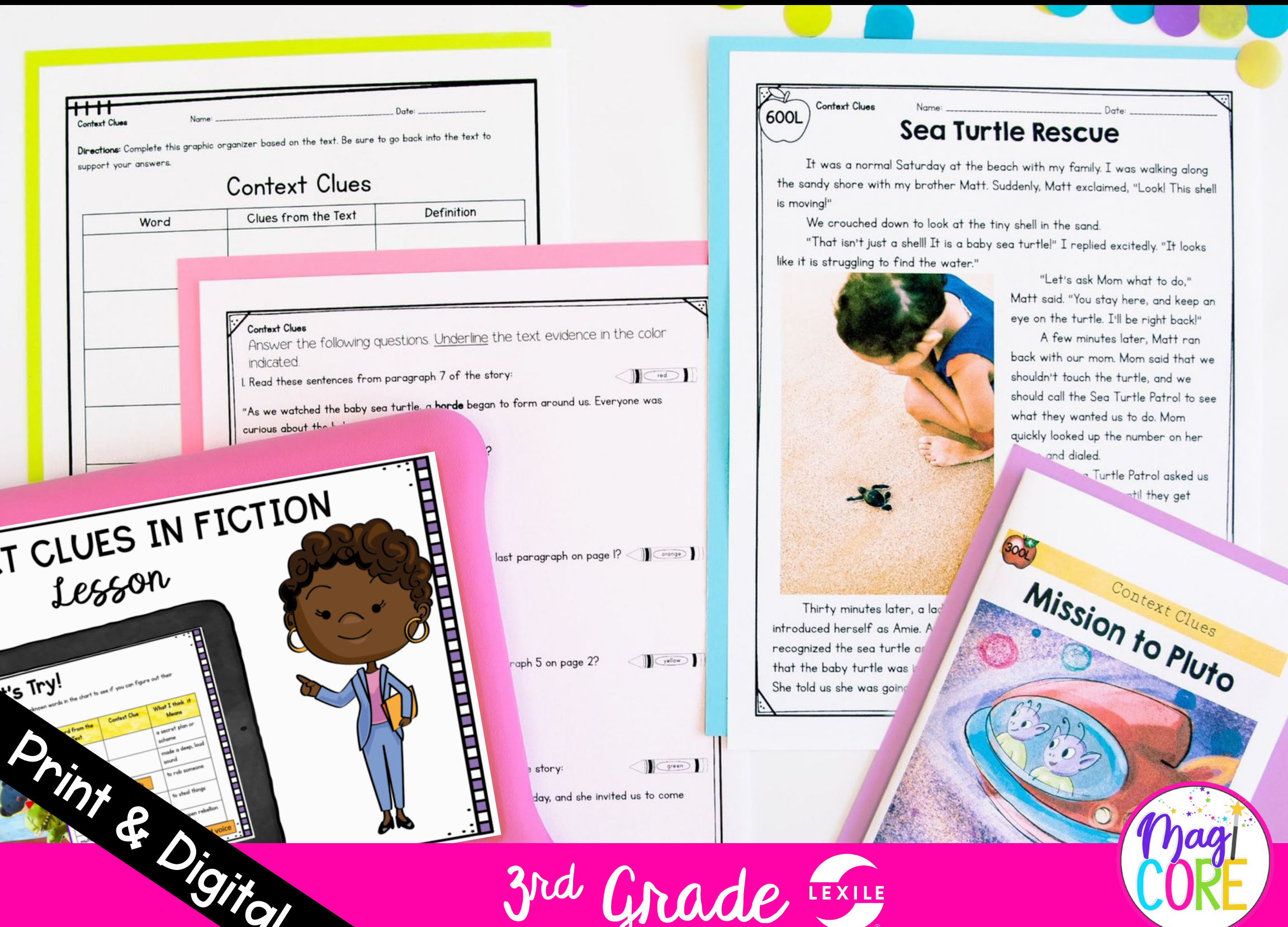
FICTION CONTEXT CLUES

~ Skill Pack ~



Print & Digital

3rd Grade LEXILE

MagiCORE

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

	LESSON	PRACTICE	GUIDED READING	CEN
MONDAY	• Introduce how to use context clues to help you determine the meaning of unknown words. Review the types of context clues. 	Read "Pirate Chicken" and model how to use context clue to determine the meaning of unknown words. 	Preview and Predict" The Bake Sale". Meet with two groups and complete "pre-reading" activities."	Task Cards • Contex 
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. 	
WEDNESDAY	Guided Practice: • Review "Giraffes Can't	Independent Reading • Choice text to read independently and	Complete "During Reading" discussions. 	

