

FICTION

2nd & 3rd GRADE

ELA.2.V.1.3 / 3.V.1.3

Florida B.E.S.T. LEXILE

CONTEXT CLUES

in stories

The collage displays several educational resources for 2nd and 3rd grade students:

- Test: Becca's Glasses (570L):** A worksheet with a reading passage about Becca and her glasses, followed by multiple-choice questions.
- Farah's First Day (670L):** A worksheet featuring a story about Farah, a refugee, and her first day at a new school, with accompanying illustrations.
- The Big Spring Clean (570L):** A worksheet with a passage about a family's spring cleaning and related comprehension questions.
- Test: A Trip to the Doctor (520L):** A worksheet with a story about a boy named Sahil and his trip to the doctor, including comprehension questions.
- The Haunted House (540L):** A worksheet with a story about a boy named Benji and a haunted house, featuring illustrations and comprehension questions.
- WORD DETECTIVES USE CONTEXT CLUES:** A central guide with five sections:
 - Definition (meaning):** The concept, or idea, was new to her.
 - Examples:** The data, such as reading level growth, can be found in student binders. (Examples: *like, *such as, *or)
 - Word Parts:** Is there a helpful prefix, suffix, or root word? (Examples: 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.
- Secrets Unearthed:** A story page about Mrs. Lavender, a librarian, and a magical book, with a table for students to record context clues.

Colorful pencils and a lightbulb illustration are also visible, adding to the educational theme.



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.

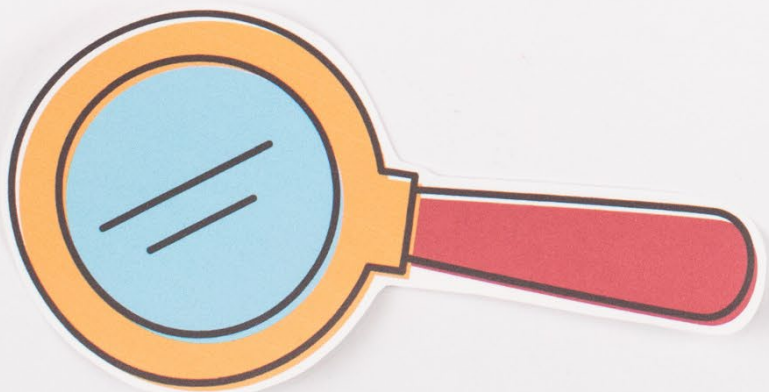


Next...

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
- Ask a friend or adult





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.



these sentences from paragraph 1 of the story:
"Farah and her family were **refugees**. They left their country because there was a war, and they were no longer safe in Afghanistan."

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

- a. a family traveling
- b. people from Europe
- c. people from America
- d. people who leave their country because of war

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

- a. people from Afghanistan
- b. speaking in a different language
- c. people who do not speak English
- d. the way words are pronounced by people from different places

3. What is the meaning

- a. shirt
- b. dress
- c. head scarf
- d. people

4. Read this sentence

"They are only a few people who replied."

What does the word "culture" mean in this sentence?

Culture is a place or a way of life.



Context Clues

Name: _____

Date: _____

Farah's First Day

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

It was Farah's first day at her new school. She was very nervous. She didn't know much about American schools or American children. Farah knew English, but she spoke with an

accent that made her sound different from Americans. Farah knew she looked different, too. She wore a head scarf called a hijab. She was worried that kids would make fun of her. She had heard stories about how hard it was for people from the Central Asia to be accepted in America.

Farah's mom walked her to school and left her in the front office. The lady in the office brought Farah to her new classroom. She was going to be in fourth grade. 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 said.



"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.

They went along begudgingly. 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.



things they didn't need wasn't just to organize the people who didn't have as much as they did. The bringing them.

"I think we should have spring cleaning to the car ride home.



Rosita o
animals. She k
a little girl w
corner.

"This
little girl. T
to ear. She
hugged him

Rosita
their toy
girls und
them to

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.



CONTEXT CLUES IN STORIES

2nd & 3rd grade

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4. Janie's Special Class- 520L
5. The Haunted House- 540L
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 - A Trip to the Doctor- 520L
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ABOUT LEXILE LEVELS



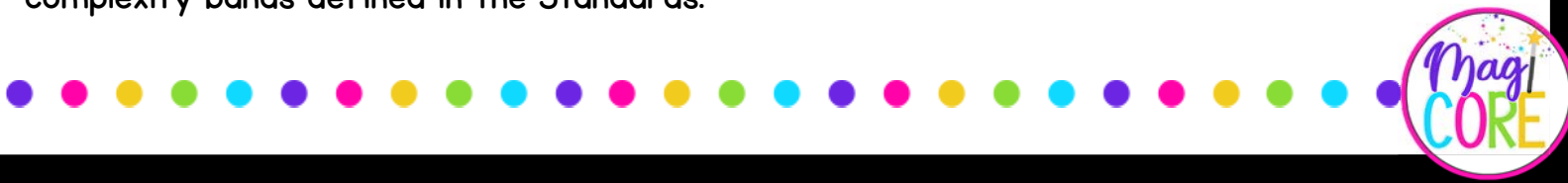
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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. 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 Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925-1185

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 research, "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."



