

NONFICTION

2<sup>ND</sup> & 3<sup>RD</sup> GRADE

RI.2.4 / 3.4

# CONTEXT CLUES



TRUSTED BY OVER  
**15,000**  
TEACHERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## A Day in My Life: Spain

Veranza Balon. I am eight years old. I live with my mama, papa, grandma, and my

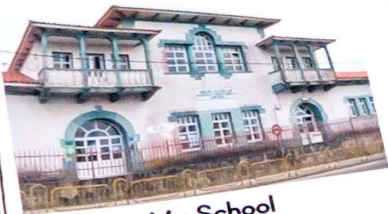


This is me!

I usually wake up around 8:00 a.m. I eat cereal and watch a show on TV. After breakfast, I get ready for school.

9:00 a.m.: My mom walks Carlos and me to school. It takes us about 20 minutes.

9:30 a.m.: School starts. My teacher is Mrs. Sanchez. There are 29 kids in my class. We learn social studies, reading, writing, arithmetic, art, and physical education.



My School

12:00 p.m.: This is my favorite time of day—lunch time! Carlos and I go home for lunch with my family. My papa even comes home for lunch. My mama cooks a massive meal that includes an appetizer, main course, and dessert. My favorite is seafood paella. Paella is a dish of rice and seafood. After lunch, we take a small siesta, or nap.



Seafood Paella

3:30 p.m.: It's time to go back to school. We finish our lessons and end the day with physical education and do our homework.

### Context Clues

1. What is the meaning of "arithmetic" as it is used in the 4<sup>th</sup> paragraph of the passage?

- a math
- b writing
- c reading
- d physical education

2. Read this sentence from paragraph 5 of the passage:  
My mama cooks us a massive meal that includes an appetizer, main course, and dessert.

What does the word "massive" mean in paragraph 5? (Pick all that apply)

- a large
- b huge
- c small
- d tasty

3. What is the meaning of the word "paella" in paragraph 5?

Paella is a dish of rice and seafood.

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

A siesta is a nap.

5. Read this sentence from paragraph 7 of the passage:  
Carlos and I slowly amble home and do our homework.

What does the word "amble" mean in paragraph 7?

Amble means to walk slowly. I know this because...



# WHAT'S INSIDE?

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

**CONTEXT CLUES**

2<sup>nd</sup> & 3<sup>rd</sup>

540L

Context Clues Name: \_\_\_\_\_ Date: \_\_\_\_\_

### How Chocolate Is Made

A favorite treat of many people is chocolate. Whether it is in cookies, cakes, candies, or drinks, most people love this **decadent** and delicious sweet. Have you ever wondered where chocolate comes from?

Chocolate begins by growing in cocoa pods. Farmers **harvest** these pods twice a year. When harvested, the cocoa pods are picked and cut open. A white pulp that has the cocoa beans inside is taken out. Next, the pulp is **fermented** in containers. This is when the pulp and beans are left out to break down. Fermentation helps develop the flavor of the chocolate.



Farmer harvesting cocoa pod

After five to seven days of fermentation, the cocoa beans are dried in the sun. Next, the beans are shipped all over the world to **chocolatiers**.

Once the chocolatier receives the beans, he or she **roasts** them. Some chocolatiers roast their beans in ovens. Next, the cocoa beans have their shells removed. This process is called **winnowing**. The cocoa nib is left. Then, the cocoa nibs are ground into a paste. Soon after, sugar is added to the chocolate. Milk powder can also be added to make milk chocolate. Afterward, the chocolate is **tempered**. Tempering is when the temperature of the chocolate is raised and lowered to create crystals. This makes the chocolate shiny and firm. Most chocolatiers have a machine that does this.



White pulp inside cocoa pod



Cocoa beans being dried

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

**Table of Contents**

\*This product includes 12 Lexile® leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> grade text complexity band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420L-820L). Each passage is approximately 1 page long.

1. How to Use this Resource, Unpacking the Skill
2. Word Detective Steps Anchor Chart (2 pgs.)
3. Types of Context Clues Anchor Chart (2 pgs.)
4. Be a Word Detective Search (1 pg.)
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7. How Chocolate Is Made- 540L
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11. Green Machine Smoothie- 730L
12. The Black Widow Spider- 730L
13. The History of Basketball- 740L
14. The Ancient City of Pompeii- 770L
15. Record Breaker: Winter Vinecki- 770L
16. The Great Milk Debate- 800L
17. Context Clues Test

• The Star of the Sea- 730L

• Carnivorous Plants- 780L

The Google Slides are available at [CLICK HERE](#)

You MUST have a device that can access the internet. If you need help setting up your device, please contact your teacher.