GUIDED READERS

Printable & Digital

LEXILE®

3rd Grade



MagiCORE

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," Nuphe
worry. These thick spacesuits will k
cozy."

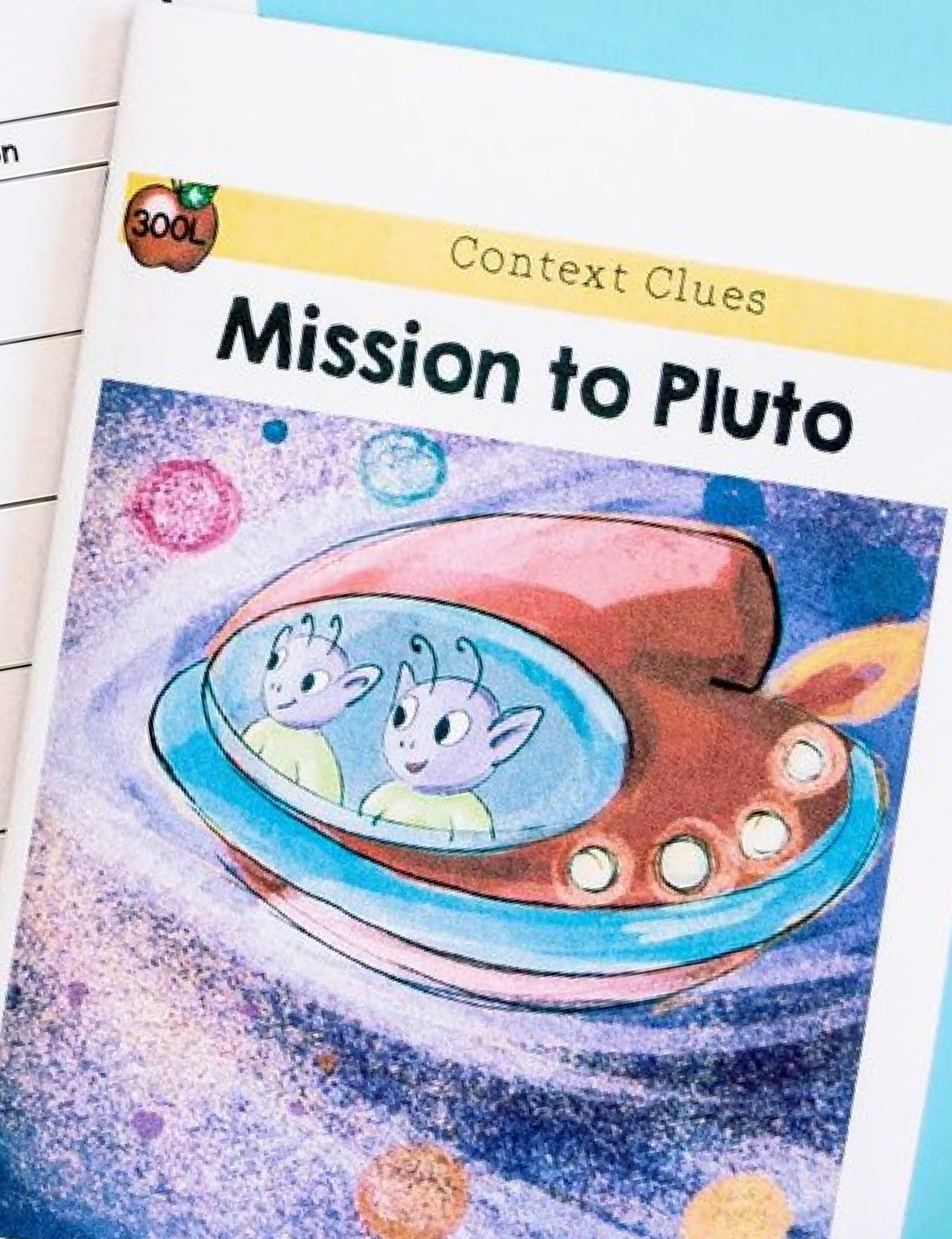
"I sure will miss Mars. It's nice a
Zorquad said in a sad voice. "Mars wi
home."

