

Florida B.E.S.T. CONTEXT CLUES



Family Structure

Vampire bats living in colonies together have strong ties. Vampire bats have developed an adaptation to share food. Vampire bats can only live two days without food. Since food can be scarce, a hungry bat will often beg another bat for food. A donor bat regurgitates some of the blood it consumed for the hungry bat. This ensures that the colony survives. Donor bats will also offer food to starving bats.



Food

Vampire bats are **sanguivorous**. They only consume blood. They are white-winged vampire bat. The three species of vampire bats are similar to each other. This tells us that they once evolved from a common ancestor.



Vampire bats drink blood to quickly digest the blood so that they can urinate two minutes after they have consumed it. Vampire bats have 20-30% of their body weight in blood. They return to their roosts to rest.

Vampire bats are **nocturnal**. They are active at night. They use echolocation to find their prey.

Anatomy

Unlike other bats, vampire bats have short muzzles. They also have naked nose pads. Common vampire bats have thermoreceptors on their noses. Vampire bats also use blood flows on their prey. Vampire bats also use infrared radiation to find blood hotspots on their prey. Part of their brains is called the inferior colliculus. This helps them detect breathing of the sleeping animals they prey on. They use their sharp front teeth to puncture the skin of their prey. Unlike most other bats, vampire bats can walk, run, and fly.



Habitat

Vampire bats live in dark places, such as caves, hollow trees, and buildings. They dwell between Central to South America. They live in arid, humid, tropical, and subtropical environments. Colonies can range from a few bats to hundreds of bats. A colony consists of females, young, and a few adult males. There are "resident males" and "nonresident males" in a colony.

Context Clues

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

1. What does the word *sanguivorous* mean as it is used in the passage?

- a. similar
- b. species
- c. different
- d. feeding on blood

2. Read this sentence from paragraph 2 of the text.

They use their sharp front teeth to puncture the skin of their prey.

What is the meaning of *puncture* as it is used in the text?

- a. eat
- b. jump
- c. feed
- d. break

3. What does the word *dwell* mean as it is used in the passage?

- a. live
- b. dark
- c. hunt
- d. countries

4. Paragraph 3 says, "They live in arid, humid, tropical, and subtropical environments." What is the meaning of *arid* as it is used in the text?

- a. hot
- b. dry
- c. wet
- d. humid



Word Detectives Use Context Clues

Definition (meaning)

The concept, or idea, was new to her.



Examples

- *Like
- *Such as
- *OR

The data, such as reading level growth, can be found in student binders.

Synonyms (Same)

The turtle slowly sauntered through the grass.

Antonyms (Opposite)

The plate wasn't break since it did not break when she dropped it on the floor.

Word Parts

Is there a helpful PREFIX, SUFFIX, OR ROOT WORD?

helpful
re-write
re-test

© Backless

Context Clues

12. Paragraph 5 states, "Piranhas tend to travel in shoals of 20 fish." Explain what the word *shoals* means as it is used in the passage. Support your definition with one context clue from the passage.

Shoals means groups. Piranhas tend to travel in groups of 20 fish.

13. What does the word *scarce* mean as it is used in the passage?

- a. limited
- b. fearful
- c. plentiful
- d. aggressive

14. Read this sentence from the passage: "Piranhas are more prone to attack when food is scarce." What does the word *prone* mean as it is used in the passage?

Piranhas are more prone to attack when food levels are lower.

In your own words, write a definition for the word *prone* that helped you define the word.

Prone means likely to attack in the dry season.

Context Clues

Answer the following questions. Underline the text evidence in the color indicated.
8. Read this sentence from paragraph 1 of the text.

Piranhas have a fearsome reputation.

What is the meaning of *reputation* as it is used in the text?

- a. jaws
- b. teeth
- c. scary
- d. opinions people have

9. What does the word *inhabit* mean as it is used in the text?

- a. live in
- b. bite in
- c. hunt in
- d. scare in

10. Paragraph 4 says, "The piranha's predators include cormorants as it is used in the text?"

- a. caimans
- b. dolphins
- c. seabirds
- d. alligators

11. What does the word *omnivorous* mean as it is used in the text?

- a. fish-eating
- b. plant-eating
- c. animal-eating
- d. plant- and animal-eating

880L

Context Clues

Name: _____ Date: _____

TEST: Piranhas

Piranhas have a fearsome reputation due to their sharp teeth. Piranha actually means "tooth fish" in the Brazilian language of Tupi.