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.

Guided Practice: The context clues practice page includes three examples of context clues. This can be used for modeling and guided practice.

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 choose to use the assessment passages separately in order to differentiate assessments.

Be a Word Detective!
Context Clues- Clues in a text that can help me figure out what a word means
Where Are Context Clues?

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

Next...

- Replace the unknown word with the new word.
- Ask yourself, "Does the



Anchor Chart

Be a Word Detective!
Context Clues- Clues in a text that can help me figure out what a word means
Read the sentence. Underline the context clue. Write the meaning of the word.

1. The boys went on an adventure in their neighborhood. They discovered a vacant house. It had spiderwebs all on the porch. The front door was wide-open, and there was no furniture inside. The boys got scared and ran back home as fast as they could.

Word Meaning _____

2. Animals are consumers. They eat plants and animals to live. For example, humans eat meat from cows and chickens and plants such as apples and carrots. Humans do not produce their own food.

Word Meaning _____



Guided Practice

Context Clues Name _____ Date _____
560L **Sick Day**



Miah woke up feeling miserable. She clutched her stomach and ran to the bathroom. She barely made it before she got sick. Miah's mom came running and helped Miah back to her bed.

"Oh, no!" Miah protested. "I have to go to school. I've never missed a day, and I want to get the perfect attendance award."

"Miah, you are very sick," Mom reassured. "You can't go to school. You can't even stand up. If you are around other kids, you could get them sick, too."

Miah burst into tears. She loved school. She was one of the best students in her class. She had earned the perfect attendance award every year.

"Your health is more important than an award," Mom explained. "You need to take care of yourself so you can get better."

Miah was devastated. She felt horrible all day. She watched TV and slept, hoping to feel better soon. The day passed very slowly. All Miah could think about was all of the fun her classmates were having at school.

Miah's sister Hadley came home from school at the end of the day. She raced up to

Practice Page

How to Use This Resource

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

Day 1: Introduce the context clues anchor chart. Model finding the context clues to define a word using the context clues practice page. Work with students to complete two examples together. Emphasize that using context clues is an efficient strategy to define unknown words while reading; however, not all passages will include context clues. If there are no context clues, the reader should use another strategy.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size, or project the text and questions. Read the story as a class, and then work together to answer the questions.

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 the 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!

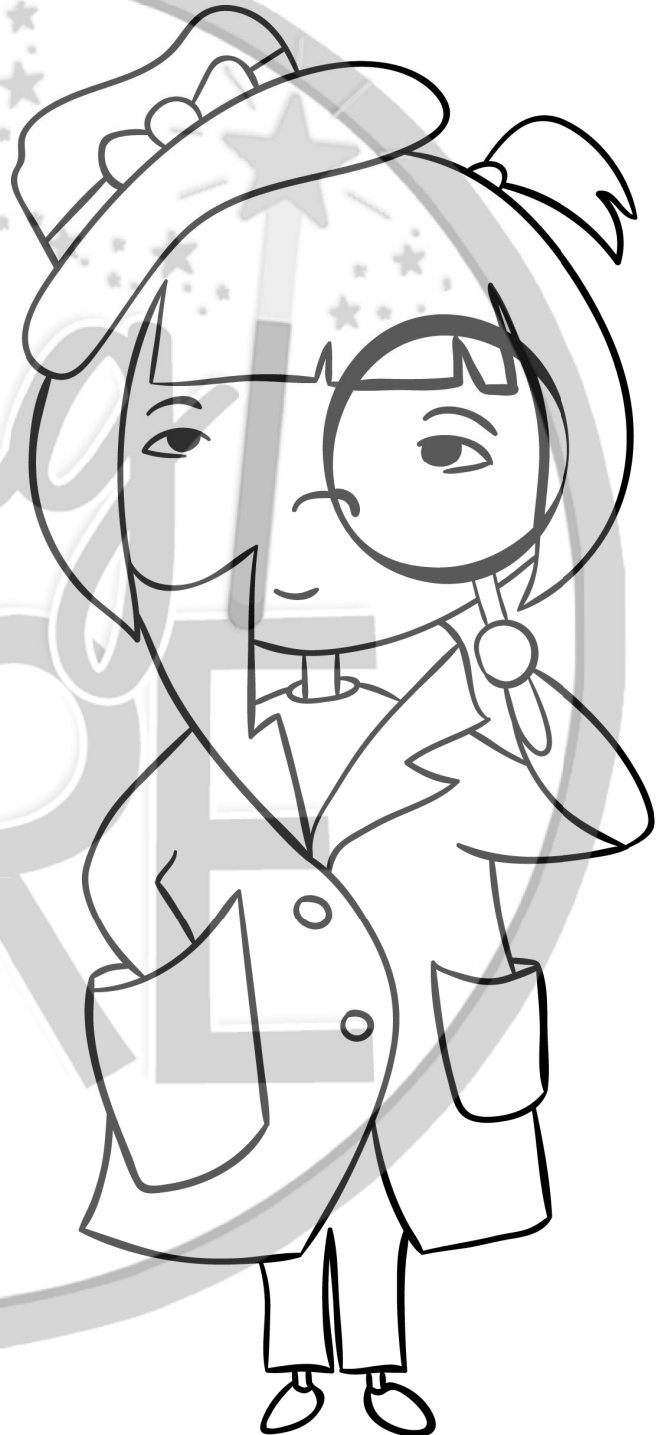
Context Clues- Clues in a text that can help me figure out what a word means

