

Grade 4



Program Overview and Sample Lessons

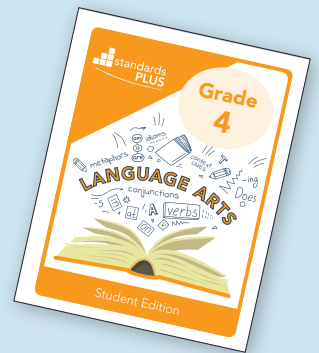


Teachers are the most important factor in student learning.

That's why every Standards Plus Lesson is directly taught by a teacher.

Standards Plus Program includes:

- Standards Plus Online Digital Platform
- Access to an Intervention Program – Printable Tier 2 & 3 Intervention Lessons
- Printed Teacher Edition & Student Editions



Standards Plus Works in Any Setting:



In-Class

and



Distance Learning

- Teachers directly teach lessons to the students in-class **or** in a virtual setting.
- Students complete the lessons in the Standards Plus Digital Platform **or** printed student edition.

How Standards Plus Increases Student Achievement



TEACHERS are the most important factor in student learning.



DIRECT INSTRUCTION lessons are proven to foster the most significant gains in student achievement.



DISCRETE LEARNING TARGETS provide easily understood instruction that allow students to retain information.



MULTIPLE EXPOSURES TO EACH STANDARD/SKILL

Skills are presented in four to eight lessons, providing students multiple opportunities to practice and retain information.



IMMEDIATE FEEDBACK after every lesson provides the most powerful single modification that enhances student achievement.



FORMATIVE ASSESSMENTS are proven to be highly effective in providing information that leads to increased student achievement.



IMMEDIATE INTERVENTION

Provides scaffolded instruction to assist students in mastering the standards.



BUILT ON RESEARCH AND BACKED BY EVIDENCE

All Standards Plus lessons are designed according to educational research and meet ESSA evidence-based guidelines.

Standards Plus Includes

Grade Level Lessons and Assessments

136 Lessons and 34 Assessments (DOK 1-2)

Students learn essential grade level skills with targeted 15-20 minute lessons. Brief formative assessments are provided to monitor student progress.



Tier 2 & Tier 3 Intervention Lessons

100+ Lessons (DOK 1-2)

These lessons scaffold instruction and teach prerequisite skills necessary to master the grade level standards. These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.



Performance Lessons

12+ Lessons (DOK 3)

Performance lessons require students to apply the skills they have learned and use reasoning, planning and a higher level of thinking.

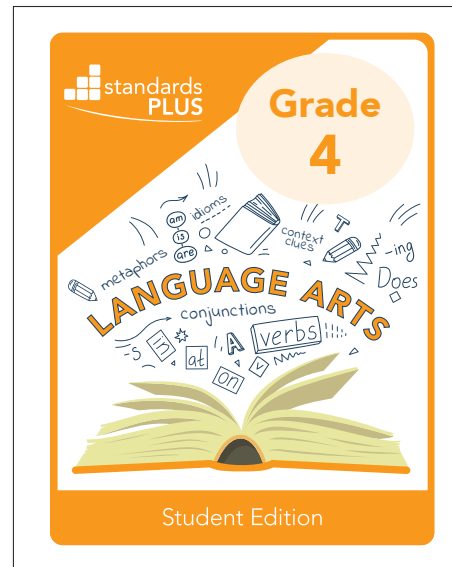
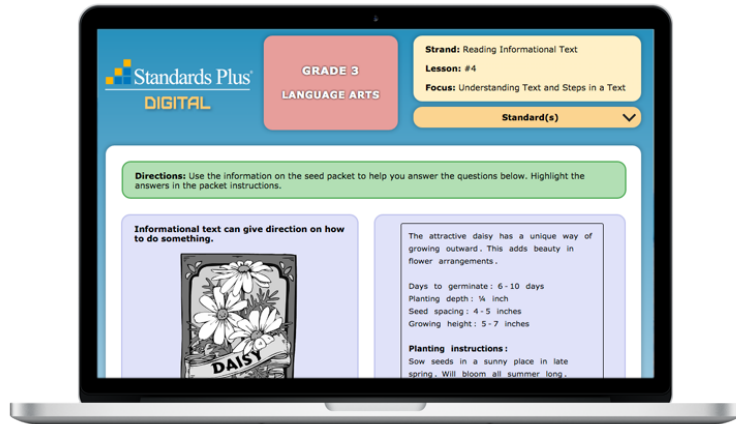


Integrated Projects

3 Projects (DOK 4)

Integrated projects incorporate standards from multiple topics and require that students plan, synthesize information, and produce present high quality products. These are long-term projects that will be completed during multiple class sessions.

