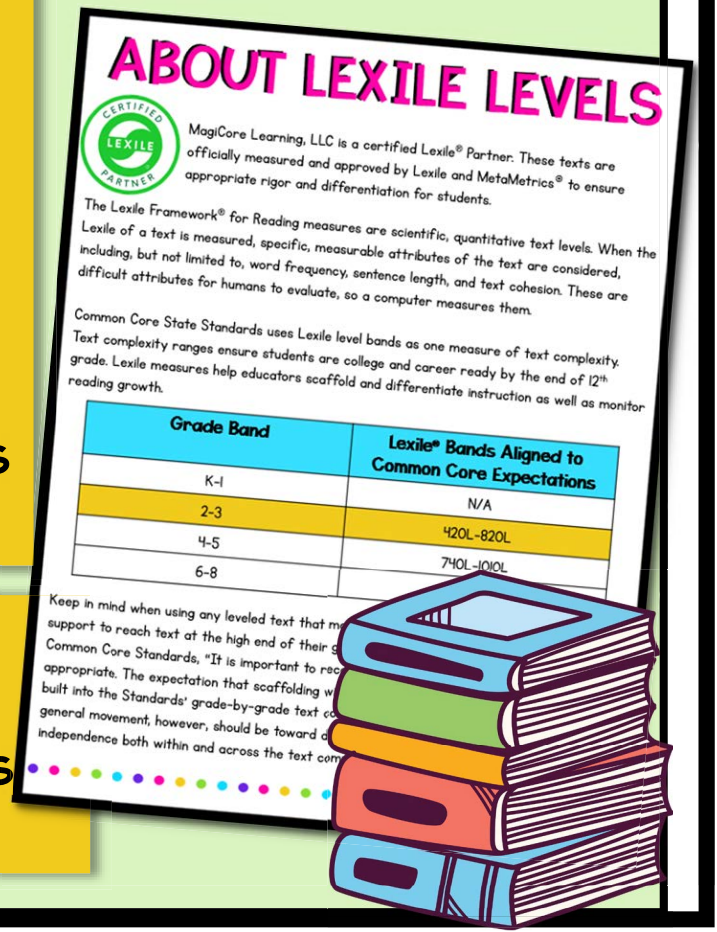
# ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.




Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

# TAKE A PEEK

## CONTEXT CLUES IN STORIES

3rd grade

### Table of Contents

*This product includes 12 stories in the 2nd-3rd Grade Common Core Text Complexity Band.


1. Anchor Chart/Journal Page- Literal/Nonliteral Language
2. Be a Word Detective! Anchor Chart/Journal Page
3. The Big Surprise- 470L
4. Janie's Special Class- 520L
5. The Haunted House- 540L
6. Sick Day- 560L
7. The Big Spring Clean- 570L
8. Our Family Vacation- 580L
9. Sea Turtle Rescue- 600L
10. The Earth Day Project- 610L
11. Farah's First Day- 670L
12. The Race for Class President- 760L
13. Test
    - A Trip to the Doctor- 520L
    - Becca's New Look- 570L




The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

## ABOUT LEXILE LEVELS

MagiCore Learning, LLC 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.

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-1385L |

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."

## Words & Phrases

### Literal Language

Means exactly what it says




Example: My class went on a field trip to the zoo. We saw elephants.

### Nonliteral Language/Figurative Language

The author uses language beyond its literal meaning. Oftentimes, figurative language compares one thing to another. Authors use figurative language to help readers use their imagination.



Example: My class was a zoo. Kids were jumping around and yelling.

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# AND ANOTHER PEEK

570L **Context Clues** Name: _____ Date: _____

## The Big Spring Clean



The beginning of spring meant one big thing in the Ramirez household. Mom had the entire family turn the house upside down for an **annual** spring cleaning. This year's annual spring clean was approaching quickly. Nobody looked forward to a weekend spent cleaning.

"Rosita, Carmen, we are having our annual spring cleaning this weekend. We will go through every drawer, shelf, closet, and basket. Everything you haven't worn or used in six months is to go into a pile to get rid of," Mom explained.

Rosita and Carmen moaned. This was going to be torture, but they knew they had to heed their mother's request.

That weekend was long. The sisters went through all of their belongings. They had trouble saying goodbye to some of their toys they hadn't played with in six months.

"You don't need them," their mom said. "There are other kids who don't have toys. They will enjoy playing with them and appreciate them."

This made the girls feel a little better, but it was still hard to say goodbye to some of the toys they used to play with.

The next weekend, Mom planned to take the things they were getting rid of to a shelter for women and children.

"Rosita and Carmen, I'd like you to come with me to help," Mom requested.

The girls were **aggravated**. "It will just be another weekend wasted on Mom's clean-up frenzy!" they complained to each other.

©Zaila Barker

They went along **begrudgingly**. When they arrived at the shelter, they brought their bags and boxes into a large room. There were women sitting on cots. The girls were shocked to see children even younger than them with their moms.