"Oh, Zorquad," said Nupheus. "The
our home. There are many planets to e

300L

Context Clues

Mission to Pluto



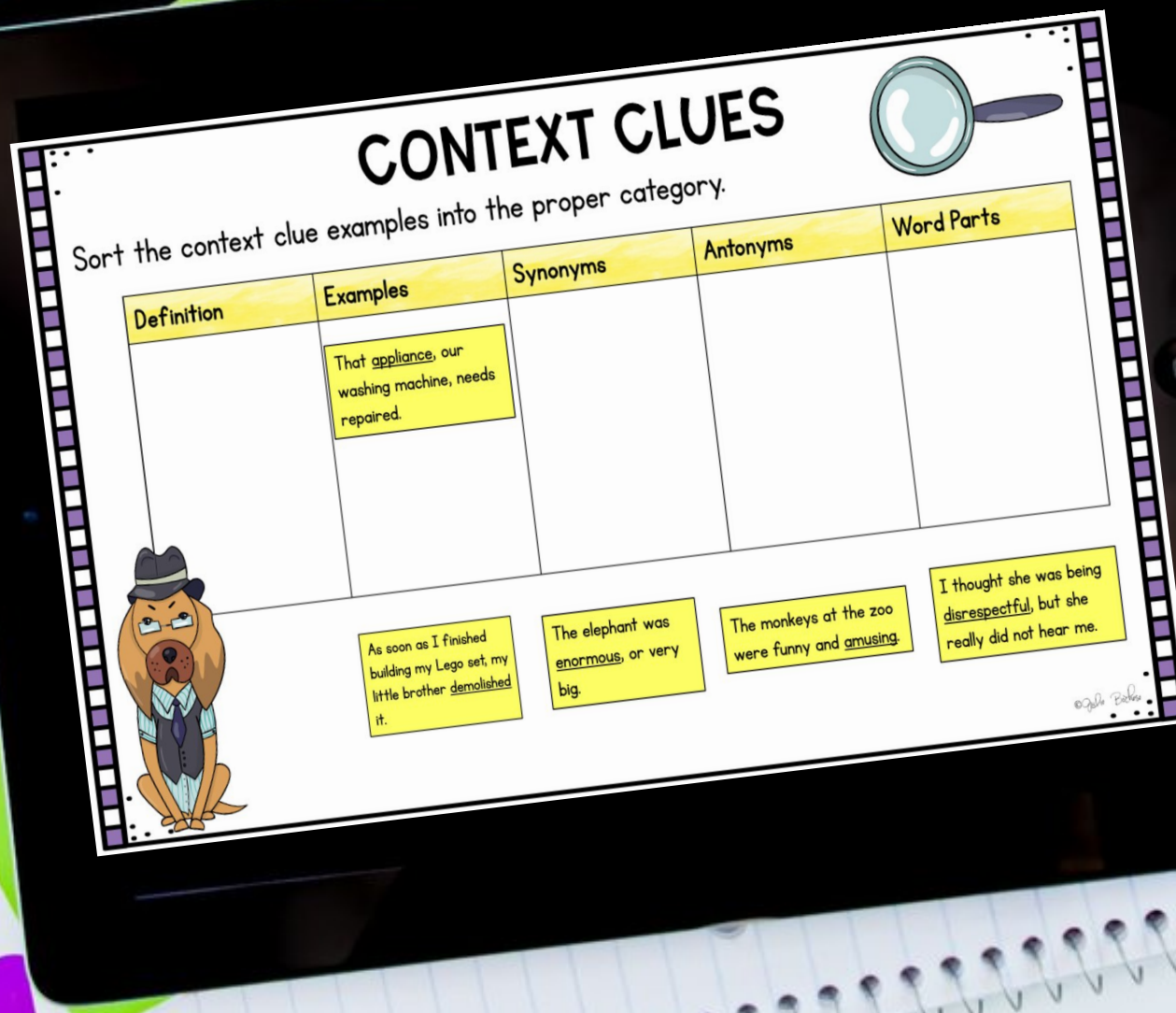
Name: _____ Date: _____

Context Clues

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

Context Clues

Word	Clues from the Text	Definition



3rd Grade

Context Clues in Fiction

DIGITAL Mini lessons

MagiCORE


Let's Listen!
Listen to the book, "Giraffes Can't Dance" by Giles Andreae.
GIRAFFES CAN'T DANCE

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

©Julie Bielen

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		to stare in a mean way
emerged	from the darkness	to come out
wavered	only one very, very small shimmery scale	
peculiar	for a long time he watched	odd or strange
whizzed		moved very quickly with a slight buzzing sound
surrounded		enclosed on all sides
possessions	only one shining scale left	

hesit
thin
two
rain
spa
mo
did
eve


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

FICTION

3RD GRADE

RL.3.4

CONTEXT CLUES in stories

LEXILE®

Context Clues

670L

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. 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.

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?"

©Jodi Bakke

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



©Jodi Bakke

s. Underline the text evidence in the color

ph 1 of the story: red

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

n in paragraph 1?

untry because of war.

accent" in paragraph 2? orange

luage
English
nced by people from different places

hijab" in paragraph 2? yellow

6 of the story: green

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

Use **two** details from the passage about Farrah's
s and traditions people have that
or religion Farah taugh her class about
where Afghanistan was on the map, shared
ty, and she explained the hajib and praying.

©Jodi Bakke

Print & Digital

MagiCORE

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 _____?"



©Josie Bissett

540L

Context Clues

Name: _____ Date: _____

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 our 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.

©Josh Becker

ter Graham. He crept up the
house was dark. There were
didn't see Graham anywhere.
d.
arted up the old, twisty staircase.
g dark hallway. Benji's heart raced.
v he had to find Graham. Graham
ward the room.