- 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





# 10 NONFICTION PASSAGES

Level: 490

Context Clues Name: \_\_\_\_\_ Date: \_\_\_\_\_

### A Day in My Life: Spain

My name is Esperanza Balon. I am eight years old. I live in Madrid, Spain with my mama, papa, grandma, and my little brother Carlos.

**8:00 a.m.:** I usually wake up around 8:00 a.m. I eat cereal with milk and watch a show on TV. After breakfast, I get ready for school.

**9:00 a.m.:** My mom walks Carlos and me to school. It takes us about 20 minutes.

**9:30 a.m.:** School starts. My teacher is Mrs. Sanchez. There are 29 kids in my class. We learn social studies, reading, writing, arithmetic, art, and physical education.

**12:00 p.m.:** This is my favorite time of day- lunch time! Carlos and I go home for lunch with my family. My papa even comes home for lunch. My mama cooks a massive meal that includes an appetizer, main course, and dessert. My favorite is seafood paella. Paella is a dish of rice and seafood. After lunch, we take a small siesta, or nap.

**2:30 p.m.:** It's time to go back to school. We finish our lessons and end the day with education.

**5:00 p.m.:** Our school day is over. Carlos and I slowly amble home and do our homework.

**8:00 p.m.:** We have a small dinner, such as a sandwich or omelet.

**10:00 p.m.:** It's time for bed! I am ready for a slumber after a long day. I don't awake too late on a school night!

**Seafood Paella**

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

Level: 770

Context Clues Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Black Widow Spider

Black widow spiders are one of the most dreaded spiders in North America. This is because they are venomous, or poisonous. They are called black widows because the females usually eat their mates!

Black widow spiders are arachnids. Arachnids are animals with eight legs. This spider is easily recognized because it usually has a red or orange hourglass shape on its stomach. Females have shiny, dark black bodies and are about 1-2 inches long. Males are a lighter black. They are about half the size of females. Some males have red spots on their backs.

Black widows live in moderate climates all around the world. Areas with cold winters are too cold for them. They can be found in the southern and western parts of the United States. They are also found in South America, Southern Europe, Asia, Australia, and Africa.

Black widows eat other arachnids and various insects. Their diet includes flies, ants, mosquitoes, caterpillars, cockroaches, and grasshoppers. They trap their prey in webs. Then, they use their feet to wrap their prey in silk. Next, they injure their prey with their fangs. Finally, they inject digestive enzymes into the insects. The insect's organs liquefy, and the spiders suck up the liquid. The black widow can live for months without eating. Some can live up to a year without food!

Black widows are one of the most venomous spiders to reside in North America. Their venom can be fifteen times stronger than rattlesnake venom! While this sounds treacherous, these predators will only strike humans if they are disturbed. Their bites are painful, but if they are treated, they rarely cause death.

**Black Widow Spider**

4. What is the meaning of the word "moderate" in paragraph 3?  
Moderate means mild. Black widows can not live in places that are too cold.

5. Read this sentence from...

- Variety of text structures to spark comprehension AND curiosity.
- Dive into procedural, sequential, historical, scientific, and biographical texts.

# QUESTIONS

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

**Level 770** Context Clues Name \_\_\_\_\_ Date \_\_\_\_\_  
**The Black Widow Spider**

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Black widows live in moderate climates all around the world. Areas with cold winters are too cold for them. They can be found in the southern and western parts of the United States. They are also found in South America, Southern Europe, Asia, Australia, and Africa.

\_\_\_\_\_ insects. Their diet includes flies, ants, \_\_\_\_\_  
\_\_\_\_\_ . They trap their prey in webs.  
\_\_\_\_\_ . At, they injure their prey with their \_\_\_\_\_  
\_\_\_\_\_ . The insect's organs liquefy.  
\_\_\_\_\_ live for months without eating.