Teach a Grade Level Concept with Four Concise Lessons



Lessons can be completed online in the Standards Plus Digital Platform or in the printed student edition.

Standards Plus lessons are grouped in sets that teach a grade-level concept.

TEACH

Lesson
1

TEACH

Lesson
2

TEACH

Lesson
3

TEACH

Lesson
4

ASSESS

Assessment
1

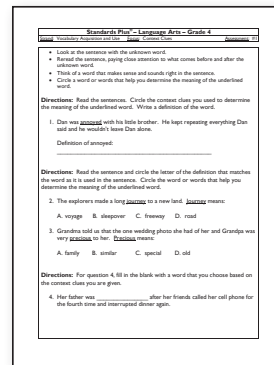
A Standards Plus **lesson set** includes 4 lessons and 1 assessment.

Assessments

Use the assessments to identify students' understanding of the concepts taught in the lesson set and identify students for Standards Plus Intervention.



Digital Assessment



Print Assessment

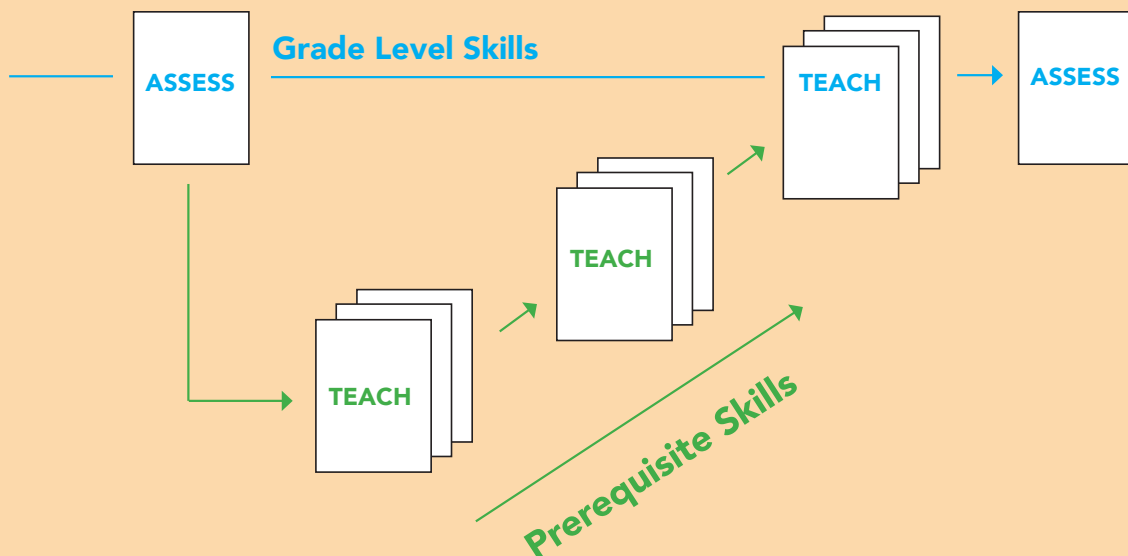
Assessments can be completed online in the Standards Plus Digital Platform or in the printed student edition.

When students take the assessment online, the platform will create groups of students that scored below 60% and recommend tier 2 & tier 3 intervention lessons.

Tier 2 & Tier 3 Intervention

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.

How the Intervention Lessons Work



Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

Performance Lessons (DOK 3)

These lessons require students to apply what they have learned using reasoning, planning, and knowledge gained from the prior lessons.

Many standards are assessed at this level of rigor on state assessments.