rway. He spotted a figure in white in
orrified. The ghost had Graham.
ed gasped. Benji quickly realized that

my house?" croaked the voice of

nji replied.
t she was old and could not care for
s around her house.
old lady. They offered to help her.
he old lady's house to help her clean.
. The boys loved **assisting** the old lady,
of the haunted house stopped. The
enji and Graham learned that you
om the outside.

e text evidence in the color

?

c. spooky
d. run-down

©Josh Becker

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

5. Read these sentences from the last paragra e story:

"In no time, her house was looking much be
the old lady loved her visitors."

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

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

he boys loved **assisting** the old lady, and

©Josh Becker

6TOL

Farah's First Day



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That afternoon, Farah's parents asked her about her first day of school.

"I am different from the American kids," Farah responded. "They stared, 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. "Who don't you teach them?"



The next day, Farah asked Mr. McMillan if she could teach a lesson about where she came from. Mr. McMillan was excited about the idea. Farah went home from school excited about her day. She was excited and nervous. Farah went home from school excited about her day's events and knew exactly what things to bring to school to share with her class. Farah's favorite dessert, Afghan cookies, and her family's photo album.

The next day, Farah told the class about her home country, Afghanistan. She showed them where Afghanistan is on the map and how her family lived and how the women dressed. She explained that Farah's classmates were full of questions and wanting to learn more about her culture. They became interested in learning about Farah's culture and learned to love the American culture. Farah didn't hear any more comments about her hijab or her accent. She learned to love the American

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



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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passage?

ad done

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c. Collecting this treasur than he had planned.
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an in this passage?