Rosita opened a bag with stuffed animals. She brought a teddy bear over to a little girl who was sitting quietly in the corner.

"This is for you," Rosita said to the little girl. The little girl grinned from ear to ear. She took the teddy bear and hugged him close.

Rosita and Carmen handed out all of their toys and clothes to the children. The girls understood why their mom wanted them to come with her. Getting rid of things they didn't need wasn't just to organize their house. They were helping people who didn't have as much as they did. The girls thanked their mom for bringing them.

"I think we should have spring cleaning twice a year," Carmen suggested on the car ride home.




©Zaila Barker

**Context Clues**

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

1. Read this sentence from paragraph 1 of the story: red

"Mom had the entire family turn the house upside down for an annual spring cleaning.

What does the phrase "turn the house upside down" mean? Use **two** details from the passage to support your answer.

_____

_____

_____

2. What is the meaning of the word "annual" in paragraph 1? orange

a. daily
b. yearly
c. weekly
d. monthly

3. Read this sentence from the last paragraph on page 1 of the story: yellow

The girls were **aggravated**. "It will just be another weekend wasted on Mom's clean-up frenzy!" they complained to each other.

What does the word "aggravated" mean?

a. bored
b. willing
c. pleased
d. annoyed

4. What is the meaning of the word "begrudgingly" in paragraph 1 on page 2? green

_____

_____

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# CHECK THIS OUT TOO!

760L

Context Clues Name: _____ Date: _____

## The Race for Class President

It seemed like just another normal Friday in Mrs. Wilson's second-grade classroom. That is, until Mrs. Wilson made the big announcement.

"Boys and girls, it is time we **elect** a class president."

Mrs. Wilson explained that a class president would help solve problems other students had. He or she would also listen to ideas that classmates had about activities and events.

"The class president should be a great **communicator**. The president should also be someone you can trust," explained Mrs. Wilson.

The more Mrs. Wilson explained the job of the class president, the more excited Greta became. She loved to talk with her classmates. She also loved to help them solve problems. Greta knew she would be perfect for the job.

Mrs. Wilson explained how the students would need to **campaign**. They could campaign by making posters and giving speeches about their goals and ideas as class president. Greta's brain swirled with ideas for her campaign.

That afternoon, the lunchroom was swarming with students in Greta's class talking about who would run for president. Bella, one of the most popular girls, planned to run.

Greta's heart sank with disappointment as she heard the news that Bella planned to run. She knew she didn't stand a chance against Bella. Everyone loved Bella, but Greta wasn't willing to give up yet.

Greta spent the whole weekend making colorful campaign posters with her family. She wrote a speech about how hard she would work for her classmates. When Monday came around, Greta was prepared to go head-to-head with Bella.

When Greta got to school, her heart sank when she saw Bella's posters. They were printed posters with computer graphics. They looked so professional next to Greta's hand-drawn posters. Bella delivered her speech to her classmates. The class erupted in applause at the end. Greta's classmates cheered for her, but not nearly as loud as they did for Bella.

©Kelly Bielefeld

When it came time to vote, Greta knew her chances were **dismal**. By the end of the day, Mrs. Wilson had tallied the votes. She was ready to make the big announcement.

"Our race for class president was close! Our winner only won by two votes! Our class president is... BELLA!"



Bella beamed with excitement. Greta felt a rush of disappointment pass over her. Even though she lost, Greta knew she should always be a good sport. She went up to Bella after school.

"Congratulations, Bella. I know you will make an excellent class president."

Bella said, "Thanks, Greta! I was thinking... Since the race was so close, maybe we could talk to Mrs. Wilson about having you as the vice president. I think you could really help me out."

Greta was thrilled at Bella's idea. Mrs. Wilson also loved the idea of the girls working together. Greta was thankful she gave the race for president a try. If she had given up, she never would have had the chance to be the 2nd Grade Vice President.

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

1. Read the following sentences from paragraph 2: (red)

"'Boys and girls, it is time we **elect** a class president.'"

What does the word "elect" mean in this sentence? (Choose all that apply.)

a. pick
b. change
c. choose
d. vote for

©Kelly Bielefeld

Context Clues

2. Read these sentences from paragraph 4 of the story: (orange)

"'The class president should be a great **communicator**.'"

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

a. a person who is popular
b. a person who is outgoing
c. a person who tells secrets
d. a person who talks with others

3. Which of the following might a person do during a **campaign**? (Choose all that apply.) (yellow)

a. read books
b. make posters
c. give speeches
d. study for tests

4. Read these sentences from paragraph 4 of the story: (green)

"When Monday came around, Greta was prepared to go head-to-head with Bella."

What does the phrase "head-to-head" mean? Use **two** details from the passage to support your answer.