There are between 30 to 60 species of piranhas. They live in rivers in South America and have been around for millions of years. Many inhabit the Amazon basin, the Orinoco River, and rivers of the Guianas.

Piranhas vary from about 5 to 10 inches long. They have a single row of tightly packed, sharp teeth that interlock. Their teeth are used for puncturing and shearing prey. Piranhas have one of the strongest bites of any bony fish. The black piranha has one of the most powerful bites of any vertebrate. Piranhas lose their teeth, and they are replaced throughout their lives. Black piranhas can bite with a force of 72 pounds.

The piranha's predators include cormorants, which are medium to large birds, as well as caimans, and dolphins. People are also predators of piranhas since people eat them. Piranhas are often sought after as pets; however, having a piranha is illegal in most of the United States and other parts of the world. South American natives catch piranhas and use their teeth to make tools and weapons.

Piranhas are omnivorous. Some species of piranhas consume plant matter as well as the rivers they inhabit. They also eat other fish. Piranhas tend to travel in shoals. They have even been known to attack each other when food is scarce. Red-bellied piranhas are the species of piranha that have a reputation for being the most aggressive.

Piranhas have a feared reputation due to popular movies and myths. While piranhas have attacked humans, humans are not their choice of prey. Many rivers in South America have warning signs about the dangers of piranhas. Piranhas are more prone to attack when food is scarce.



Red-bellied Piranha

©Gabe Bickel



Context Clues

5. Paragraph 4:
Explain what the
definition with

Herbivore

I know

so on

plants

6. What

- a.
- b.
- c.
- d.**

Panelus

grows
is biol
like

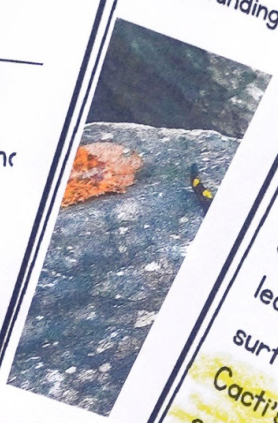


Air Plants

Air plants, or epiphytes, stay attached to other plants rather than rooting in soil. Attaching to plants above ground gives them more light than ground plants. This also keeps them from being eaten by herbivores that may eat them. Water and nutrients from

Praying Mantis

Praying mantis triangle-shaped head can turn 180 degrees along with their eyes, allows them to see everything in their surroundings. Praying mantises are usually green or brown, which helps them camouflage in their surroundings.



890L

Context Clues

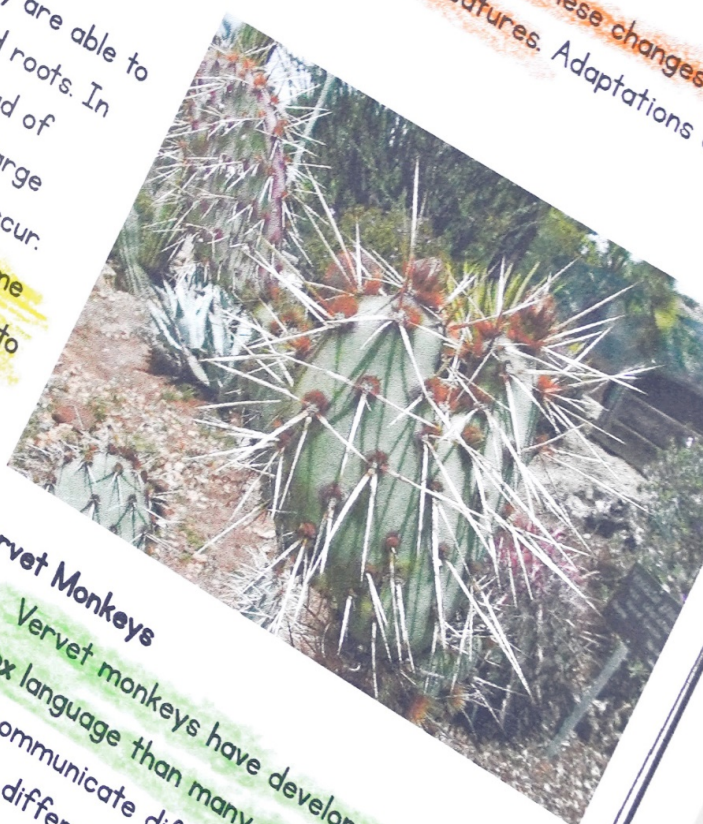
Plants and animals adapt to their environments to survive. These changes are **anatomical**, where plants and animals adapt their physical features. Adaptations can also be **behavioral**, where traits are inherited or learned.