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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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© Julie Bacher

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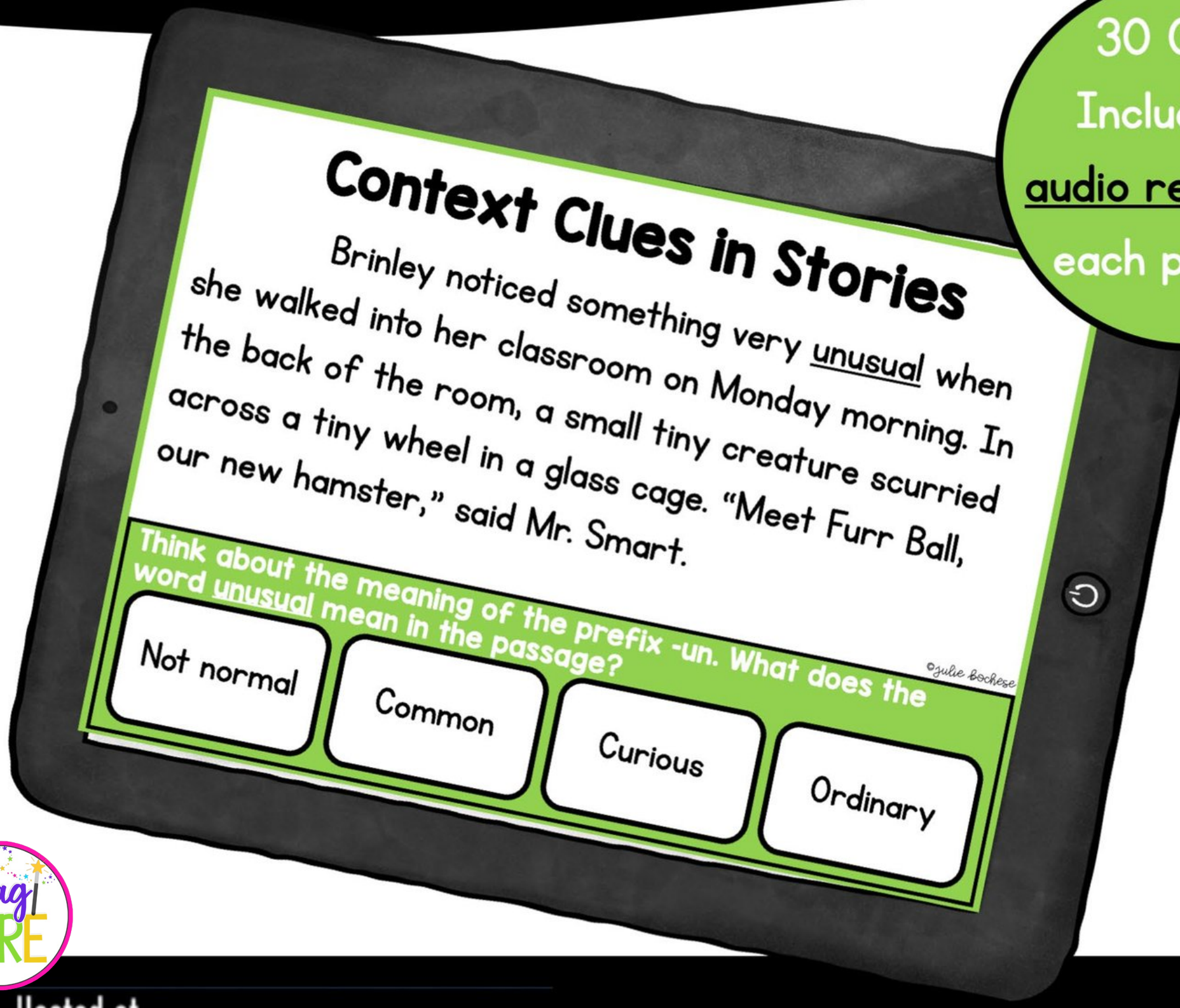
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CONTEXT CLUES
Digital Task Cards