Student Page 1 of 2

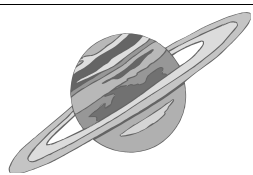
Standards Plus® – Language Arts – Grade 4
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text

Worlds Apart



Earth

Diameter: 7,926 miles
Distance From Sun: 92,955,820 miles
Order from Sun: Third planet from Sun
Size: Fifth largest planet
Known Satellites: 1
Ring System: None
Length of Orbit: 365 days, 6 hours (1 Earth year)
Distance of Orbit: 584,000,000 miles
Length of Day: 23 hours, 56 minutes
Surface Temperature: -126°F to 136°F
Atmosphere: Nitrogen and Oxygen
Habitable: Yes



Saturn

Diameter: 74,898 miles
Distance From Sun: 885,904,700 miles
Order from Sun: Sixth planet from Sun
Size: Second largest planet
Known Satellites: 60
Ring System: Composed of rocks, dust, and ice
Length of Orbit: 10,759 days (29.46 Earth years)
Distance of Orbit: 5,421,000,000 miles
Length of Day: 10 hours, 39 minutes
Surface Temperature: -288°F
Atmosphere: Hydrogen and Helium
Habitable: No

8

Standards Plus® is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

Student Page 2 of 2

Standards Plus® – Language Arts – Grade 4
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text

Informational Text Reading

- Read “*Worlds Apart*” with a partner.
 - First skim (quickly read the text);
 - Next focus on any headings or subheadings;
 - Finally, notice any bold-faced terms in the text.
- Underline or highlight any words or phrases you do not understand.
- Use a dictionary, encyclopedia, or the Internet to discover the **meanings** of unknown words or phrases.
- Write notes on the meanings of the unknown words or phrases.
- Finally with a partner, reread the text.
 - Underline key details.
 - Identify any areas of the text that you still do not understand.
 - Discuss any areas that still need clarification with another group.

Directions: Answer the following questions with a partner.

1. How did the author organize the information on the two planets?

2. Do you think that is the best way to organize the information? Why or why not?

3. What does the author want you to understand about the two planets?

Standards Plus® is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

8

Integrated Projects (DOK 4)

Integrated Projects incorporate standards from many topics and are completed during multiple class sessions.



**Integrated Projects
require students to:**

Plan

Synthesize information

Produce high-quality
products

Present their findings

**The Integrated Projects must be taught,
not assigned, and completed in class.**



- Integrated projects teach students how to complete high-level projects.
- Each project requires students to adapt their knowledge to real-world situations.
- Integrated projects provide opportunities to demonstrate a deep understanding of the knowledge and skills students have learned in prior lessons.



EL Support



Standards Plus materials are designed to meet the needs of English Learners by:

- Explicitly targeting the standards
- Emphasizing academic vocabulary
- Accelerating language development
- Providing immediate feedback to students
- Improving student confidence

Explore our EL Support Portal to view additional resources that provide a greater level of support for English Learners.

Visit the EL Support Portal at
www.standardsplus.org/el-support



Standards Plus Language Arts Grade 4

Lesson Index

The lesson index lists the standard, focus, and DOK level for every Standards Plus lesson.

Lessons that address the high impact standards are highlighted. These lessons are included and can also be purchased separately in our High Impact Standards Program.



Standards Plus® - Language Arts Grade 4

Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
1	Context Clues	L.4.4a: Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	34	3	1-2	High Impact Standards
2	Context Clues		36	4		
3	Context Clues		38	5		
4	Context Clues		40	6		
A1	Assessment-Context Clues		42	7		
5	Greek and Latin Affixes and Roots	L.4.4b: Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	44	9	1-2	
6	Greek and Latin Affixes and Roots		46	10		
7	Greek and Latin Affixes and Roots		48	11		
8	Greek and Latin Affixes and Roots		50	12		
A2	Assessment-Greek and Latin Affixes and Roots		52	13		
Vocabulary Acquisition and Use Performance Lesson – Galápagos Tortoises			54-55	15-16	3	
9	Similes	L.4.5a: Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context.	58	17	1-2	
10	Similes		60	18		
11	Metaphors		62	19		
12	Metaphors		64	20		
A3	Assessment-Similes and Metaphors		66	21		
13	Idioms	L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	68	23	1-2	
14	Adages		70	24		
15	Proverbs		72	25		
16	Idioms, Adages, and Proverbs		74	26		
A4	Assessment-Idioms, Adages, and Proverbs		76	27		

Standards Plus® - Language Arts Grade 4

Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Synonyms	L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	78	29	1-2
18	Synonyms		80	30	
19	Antonyms		82	31	
20	Antonyms		84	32	
A5	Assessment-Synonyms and Antonyms		86	33	
Vocabulary Acquisition and Use Performance Lesson 2 – Using Varied Language			88-89	35-36	3

Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Precise Language	L.4.3a: Choose words and phrases to convey ideas precisely.	96	37	1-2
2	Precise Language		98	38	
3	Precise Language		100	39	
4	Precise Language		102	40	
A1	Assessment- Precise Language		104	41	
5	Punctuation for Effect	L.4.3b: Choose punctuation for effect.	106	43	1-2
6	Punctuation for Effect		108	44	
7	Situational Speaking	L.4.3c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	110	45	
8	Situational Speaking		112	46	
A2	Assessment-Punctuation for Effect & Situational Speaking	L.4.3b, L.4.3c	114	47	
Knowledge of Language Performance Lesson – Writing a Formal Narrative			116-117	49-50	3

High Impact Standards

Standards Plus® - Language Arts Grade 4

Lesson Index

Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Details in the Text and Vocabulary in Text	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	126	51	1-2
2	Details in the Text and Vocabulary in Text		128	52	
3	Details in the Text and Vocabulary in Text		130	53	
4	Details in the Text and Vocabulary in Text		132	54	
A1	Assessment-Details in the Text and Vocabulary in Text		134	55	
5	Theme and Vocabulary	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.4	136	57	1-2
6	Theme and Vocabulary		138	58	
7	Theme, Summarizing, Vocabulary		140	59	
8	Theme, Summarizing, Vocabulary		142	60	
A2	Assessment-Theme, Summarizing, Vocabulary		144	61	
Reading Literature Performance Lesson 1 – Writing a Summary			146	63-64	3
9	Characters, Setting, Events	RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	150	65	1-2
10	Characters, Setting, Events		152	66	
11	Characters, Settings, Events		154	67	
12	Events		156	68	
A3	Assessment-Characters, Settings, Events		158	69	
13	Prose and Poetry	RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	160	71	1-2
14	Rhyme Scheme and Meter		162	72	
15	Poem Structure and Rhyme Scheme		164	73	
16	Elements of Drama		166	74	
A4	Assessment-Elements of Poetry and Drama		168	75	
Reading Literature Performance Lesson 2 – Comparing Poetry and Prose			170-171	77-78	3

High Impact Standards

Standards Plus® - Language Arts Grade 4

Lesson Index

Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Point of View	RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	174	79	1-2
18	Point of View		176	80	
19	Point of View		178	81	
20	Point of View		180	82	
A5	Assessment-Point of View		182	83	
Reading Literature Performance Lesson 3 – Princess and the Pea Point of View			184-185	85-87	3

High Impact Standards

Integrated Project 1: *Through Someone Else's Eyes*

Overview: Students read a classic tale and analyze author's point of view to determine an alternate point of view and rewrite the tale from a new perspective.

Product: Students write an original tale derived from a classic tale written from a different point of view.

Integrates the following standards:

Vocabulary Acquisition and Use, Knowledge of Language,
Reading Literature

Student Edition Pages: 89-94

Teacher Edition Pages: 189-202

DOK Level 4

Standards Plus® - Language Arts Grade 4

Lesson Index

Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Reviewing Rules	L.4.2a: Use correct capitalization.	208	95	1-2
2	Holidays and Geographic Names		210	96	
3	Product Names		212	97	
4	Titles		214	98	
A1	Assessment-Reviewing Rules		216	99	
5	Titles of People	L.4.2a	218	101	1-2
6	Titles of People		220	102	
7	Titles of People		222	103	
8	Reviewing Rules		224	104	
A2	Assessment-Titles of People and Review		226	105	
Capitalization Performance Lesson – Rules Poster			228	107	3