Plant and Animal Adaptations

Name: _____

Cacti

Cacti have adapted to live in extreme, dry conditions. They are able to store water in their stems and roots. In addition, cacti have spines instead of leaves. Regular plant leaves have large surface areas for evaporation to occur. Cacti's spines minimize water loss. Some cacti can survive years of drought due to their ability to retain water!



Vervet Monkeys

Vervet monkeys have developed a more complex language than many animals. They are able to communicate different signs of danger. They have different calls for warnings about snakes, eagles, and leopards. Dolphins and parrots also have similarly complex languages.

CONTEXT CLUES

4th & 5th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

1. Be a Word Detective anchor chart/ journal page
2. Types of Context Clues anchor Chart/ journal Page
3. Historical Text Anchor Chart/Journal Page
4. Jazz Music- 780L
5. Vampire Bats- 790L
6. The New England Puritans- 790L
7. Tupac Shakur- 860L
8. All About Pickles- 870L
9. Plant and Animal Adaptations- 890L
10. Gabby Douglas- 900L
11. Peer Pressure- 920L
12. The Inuit Culture- 930L
13. World Wrestling Entertainment- 1000L
14. Test
 - The Sunshine State- 790L
 - Piranhas- 880L

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. 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	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 Florida B.E.S.T. 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."



Jazz Music

Jazz music is a genre of music that **originated** in New Orleans, Louisiana. The word jazz came from the term jasm, which means “pep energy”. It’s rooted in African-American music such as blues and ragtime. Jazz is **traditionally** about the black experience in the United States. Nowadays, jazz is performed by people of many cultures. Jazz is considered one of America’s original art forms.

One of the key elements of jazz music is **improvisation**. Creativity is key. A jazz musician interprets a song in a variety of ways. He or she may never play a song the same way twice. His or her mood, experiences, and interactions with other musicians and the audience will change the music. **Call and response** is another common element of jazz music. Call and response is when one musician plays a musical phrase and a second musician answers with another phrase. The musicians go back and forth in like a conversation to build on the song.

Jazz began in New Orleans in the early 1910s. It was **influenced** by brass band marches, ragtime, and blues. Jazz bands consisted of groups of self-taught African-American musicians. Bands traveled throughout black communities in the South.



The Bolden Band (in 1905) was one of the early jazz bands.

The 1920s is known as the Jazz Age. Jazz became widely recognized. Jazz music took on a swing feeling. It was during this **decade** that Louis Armstrong, one of the most influential jazz figures, began his jazz career.



Louis
Armstrong

During the 1930s, jazz became more arranged, swinging, and bluesy. It was very dance-oriented. Jazz music was broadcast on the radio across America.

Bebop became popular in the 1940s. During this period, jazz changed from being pop dance music to focusing on musicians' talents. Faster tempos and improvisation became big.

Free jazz emerged in the 1950s. Free jazz had more formal structures and beats. Free jazz also became widely popular in Europe.

In the late 1960s to early 1970s, jazz-rock fusion became **prevalent**. This combined jazz improvisation with rock rhythm, sounds, and electrical instruments. Jazz-rock fusion continued in the 1990s and 2000s.

As jazz spread around the world, it developed different regional and cultural styles. Many modern musicians are influenced by jazz music.



Bebop Musicians Charlie Parker, Tommy Potter, Miles Davis, and Max Roach



Modern Jazz Musician, Harry Connick Jr., at the New Orleans Jazz Festival in 2007

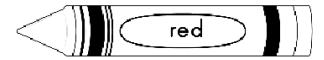


Billie Holiday in 1947

Context Clues

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

1. Read this sentence from paragraph 1 of the text.



Jazz music is a genre of music that **originated** in New Orleans, Louisiana.

What is the meaning of *originated* as it is used in the text?

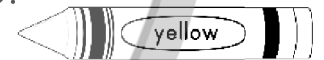
- a. lived in
- b. began in
- c. ended in
- d. played in

2. What does the word *traditionally* mean as it is used in the passage?



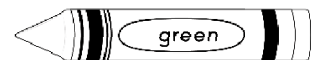
- a. artsy
- b. musically
- c. originally
- d. sometimes

3. What does the word *improvisation* mean as it is used in the passage?



- a. to prepare
- b. to perform
- c. to play music in the same way
- d. to play or perform without preparing

4. Paragraph 2 says, "**Call and response** is another common element of jazz music." What is the meaning of *call and response* as it is used in the text?