**Context Clues**  
What is the meaning of "dreaded" as it is used in the first paragraph of the passage?  
a. loved  
b. feared  
c. famous  
d. interesting

Read these sentences from paragraph 1 of the passage:  
*Black widow spiders are one of the most dreaded spiders in North America. They are venomous, or poisonous.*  
What does the word "venomous" mean in paragraph 1? (Pick all that apply.)  
a. toxic  
b. scary  
c. frightful  
d. fascinating

3. What is the meaning of the word "arachnids" in paragraph 2?  
Arachnids are animals with 8 legs. \_\_\_\_\_ because they are \_\_\_\_\_  
\_\_\_\_\_

4. What is the meaning of the word "moderate" in paragraph 3?  
Moderate means mild. Black widows can not live in places that are too cold. \_\_\_\_\_  
\_\_\_\_\_



5. Read this sentence from paragraph 5 of the passage:  
*Black widows are one of the most venomous spiders that reside in North America.*  
What does the word "reside" mean in paragraph 5?  
Reside means to live. \_\_\_\_\_  
\_\_\_\_\_

6. What is the meaning of the word "treacherous" in paragraph 5?  
a. safe  
b. amazing  
c. exciting  
d. dangerous



# ANCHOR CHARTS

## Be a Word Detective!



### Context Clues

Clues in a text that can help me figure out what a word means.

Not all words have Context Clues.

Sometimes Context Clues are not clear enough to fully understand the word meaning.

### What are Context Clues?



- Look right after the word.
- Look in the sentence before the word.
- Look in the sentence after the word.

### Next...

1. Replace the unknown word with the new word.
2. Ask yourself, "Does the new word make sense?"

### What to do if there aren't Context Clues.

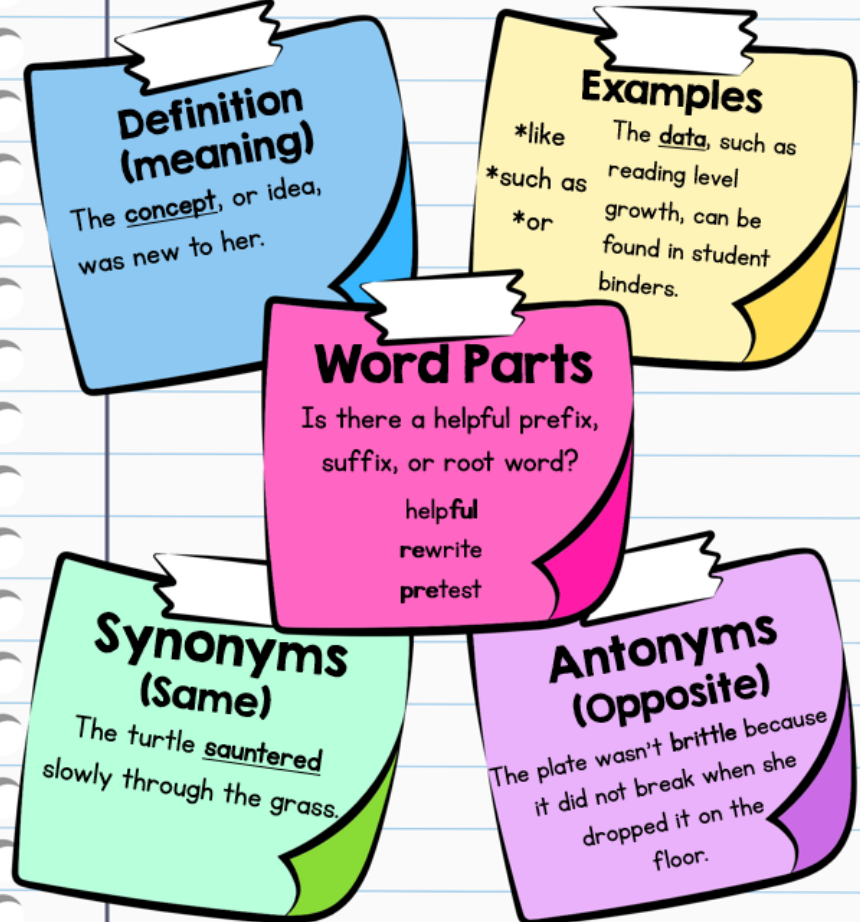
- Look up the word in a dictionary or online dictionary
- As a friend or adult



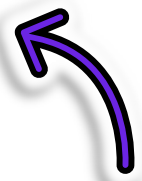
- 2 Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



## WORD DETECTIVES USE CONTEXT CLUES



- Definition (meaning)**  
The concept, or idea, was new to her.
- Examples**  
\*like The data, such as reading level  
\*such as growth, can be found in student binders.  
\*or
- Word Parts**  
Is there a helpful prefix, suffix, or root word?  
helpful  
rewrite  
pretest
- Synonyms (Same)**  
The turtle sauntered slowly through the grass.
- Antonyms (Opposite)**  
The plate wasn't brittle because it did not break when she dropped it on the floor.



Your students can refer to the anchor charts throughout the unit.