_____

_____

_____

5. What is the meaning of the word "dismal" in paragraph 1 on page 2? (Choose all that apply.) (blue)

a. bad
b. unlikely
c. hopeful
d. positive

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Preview ONLY

# UPGRADE THEIR SKILLS!

570L

Context Clues Name: _____ Date: _____

## Test: Becca's New Look

Becca was **devastated**. Her doctor had told her that she needed to wear glasses. She didn't want to wear glasses. After her appointment with the doctor, Becca **debated** with her mom.

"Mom, I am going to look nerdy with glasses. All of the kids will make fun of me," Becca complained.

"You are going to have to get over it, Becca," her mom replied. "Your grades are dropping. You can't see the board. The doctor said that you need to wear glasses, or your eyes will get worse."

Becca moaned and groaned, but there was no convincing her mom. The next week, Becca went to school with her new glasses. At least she was able to pick out pretty purple glasses and a flowery case. Becca thought to herself, "Mom will never know if I don't wear my glasses. I will just keep them in my case."

Becca sat down in her seat to begin her morning work. She hid the flowery case inside her desk. Mr. Ken looked up from his desk as Becca squinted to see the board.

"Becca, I see you **straining** your eyes again. Your mom called me this morning and told me about your new glasses. Take them out so you that can see," said Mr. Ken.



©Deb Becker

Becca slumped deep in her seat. Not only did she have to wear her glasses, but every kid in her class was staring at her, waiting to see her put her glasses on.

Becca imagined snickers as she slowly placed the purple glasses on her face. Her cheeks were beet red.

A girl named Kim passed a note to Becca. Becca opened it. "I love your new purple glasses!"

Becca looked up and flashed a grin at Kim. She felt a little better.



That day at recess, Becca approached Kim and thanked her for complimenting her new glasses.

Kim said that she really did love her glasses. She didn't need glasses, but she wanted to buy frames because she thought they looked cool.

Becca realized that she had overreacted. Her glasses weren't a big deal to anyone except her. Nobody cared if she wore glasses. She was still the same girl she was before.

©Deb Becker

Context Clues

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

1. Read this sentence from paragraph 1 of the story: red

"Becca was **devastated**. Her doctor had told her that she needed to wear glasses. She didn't want to wear glasses."

What does the word "devastated" mean?

a. to be bored
b. to be angry
c. to be jealous
d. to be very upset

2. What is the meaning of the word "debated" in paragraph 1? orange

a. told
b. argued
c. swayed
d. convinced

3. What is the meaning of the word "straining" in the last paragraph on page 1? yellow

_____

_____

4. Read these sentences from paragraph 1 of the story:

"Becca imagined snickers as she slowly placed the purple glasses on her face. Her cheeks were beet red."

What does the phrase "cheeks were beet red" tell the reader about how Becca feels? Use details from the passage to support your thinking. green

_____

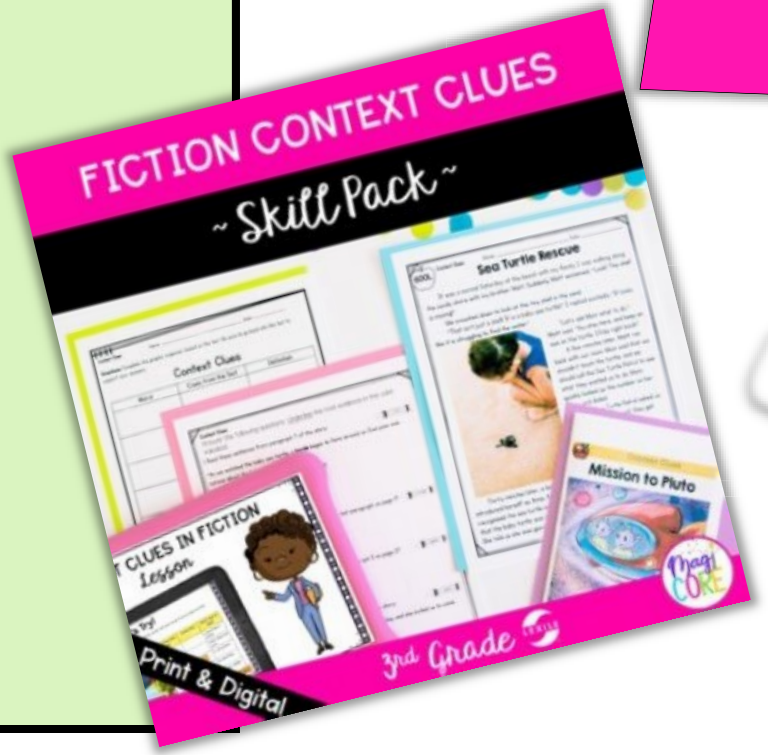
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# UPGRADE THEIR SKILLS!

The CONTEXT CLUES IN FICTION SKILL PACK Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards




Love this unit but need something more comprehensive? Try the SKILL PACK!

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- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard




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- anchor charts
- questions focused on skills for each standard

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