Standards Plus® - Language Arts Grade 4

Lesson Index

Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas and Quotation Marks in Direct Speech	L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.	234	109	1-2
2	Commas and Quotation Marks in Direct Speech		236	110	
3	Commas and Quotation Marks in Direct Speech		238	111	
4	Commas and Quotation Marks in Direct Speech		240	112	
A1	Assessment-Commas & Quotation Marks in Direct Speech		242	113	
5	Commas and Quotation Marks from a Text	L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.	244	115	1-2
6	Commas and Quotation Marks from a Text		246	116	
7	Commas and Quotation Marks from a Text		248	117	
8	Commas and Quotation Marks from a Text		250	118	
A2	Assessment-Commas & Quotation Marks from a Text		252	119	
9	Commas with Coordinating Conjunctions	L.4.2c: Use a comma before a coordinating conjunction in a compound sentence.	254	121	1-2
10	Coordinating Conjunction in Compound Sentences		256	122	
11	Coordinating Conjunction in Compound Sentences		258	123	
12	Commas with Coordinating Conjunctions		260	124	
A3	Assessment-Coordinating Conjunction in Compound Sentences		262	125	
Punctuation Performance Lesson – Punctuating a Short Story with Dialogue			264	127-128	3

Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Ending Rules	L.4.2d: Spell grade-appropriate words correctly consulting references as needed.	270	129	1-2
2	Ending Rules		272	130	
3	Ending Rules		274	131	
4	Ending Rules		276	132	
A1	Assessment-Ending Rules		278	133	

Standards Plus® - Language Arts Grade 4

Lesson Index

Reading: Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Understanding Text	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	286	135	1-2
2	Understanding Text		288	136	
3	Understanding Text		290	137	
4	Understanding Text		292	138	
A1	Assessment-Understanding Text		294	139	
5	Main Idea and Supporting Points	RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	296	141	1-2
6	Main Idea and Supporting Points		298	142	
7	Main Idea and Supporting Points		300	143	
8	Main Idea and Supporting Points		302	144	
A2	Assessment-Main Idea and Supporting Points		304	145	
Reading: Informational Text Performance Lesson – Summarizing Informational Text			306-307	147-148	3
9	Text Structure	RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	310	149	1-2
10	Text Structure		312	150	
11	Text Structure		314	151	
12	Text Structure		316	152	
A3	Assessment-Text Structure		318	153	
13	Point of View	RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.	320	155	1-2
14	Point of View		322	156	
15	Point of View		324	157	
16	Point of View		326	158	
A4	Assessment-Point of View		328	159	
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text			330-331	161-162	3

High Impact Standards

Standards Plus® - Language Arts Grade 4

Lesson Index

Reading: Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	High Impact Standards
17	Contributing Information	RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	334	163	1-2	
18	Contributing Information		336	164		
19	Contributing Information		338	165		
20	Contributing Information		340	166		
A5	Assessment-Contributing Information		342	167		
Reading: Informational Text Performance Lesson 3 – Presenting Information			344-345	169-170	3	

Standards Plus® - Language Arts Grade 4

Lesson Index

Integrated Project 2: *You Are Here*

Overview: Students choose from a variety of topics to investigate, research, write a research paper and create a visual display that support what they learn in their research.

Product: A research paper with a visual display (poster, collage, diorama, or display board).

Integrates the following standards:
Capitalization, Punctuation, Spelling,
Reading Informational Text

Student Edition Pages: 171-172

Teacher Edition Pages: 349-359

DOK Level 4

Standards Plus® - Language Arts Grade 4

Lesson Index

Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Relative Pronouns	L.4.1a: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	368	173	1-2
2	Relative Pronouns		370	174	
3	Relative Pronouns		372	175	
4	Relative Adverbs		374	176	
A1	Assessment-Relative Pronouns and Relative Adverbs		376	177	
5	Progressive Verb Tense	L.4.1b: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	378	179	1-2
6	Progressive Verb Tense		380	180	
7	Modal Auxiliaries	L.4.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	382	181	
8	Modal Auxiliaries		384	182	
A2	Assessment-Progressive Verb Tenses / Modal Auxiliaries	L.4.1b, L.4.1c	386	183	
9	Use of Adjectives	L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	388	185	1-2
10	Use of Adjectives		390	186	
11	Frequently Confused Words	L.4.1g: Correctly use frequently confused words (e.g., to, too, two; there, their).	392	187	
12	Frequently Confused Words		394	188	
A3	Assessment-Adjective Use & Frequently Confused Words	L.4.1d, L.4.1g	396	189	
13	Prepositional Phrases	L.4.1e: Form and use prepositional phrases.	398	191	1-2
14	Prepositional Phrases		400	192	
15	Prepositional Phrases		402	193	
16	Prepositional Phrases		404	194	
A4	Assessment-Prepositional Phrases		406	195	