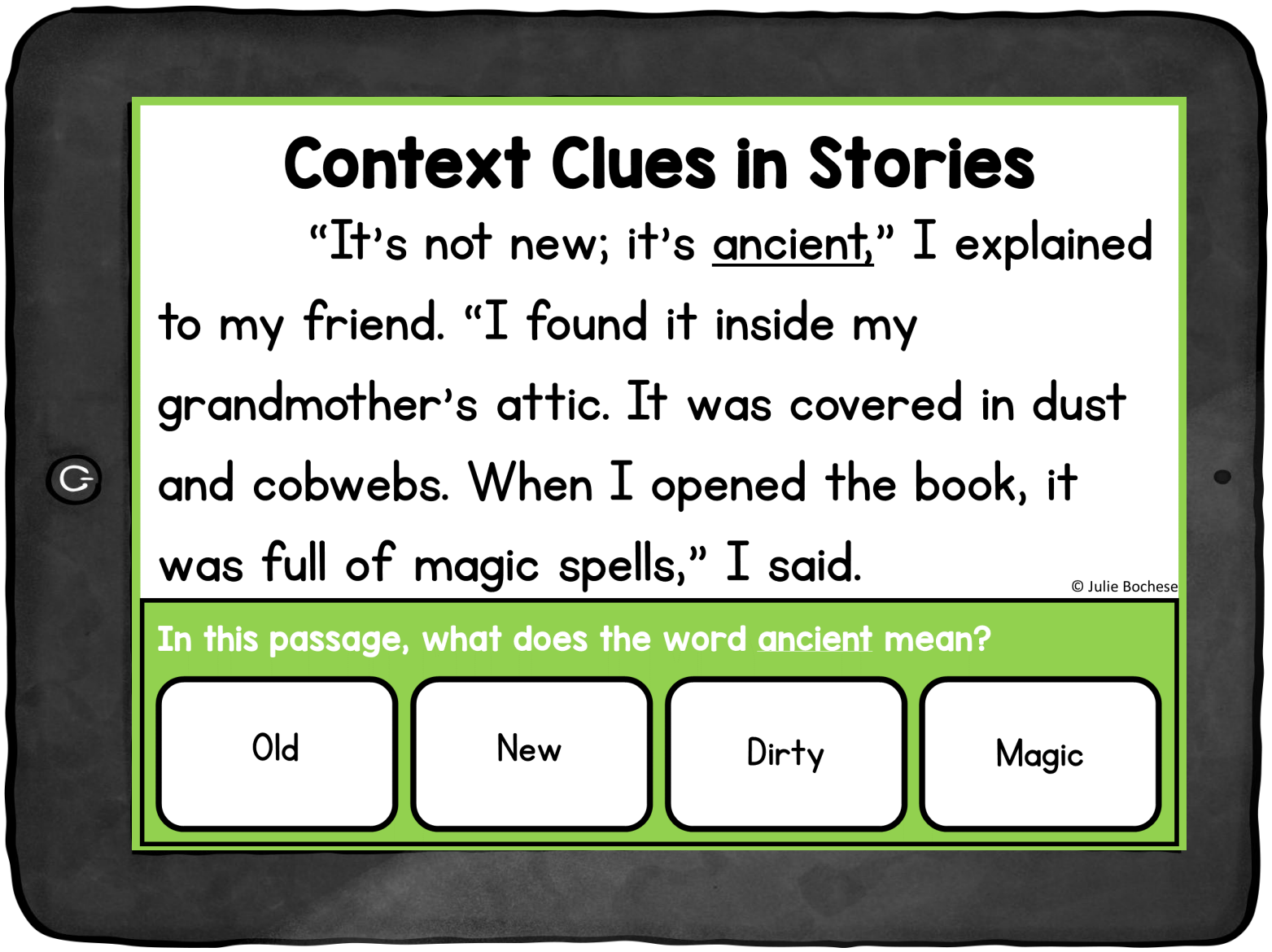
30 Cards
Includes an audio reading of each passage.



Hosted at boomlearning

BOOM CARDS

CONTEXT CLUES IN STORIES BOOM CARDS



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

You may be eligible for a free trial from Boom Learning. Read here for details: http://bit.ly/BoomTrial. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

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.

© Julie Bochese

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

- Eyebrows scrunched
- Stomped her feet
- Angry
- All of the above