# MODEL PASSAGES & TEACHER DIRECTIONS

**Unpacking Context Clues**

Standard RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Standard RI.3.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**Scaffold Instruction With This Resource**

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support, guidance, and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- Familiarize Yourself with the Resource:** Carefully review the resource, including the passages, anchor charts, and assessments. Understand the range of genres, topics, and text complexity levels covered to tailor instruction appropriately.
- Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce vocabulary strategies. Display these charts in the classroom and during read-alouds and content lessons to reinforce learning. Ensure students have copies of these charts in their reading journals for reference.
- Model and Think Aloud:** Select a passage that includes challenging vocabulary and read it aloud to the class. Demonstrate the process of using context clues to determine word meanings, thinking aloud to highlight how you analyze the text to understand vocabulary. Refer to the anchor charts to point out specific strategies used.
- Guided Practice:** Organize students into small groups or pairs to analyze specific passages from the resource. Instruct them to use the anchor charts to identify and discuss the meanings of new words using context clues.
- Collaborative Discussions:** Allow time for collaborative discussions where students can share their findings and reasoning with their peers. Encourage them to explain their thinking and how they used text evidence and context clues to understand vocabulary.
- Independent Practice:** Gradually transition students to independent practice using the remaining passages from the resource. Encourage them to continuously refer to the anchor charts and apply the vocabulary strategies independently.
- Differentiation:** Differentiate instruction based on students' needs. Provide additional support to students who struggle through targeted small group interventions, sentence frames, or additional practice passages. For students who have mastered the skills, offer more complex texts that challenge their vocabulary understanding.
- Assessment:** Use the assessments provided in the resource to gauge students' progress and understanding of how to determine word meanings and distinguish types of language.
- Review and Reteach:** Use the data from assessments to identify areas where students may need further instruction or reinforcement. Organize these students into strategy groups focused on specific vocabulary strategies or contexts.

By following these scaffolded instructional steps and utilizing the passages, anchor charts, and assessments from the resource, educators can effectively guide students in understanding and applying context clues to determine word meanings.

- Unpack the standard
  - Prerequisite skills
- How to use this resource.




**Model** Context Clues Name: \_\_\_\_\_ Date: \_\_\_\_\_







Read the following text. Find the context clues to determine the meaning of each bold word.

**The Wonders of the Rainforest**

Rainforests are **teeming** with life. They are filled with many types of plants and animals. In these dense jungles, you can find creatures ranging from **miniscule** insects to large mammals. Every part of the forest is **bustling** with activity, unlike the **desolate** deserts.



One fascinating plant is the **epiphyte**, which grows on other trees instead of in the soil. This type of plant, such as orchids and ferns, uses its host for support. This is a **symbiotic** relationship benefiting both organisms. Epiphytes can better access sunlight, and they don't harm their host.

Word	Color the Context Clue	Type of Context Clue	Word Meaning
teeming			
miniscule			
bustling			
desolate			
epiphyte			
symbiotic			



Model text and questions



# ASSESSMENTS

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



The image shows two sample assessment pages for starfish. The top page is titled "Test: The Star of the Sea" and has a Lexile level of 730. It includes a passage about starfish with several lines highlighted in different colors (pink, orange, yellow, green, blue). The passage describes starfish as invertebrates, mentions they have 2,000 different species, and notes that they can regenerate or regrow limbs. It also mentions that starfish feed on whatever is available to them, including worms, snails, and larvae. The bottom page is titled "Context Clues" and has a Lexile level of 730. It includes a passage about starfish with several lines highlighted in different colors (pink, orange, yellow, green, blue). The passage describes starfish as invertebrates, mentions they have 2,000 different species, and notes that they can regenerate or regrow limbs. It also mentions that starfish feed on whatever is available to them, including worms, snails, and larvae. The pages are decorated with colorful crayons and a pencil.

**Test: The Star of the Sea**  
Level: 730  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Did you know that starfish are actually not fish at all? This popular sea creature is an invertebrate because it does not have a backbone.

There are about 2,000 different species of starfish. They usually have 5 arms, but some types have up to 40 arms. Starfish can be smooth, bumpy, or spiny. Many starfish have bright colors. They have tube feet, which help them attach to and climb sand, rocks, and coral. These tube feet help them move since starfish cannot swim. Their mouths are located underneath their body in the center. Did you know that starfish do not have brains? They also do not have blood. Their nervous systems are spread throughout their limbs, which communicate movements throughout their bodies.