Standards Plus® - Language Arts Grade 4

Lesson Index

Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Sentence Fragments	L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	408	197	1-2
18	Run-on Sentences		410	198	
19	Fragments and Run-on Sentences		412	199	
20	Complete Sentences		414	200	
A5	Assessment-Complete Sentences		416	201	
Grammar and Usage Performance Lesson – Sentence Construction			418-419	203	3

Standards Plus® - Language Arts Grade 4

Lesson Index

Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Opinion Pieces – Stating Opinions	W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. W.4.1b: Provide reasons that are supported by facts and details.	424	205	1-2
2	Opinion Pieces – Stating Opinions		426	206	
3	Opinion Pieces – Concluding Sentence	W.4.1a / W.4.1b / W.4.1d: Provide a concluding statement or section related to the opinion presented.	428	207	
4	Opinion Pieces – Linking Words / Phrases	W.4.1a / W.4.1b / W.4.1c: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). / W.4.1d	430	208	
A1	Assessment-Opinion Pieces		432	209	
5	Opinion Pieces – Structure	W.4.1a / W.4.1b / W.4.1c / W.4.1d	434	211	1-2
6	Opinion Pieces – Expand Pieces		436	212	
7	Opinion Pieces – Linking Words / Phrases		438	213	
8	Opinion Pieces – Linking Words / Phrases		440	214	
A2	Assessment-Opinion Pieces		442	215	
Writing Opinion - Performance Lesson – Watching Too Much Television			444-445	217-218	3
9	Informative/Explanatory - Topic Sentences	W.4.2a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	448	219	1-2
10	Informative/Explanatory - Topic & Details	W.4.2a, W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	450	220	
11	Informative/Explanatory - Linking Words/Phrases	W.4.2a, W.4.2b, W.4.2c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	452	221	
12	Informative/Explanatory - Concluding Statement	W.4.2a, W.4.2b, W.4.2c, W.4.2e: Provide a concluding statement or section related to the information or explanation presented.	454	222	
A3	Assessment-Informative/Explanatory		456	223	

High Impact Standards

Standards Plus® - Language Arts Grade 4

Lesson Index

Integrated Project 3: *Space Exploration*

Overview: Students investigate an object in the solar system. They then write a nonfiction children's book suitable for a first-grade student and create an advertisement with opinion statements and reasons to indicate why a first grader would want to read the book.

Product: Students create a non-fiction children's book and an advertisement that states opinions and reasons why a first grader wants to read their book.

Integrates the following standards:

Grammar and Usage.
Reading Informational Text, and Writing

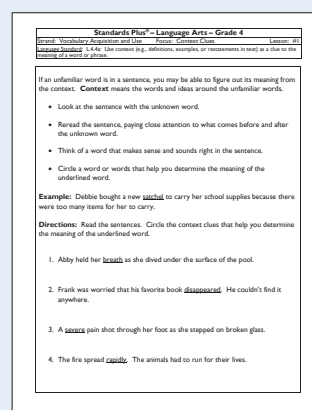
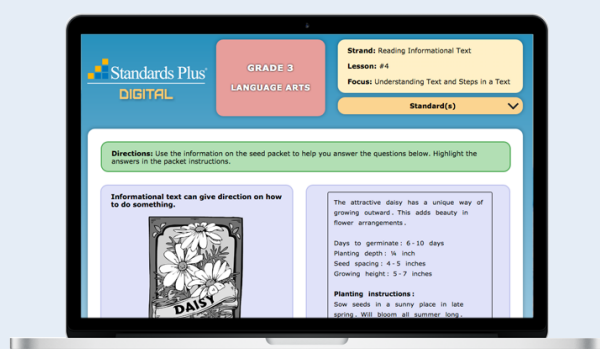
Student Edition Pages: 247-251

Teacher Edition Pages: 497-511

DOK Level 4

Sample Lessons

All grade level lessons and assessments are provided in digital and print format.



For demonstration purposes, most sample lessons are displayed in the print version.

Strand	Lesson	Focus	Standard(s)
Vocabulary Acquisition & Use	1	Context Clues	L.4.4a: Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
	2	Context Clues	
	3	Context Clues	
	4	Context Clues	
	A1	Assessment-Context Clues	

Sample Digital Teacher Lesson Plan

Digital versions of every lesson and assessment are included.



Instruction

"Look at the left of your screen. When good readers come to an unknown word, they do the following:

- Look at the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence."