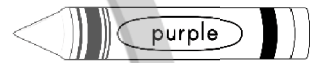
- a. Musicians use creativity to write songs.
- b. Musicians call each other to work together.
- c. Musicians play songs in many different ways.
- d. Musicians have conversations with the use of their instruments.

Context Clues

5. Paragraph 3 states, "Jazz began in New Orleans in the early 1910s. It was **influenced** by brass band marches, ragtime, and blues." Explain what the word *influenced* means as it is used in the passage. Support your definition with **one** context clue from the passage.

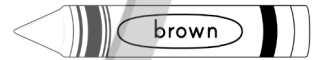


6. What does the word *decade* mean as it is used in the passage?



- a. a period of ten years
- b. a period of fifty years.
- c. a period of twenty years
- d. a period of one-hundred years

7. Read this sentence from the 4th paragraph on page 2.



In the late 1960s to early 1970s, jazz-rock fusion became **prevalent**.

In your own words, write a definition of the word *prevalent*. Then list two words or phrases that helped you define the word.

Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/magicore>



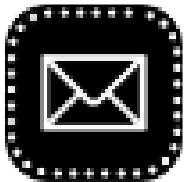
<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/commoncorekingdom>



https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

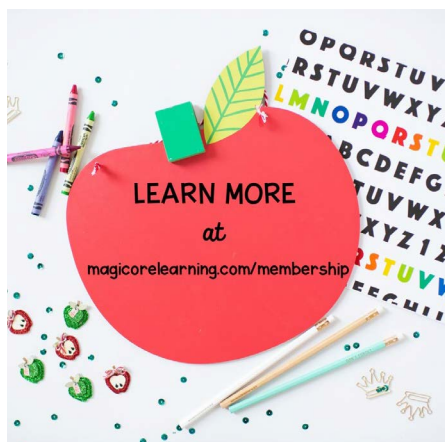
Looking for more?



Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.



[Join my Core Kingdom Club waitlist!](#)

Core Kingdom Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more commoncorekingdom.com/membership.

CREDITS

By Aaron Evans, ael at Flickr [GFDL (<http://www.gnu.org/copyleft/fdl.html>) or CC-BY-SA-3.0 <https://commons.wikimedia.org/wiki/File:3AChyna.jpg>

By Charlesjsharp (Own work, from Sharp Photography, sharpphotography) [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia https://upload.wikimedia.org/wikipedia/commons/thumb/2/27/Vervet_monkey_/28Chlorocebus_pygerythrus_rufoviridis/29_juvenile.jpg/512px-Vervet_monkey_/28Chlorocebus_pygerythrus_rufoviridis/29_juvenile.jpg

By MADHAN S BHARADWAJ (Own work) [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia Commons" https://commons.wikimedia.org/wiki/File:3AGreen_mantis.jpg

By Cristo Vlahos (Own work) [CC BY 3.0 (<http://creativecommons.org/licenses/by/3.0/>)], via Wikimedia Commons" <https://commons.wikimedia.org/wiki/File:3ASalamander-olympus.jpg>

By Uwe Schmidt [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia Commons" <https://commons.wikimedia.org/wiki/File:3ADesmo-Flug-03.tif>

By Sandstein (Own work) [CC BY 3.0 (<http://creativecommons.org/licenses/by/3.0/>)], via Wikimedia Commons" [https://commons.wikimedia.org/wiki/File:3ADesmodus_rotundus_feeding.jpg">img](https://commons.wikimedia.org/wiki/File:3ADesmodus_rotundus_feeding.jpg)

By Uwe Schmidt [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia Commons" <https://commons.wikimedia.org/wiki/File:3ADesmo-kolonie-baum.tif>

By Timmy27 (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons" https://commons.wikimedia.org/wiki/File:3ATornado_miami.jpg

By Stephanie Schoyer (Harry Connick Jr.) [CC BY-SA 2.0 (<https://creativecommons.org/licenses/by-sa/2.0/>)], via Wikimedia Commons" https://commons.wikimedia.org/wiki/File:3AHarry_Connick/2C_Jr.jpg