Amazingly, starfish can regenerate, or regrow, limbs that become damaged or lost. Starfish may even shed arms to defend themselves from harmful predators. Predators include snails, crabs, sea turtles, otters, and birds.

Starfish feed on whatever is available to them. Some of their diet includes worms, snails, and larvae. Some species of starfish eat their prey outside of their bodies! Their stomachs can come out to digest food and go back into their bodies.

Starfish have appeared in legends across cultures. Even though some starfish can be poisonous, some cultures eat these creatures.

7 Legged Starfish  
Starfish eating a mussel

**Context Clues**  
1. What is the meaning of "invertebrate" as it is used in the first paragraph of the passage?  
a a fish  
b a creature  
c an animal with a backbone  
d an animal without a backbone

2. Read these sentences from the passage:  
There are about 2,000 different species of starfish. They usually have 5 arms, but some types have up to 40 arms.

3. Pick all that apply.  
Which of the following are true about starfish?  
a Starfish have brains.  
b Starfish can regenerate limbs.  
c Starfish have tube feet.  
d Starfish do not have blood.

4. What does the author mean by "regenerate" in paragraph 2?  
a to grow back  
b to become new  
c to change  
d to disappear

5. What does the author mean by "prey" in paragraph 3?  
a food  
b a predator  
c a friend  
d a partner

6. What does the author mean by "digest" in paragraph 4?  
a to eat  
b to break down  
c to grow  
d to move



# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 15,000 teachers... and counting!... To help students grow their reading skill



**Context Class** Name: \_\_\_\_\_  
Level: 490

## A Day in My Life: Spain

My name is Esperanza Balon. I am eight years old. I live in Madrid, Spain with my mama, papa, grandma, and my little brother Carlos.

**8:00 am:** I usually wake up around 8:00 am. I eat cereal with milk and watch a show on TV. After breakfast, I get ready for school.

**9:00 am:** My mom walks Carlos and me to school. It takes us about 20 minutes.

**9:30 am:** School starts. My teacher is Mrs. Sanchez. There are 29 kids in my class. We learn social studies, reading, writing, arithmetic, art, and physical education.

**12:00 pm:** This is my favorite time of day- lunch time! Carlos and I go home for lunch with my family. My papa even comes home for lunch. My mama cooks a massive meal that includes an appetizer, main course, and dessert. My favorite is seafood paella. Paella is a dish of rice and seafood. After lunch, we take a small siesta, or nap.

**2:30 pm:** It's time to go back to school. We finish our lessons and end the day with physical education.

**5:00 pm:** Our school day is over. Carlos and I slowly amble home and do our homework.

**8:00 pm:** We have a small dinner, such as a sandwich or omelet.

**10:00 pm:** It's time for bed! I am ready for a slumber after a long day. I don't like to awake too late on a school night!

**Comprehension Questions:**

1. What is the meaning of "arithmetic" as it is used in the 4th paragraph of the passage?  
a) math  
b) writing  
c) reading  
d) physical education
2. Read this sentence from paragraph 5 of the passage: *My mama cooks us a massive meal that includes an appetizer, main course, and dessert.* What does the word "massive" mean in paragraph 5? (Pick all that apply.)  
a) large  
b) huge  
c) small  
d) tasty
3. What is the meaning of the word "paella" in paragraph 5?  
Paella is a dish of rice and seafood.
4. What is the meaning of the word "siesta" in paragraph 5?  
A siesta is a nap.
5. Read this sentence from paragraph 7 of the passage: *Carlos and I slowly amble home and do our homework.* What does the word "amble" mean in paragraph 7?  
Amble means to walk slowly.



# 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 exposed 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.

**ABOUT LEXILE LEVELS**

**CERTIFIED LEXILE PARTNER**

Common Core Kingdom, LLC DBA 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.

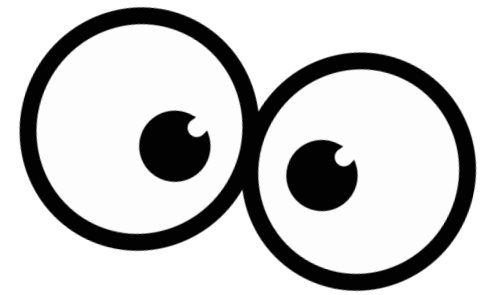
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for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

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 12<sup>th</sup> 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	

Keep in mind when using any leveled text that it should support to reach text at the high end of their Common Core Standards. "It is important to read appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text complexity general movement, however, should be toward independence both within and across the text complexity bands."

# TAKE A PEEK



## CONTEXT CLUES

2nd & 3rd grade

### Table of Contents

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The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive. [CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.