Where Are Context Clues?

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

Next...

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



Janie's Special Class

Janie was **anxious**. Today was the first day of speech class. Janie had trouble **pronouncing** the letter "s". Her mom and her teacher told her that speech class would help her speak clearly. Janie didn't want to go to speech class. She would be pulled out of her regular classroom. She worried that the other kids would **mock** her. She thought the kids who went to special classes weren't smart. What if she missed something important in her regular class?

The time came and Mrs. Betsy, the speech teacher, came to pick up Janie. Janie slumped in her seat when she called her name. She quietly followed Mrs. Betsy. She sulked down the hallway. Mrs. Betsy talked excitedly to Janie.

"I'm so excited to have you in my group, Janie! We are going to have so much fun."

They went to Mrs. Betsy's small room down the hall. There were two other kids in her grade sitting at a table. The walls were covered with bright posters.

"Ben and Jasmine, this is Janie. She will be joining us for speech class from now on."

"Hi, Janie!" Ben and Jasmine greeted her. "You are going to love speech class. We always have fun!"

Janie felt a little better. She knew Ben and Jasmine from the playground. They were just like her. No one made fun of them for going to speech class.

Mrs. Betsy pulled out a box with a game. "Today we are going to play 'Guess Who?'" As we play, we are going to focus on **enunciating** our sounds."

Janie had a blast playing "Guess Who?" with her new friends. Mrs. Betsy stopped them when they had trouble enunciating sounds and helped them practice.

"Speech class isn't bad after all," Janie thought to herself. "It is actually fun! We get to play games, make friends, and Mrs. Betsy really helps us with our speech."

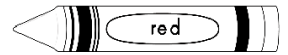
When Janie went back to class, she had a huge smile on her face. Kids in her class asked her where she was. Janie told them she went to speech and played games. The kids in Janie's class didn't tease her. They wished that they could go to speech class, too.



Context Clues

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

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



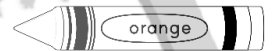
"Janie was **anxious**. Today was the first day she would have to go to speech class."

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

- a. gloomy
- b. thrilled
- c. pleased
- d. nervous

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

- a. adding
- b. saying
- c. writing
- d. reading

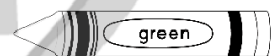


3. In paragraph 1, the author stated "She worried that the other kids would **mock** her" to show that Janie was worried people would:

- a. make fun of her
- b. be jealous of her
- c. be pleasant to her
- d. be thoughtful to her



4. Read this sentence from paragraph 8 of the story:



"As we play, we are going to focus on **enunciating** our sounds."

What does the word "enunciate" mean in paragraph 8?

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.

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.

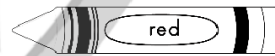
“Congratulations, Bella. I know you will make an excellent class president.”

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.

I. Read the following sentences from paragraph 2:



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

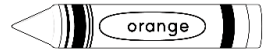
What does the word “elect” mean in this sentence? (Choose all that apply.)

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



Context Clues

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



“The class president should be a great **communicator**.”

What does the word “communicator” mean in paragraph 4?

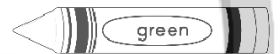
- a. a person who is popular
- b. a person who is outgoing
- c. a person who tells secrets
- d. a person who talks with others

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

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



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



“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.)



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

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Good to Go



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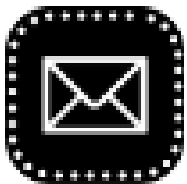
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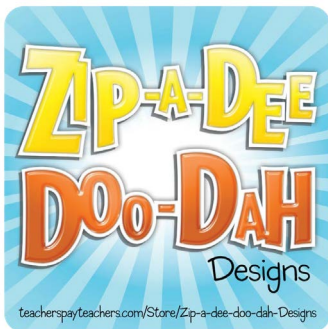
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