Guided Practice

"Let's practice one example together. Look at the example. What are the clue words? You are told they 'couldn't agree' and that mother 'put the toys away.' Those are hints that the girls weren't getting along. Let's highlight the context clues that helped us. Using the clues, what do you think bicker means?"

Each section of the digital lesson plan is expandable.

Sample Digital Student Lesson



Mimics the functionality of online state test items

Example 1:

The girls bickered about the toys. They couldn't agree on who would play with which of the little plastic animals, so their mother took all of the toys and put them away.

Bicker means to argue about something trivial.

Students respond online in the digital lessons. In this example students highlight clue words and type a response.

Sample Teacher Lesson Plan



A digital version of this lesson is also included.

Each lesson includes a step by step lesson plan.

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use **Focus:** Context Clues **Lesson:** #1

Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson Objective: The students will use context clues to understand the meaning of a word or phrase.

Introduction: “Today we’re going to learn about context clues. Context clues help you understand the meaning of unfamiliar words.”

Instruction: “If an unfamiliar word is in a sentence, you may be able to figure out its meaning from the context. Context means the words and ideas around the unfamiliar word. Look at the top of your page. When good readers come to an unknown word, they do the following:

- Look at the sentence with the unknown word.
- Reread the sentence, paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence.
- Circle a word or words that help you determine the meaning of the underlined word.”

Remind students that they are expected to use this strategy when they come to an unknown word in their reading.

Guided Practice: “We will practice one example together. Look at the example on the top of your page. *Debbie bought a new satchel to carry her school supplies because there were too many items for her to carry.* What do you think a satchel might be? A satchel is like a backpack.” Ask students which words are the context clue words. They should say *too many to carry*. Have them circle those context clue words.

Independent Practice: “Read the sentences. Circle the context clue hints that help you determine the meaning of the underlined word.”

Review: After giving students a few minutes to complete the activity, review answers by eliciting possible context clue words and the meaning of the underlined words from the students. Point out that they should use context clues when they read to help them understand words they might not recognize.

Closure: After reviewing the answers on the projection, ask students, “How can the context clues help you become a better reader?”

Answers:

Answers will vary. Possible answers are:

1. held; dived under, pool
2. couldn't find it
3. pain; stepped on broken glass
4. spread; run for their lives

Standards Plus® High Impact Standards is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use Focus: Context Clues Lesson: #1

Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

If an unfamiliar word is in a sentence, you may be able to figure out its meaning from the context. **Context** means the words and ideas around the unfamiliar words.

- Look at the sentence with the unknown word.
- Reread the sentence, paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence.
- Circle a word or words that help you determine the meaning of the underlined word.

Example: Debbie bought a new satchel to carry her school supplies because there were too many items for her to carry.

Directions: Read the sentences. Circle the context clues that help you determine the meaning of the underlined word.

1. Abby held her breath as she dived under the surface of the pool.
2. Frank was worried that his favorite book disappeared. He couldn't find it anywhere.
3. A severe pain shot through her foot as she stepped on broken glass.
4. The fire spread rapidly. The animals had to run for their lives.

Each lesson
also has
an easy to
follow
student
page.

Standards Plus® High Impact Standards is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

Sample Teacher Lesson Plan



A digital
version of
this lesson is
also included.

Each lesson
plan includes
the following
direct
instruction
components:

Introduction

Instruction

Guided
Practice

Independent
Practice

Review

Closure

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use

Focus: Context Clues

Lesson: #3

Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson Objective: The students will use context clues to choose an appropriate definition for the underlined word.

Introduction: Today the students will continue to practice using context clues to help determine the meaning of a word. “In today’s lesson the word will be provided for you, and you will have to choose the definition that matches.”

Instruction: Ask students to share how they can use context clues to determine the meaning of a word in a sentence. “When good readers come to an unknown word, they do the following:

- Look at the sentence with the unknown word.
- Reread the sentence, paying close attention to what comes before and after the unknown word. Use those context clue words to help with the meaning.
- Think of a word that makes sense and sounds right in the sentence.”

Guided Practice: “We will practice one example together. Look at the example at the top of your page. Today the word is used in the sentence and you need to determine what the definition of the word is based on how it is used. In the example, what are the context clue words? The words ‘all over’ are clues that the room is messy. What are other context clue words?”