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



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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-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."



## WORD DETECTIVES USE CONTEXT CLUES

**Definition (meaning)**  
The concept, or idea, was new to her.

**Examples**  
\*like The data, such as reading level  
\*such as growth, can be found in student binders.  
\*or

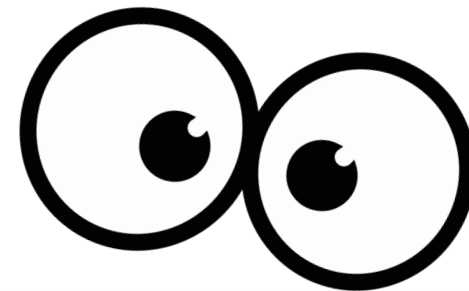
**Word Parts**  
Is there a helpful prefix, suffix, or root word?  
helpful  
rewrite  
pretest

**Synonyms (Same)**  
The turtle sauntered slowly through the grass.

**Antonyms (Opposite)**  
The plate wasn't brittle because it did not break when she dropped it on the floor.



# AND ANOTHER PEEK



560L

Context Clues

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Life Cycle of a Chicken

What came first- the chicken or the egg? This famous question has **perplexed** people for centuries. It is impossible to answer this question because the life cycle of a chicken does not begin or end. It is **continuous**!

A chicken's life begins when it hatches from an egg. After about three months, the chick becomes an adult. An adult female chicken is called a **hen**. An adult male chicken is called a **rooster**.

When a hen is six months old, she begins laying eggs. Up to six eggs are laid every day. If there is a rooster to fertilize the egg, the egg will eventually grow into a chick. If there is not a rooster around, this egg will never become a chick. However, it can become your breakfast!



A chick grows into a hen or rooster.



When an egg is fertilized, it grows inside the hen for a day.



After the egg is laid, it takes 21 days for the chick to grow.



A chick hatches from an egg.

Once an egg is fertilized, the chick begins to grow inside. It starts out as a **cell** in the mother's body. A cell is a single unit of life that you can't see. The cell grows for a day until the hen lays the egg. Then the mother sits on the egg to keep it warm. This is called **brooding**.

After about 21 days, the chick is ready to hatch. A chick hatches from the egg by pecking through the shell with its beak.

Context Clues

1. What is the meaning of "perplexed" as it is used in the first paragraph of the passage?

- a. asked
- b. thought
- c. confused
- d. answered



2. Read these sentences from paragraph 1 of the passage:

*It is impossible to answer this question because the life cycle of a chicken does not begin or end. It is **continuous**!*

What does the word "continuous" mean in paragraph 1? (Pick all that apply.)

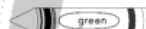
- a. short
- b. endless
- c. nonstop
- d. ongoing



3. What is the meaning of the word "hen" in paragraphs 2 and 3?



4. What is the meaning of the word "rooster" in paragraphs 2 and 3?



5. Read these sentences from paragraph 4 of the passage:

*It starts out as a **cell** in the mother's body. A cell is a single unit of life that you can't see. The cell grows for a day until the hen hatches the egg.*

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



6. What is the meaning of the word "brooding" in paragraph 4?



- a. when a hen sits on an egg
- b. when a cell grows into a chick
- c. when an egg hatches from the shell
- d. when an egg grows inside of the hen

Context Clues

1. What is the meaning of "arithmetic" as it is used in the 4<sup>th</sup> paragraph of the passage?

- a. math
- b. writing
- c. reading
- d. physical education



2. Read this sentence from paragraph 5 of the passage:

*My mama cooks us a **massive** meal that includes an appetizer, main course, and dessert.*

What does the word "massive" mean in paragraph 5? (Pick all that apply.)

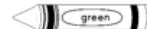
- a. large
- b. huge
- c. small
- d. tasty



3. What is the meaning of the word "paella" in paragraph 5?



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



5. Read this sentence from paragraph 7 of the passage:

*Carlos and I slowly **amble** home and do our homework.*

What does the word "amble" mean in paragraph 7?

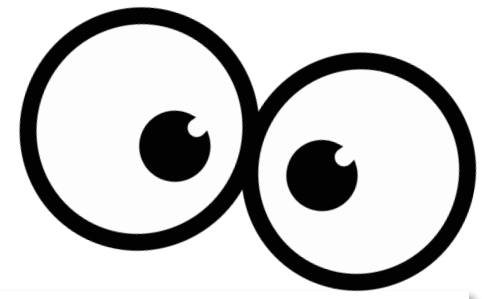


6. What is the meaning of the word "slumber" in paragraph 9?



- a. nap
- b. sleep
- c. snack
- d. stories

# CHECK THIS OUT TOO!



**600L**


Context Clues Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Play Go Fish

Card games are a simple and **gratifying** way to keep you and a friend entertained. Go Fish is an easy game you can play anywhere!

**Materials**  
Deck of 52 cards  
2-4 players

**To Win:** Make the most sets of alike cards.



- Be sure you have a complete deck of 52 cards. *A deck contains 52 cards.*
- Deal**, or pass out, five cards to each player.
- Place the remaining cards in the center of the players.
- Players **sort** their cards. It helps to put all of the cards with the same numbers together.
- When a player gets all four cards in the set, he or she puts the cards down in front of him or her.
- Each player takes a turn **requesting** a certain card he or she needs from another player. For example, player one may ask player three, "Do you have any Jacks?"
- If the player does have the requested card, he or she **forfeits all of** the cards of that type. If the player asked does not have the card, he or she tells the player to "go fish".
- To "go fish", the player takes a card out of the pile of cards in the center.
- Players continue to take turns until all of the players **discard all of** their cards. No cards should be left in the middle.

Next time you are bored, grab a deck of cards, and teach a friend to play Go Fish! This game can keep you entertained for hours!

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Context Clues

1. What is the meaning of "gratifying" as it is used in the first paragraph of the passage?  
a. boring  
b. dreary  
c. difficult  
d. satisfying
2. Read this sentence from step 2 of the passage:  
*Deal, or pass out, five cards to each player.*  
What does the word "deal" mean in step 2? (Pick all that apply.)  
a. give  
b. take  
c. dispense  
d. distribute
3. What is the meaning of the word "sort" in step 4?  
\_\_\_\_\_
4. What is the meaning of the word "requesting" in step 6?  
\_\_\_\_\_
5. Read these sentences from step 7 of the passage:  
*If the player does have the requested card, he or she forfeits all of the cards of that type. If the player asked does not have the card, he or she tells the player to "go fish".*  
What does the word "forfeits" mean in step 7?  
\_\_\_\_\_
6. What is the meaning of the word "discard" in step 9?  
a. take  
b. grab  
c. share  
d. get rid of

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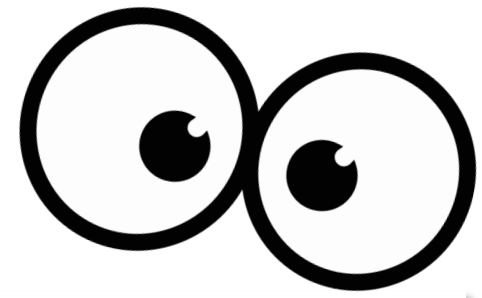
Context Clues

1. What is the meaning of "fuel" as it is used in the first paragraph of the passage?  
a. gas  
b. fire  
c. feed  
d. energy
2. Read these sentences from paragraph 1 of the passage:  
*It is important to fuel your body with healthy foods that give you energy and nutrients. Try this green machine smoothie to make a palatable and delicious breakfast or snack packed with the vitamins your body needs!*  
What does the word "nutrients" mean in paragraph 1? (Pick all that apply.)  
a. delicious  
b. vitamins  
c. fuel  
d. sugar
3. What is the meaning of the word "palatable" in paragraph 1?  
a. easy  
b. edible  
c. enjoyable  
d. drinkable
4. What is the meaning of the word "produce" in step 1?  
\_\_\_\_\_
5. Read this sentence from step 7 of the passage:  
*It is best to relish this smoothie right after it is blended; however, you can store it in the refrigerator for up to 24 hours.*  
What does the word "relish" mean in step 7?  
\_\_\_\_\_
6. What is the meaning of the word "deceiving" in the last paragraph?  
\_\_\_\_\_

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# UPGRADE THEIR SKILLS!



740L

Context Clues

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The History of Basketball



James Naismith

Basketball was invented by a physical education teacher named James Naismith. He **developed** this sport in 1891 in Springfield, Massachusetts. Naismith created this sport as an **alternative** to football. This was because football caused many injuries to the players. Basketball helped keep athletes in shape during the winter.

The first games of basketball included two peach baskets that were **affixed** to the railing of a gym balcony. Every time a player scored a point, the game had to be **halted**. Someone would need to get the ball out of the basket with a ladder. It wasn't until 1906 that metal hoops and nets were used. Someone suggested that this new game be called "Naismith Game" after the creator. Naismith decided upon the name "basketball".



The gym in Springfield where the first game of basketball was played.

Basketball quickly became **prevalent** in the 1900s in America. Soon after, its popularity spread across the world. Basketball first became popular in colleges. Later, it became a professional sport. The NBA (National Basketball Association) began in 1949. Today, basketball is a large part of American **culture**.

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Context Clues

1. What is the meaning of "developed" as it is used in the first paragraph of the passage?

- a. played
- b. coached
- c. watched
- d. designed



2. Read these sentences from paragraph 1 of the passage:

Naismith created this sport as an **alternative** to football. This was because football caused many injuries to the players.

What does the word "alternative" mean in paragraph 1? (Pick all that apply.)

- a. game
- b. addition
- c. substitute
- d. different choice



3. What is the meaning of the word "affixed" in paragraph 2?



4. What is the meaning of the word "halted" in paragraph 2?



5. Read these sentences from paragraph 3 of the passage:

Basketball quickly became **prevalent** in the 1900s in America. Soon after, its popularity spread across the world.

What does the word "prevalent" mean in paragraph 3?



6. What is the meaning of the word "culture" in paragraph 3?

- a. gyms
- b. sports
- c. tradition
- d. television



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770L

Context Clues

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Ancient City of Pompeii

Mount Vesuvius is a volcano in Italy. It violently erupted in 79 A.D. The volcanic ash from this eruption buried the entire **ancient** Roman city of Pompeii. This caused two thousand people to die. The city was abandoned for nearly two thousand years after.

Explorers rediscovered Pompeii in 1748. Buried under the ashes, they found that most of Pompeii was still undamaged. The explorers found buildings, everyday items, and even skeletons. These **artifacts** have taught us about life in ancient Italy.

Before the eruption, Pompeii was a favorite vacation spot for the rich. The city was very **prosperous**. There were large and luxurious houses, shops, cafes, and markets.

**Historians** estimate that about 20,000 people lived in and around Pompeii before the eruption. After the volcano erupted, ashes, **pumice**, other rocks, and hot gases flew into the sky. People could see these clouds from hundreds of miles away. This warning gave many people time to escape. As time passed, ash filled the air and made it difficult to breathe. Then, a rush of poisonous gas and rock raced down the mountain at 100 miles per hour. The volcano's ash **engulfed** the city.



Pompeii with Mount Vesuvius in the background.



Painting: The last day of Pompeii

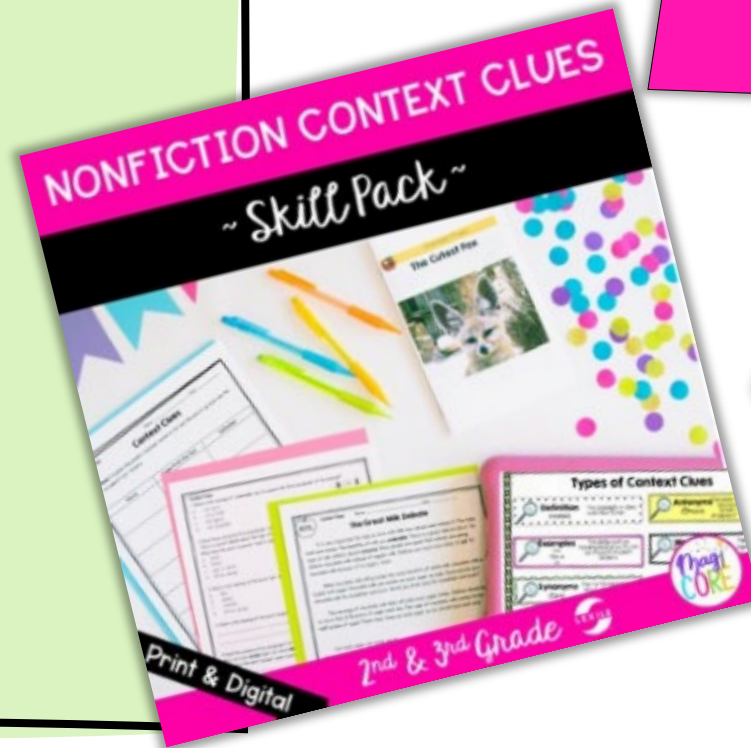
Since the eruption of Mount Vesuvius in 79 A.D., there have been more than 35 eruptions. The last one happened in 1944. Scientists believe that an eruption may be due at any moment. An eruption would cause **immense** damage because three million people now live near this volcano.

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