Independent Practice: “Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Circle the context clues.”

Review: Have students share answers. Ask them to share the context clue words and share how they eliminated the wrong answers.

Closure: Ask students if they have learned anything that will help them in their reading. How will using context clues help them to become better readers?

Answers:

1. C; possible context clues: *about who was first*
2. D; possible context clues: *great task when ... understand*
3. C; possible context clues: *scraped away the dirt underneath*

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use

Focus: Context Clues

Lesson: #3

Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Each student page includes examples for Guided Practice...

Example: Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Return to the sentence and circle the context clues that helped you determine the meaning of the underlined word.

The toys were scattered all over the room, making it difficult to walk without tripping over them.

As used in this sentence, scattered means:

- A. arranged alphabetically
- B. stacked in a tall tower
- C. thrown in different directions
- D. placed in order

Directions: Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Return to the sentence and circle the context clues that helped you determine the meaning of the underlined word.

1. The boys were arguing about who was first in line. Arguing means:
 - A. playing
 - B. explaining
 - C. quarreling
 - D. laughing
2. The teacher accomplished a great task when she got all of her students to understand the new material. Accomplished means:
 - A. started
 - B. failed
 - C. canceled
 - D. achieved
3. Julie scraped away the dirt underneath the plant to reveal the roots. Reveal means:
 - A. cover
 - B. plant
 - C. uncover
 - D. hide

...and items to be completed in Independent Practice.

Standards Plus® High Impact Standards is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

Sample Teacher Lesson Plan



A digital
version of
this lesson is
also included.

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use Focus: Context Clues Lesson: #4

Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson Objective: The students will use context clues to choose an appropriate definition of the underlined word.

Introduction: The students will continue practicing using context clues in the same format as the previous lesson.

Instruction: “In today’s lesson we will once again practice using context clues. Who can remind the class what context clues are?”

Guided Practice: “We will complete the example together before you complete the other items on your own. Look at the item on the top of your page. Before you choose an answer I want to see you identify the context clue words (delicious, the chef was complimented, they were enjoyed). With clue words like these, you know it has to be a word that means something good. Answer D is the correct choice. As you complete the items on your own, remember to think about the clues that you are given.”

Independent Practice: “Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Circle the context clues.”

Review: Have students share answers. Ask them to share the context clue words and discuss how they eliminated the wrong answers.

Closure: “Now that you have learned how to use context clues, remember to consider clues you are given as you read in the future to help you understand new words.”

Answers:

1. C; possible context clues are: *music too loud*
2. D; possible context clues are: *hamster trying to escape*
3. B; possible context clues are: *the setting in the book ... reading*
4. Answers will vary. (hurt)

Each lesson
plan
includes
an answer
key

Standards Plus® High Impact Standards is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use

Focus: Context Clues

Lesson: #4

Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Example: Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Return to the sentence and circle the context clues that helped you determine the meaning of the underlined word.

Everyone enjoyed the savory hamburgers and complimented the chef on how delicious they were.

As used in this sentence, savory means:

- A. horrible
- B. fattening
- C. thick
- D. flavorful

Directions: Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Return to the sentence and circle the context clues that helped you determine the meaning of the underlined word.

1. My grandpa grumbled that the music was too loud. Grumbled means:
 - A. holding
 - B. hearing
 - C. complained
 - D. excited
2. The hamster was gnawing on the cage door trying to escape. Gnawing means:
 - A. licking
 - B. digging
 - C. holding
 - D. chewing
3. My teacher began to depict the setting in the book she was reading to the class. Depict means:
 - A. story
 - B. describe
 - C. sing
 - D. pantomime

Directions: For #4 write the meaning of the underlined word

4. After the man fell and injured his leg during the race, he had to limp along to the finish line with no hope of winning an award.

Standards Plus® High Impact Standards is not licensed for duplication. **Copying is illegal.**
© 2020, 2013 Learning Plus Associates

After
students
complete
Independent
Practice,
review
each item
to check for
understanding.



Sample Assessment - Teacher Page

A digital
version of this
assessment is
also included.

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use Focus: Context Clues Assessment: #1

This assessment may be used in the following ways:

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented previous 4 lessons.

Standard: L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Procedure: Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.

Additional Tips:

- All Standards Plus assessments are available in an **interactive digital format** in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends **additional printable intervention lessons**.
- You can also access the printable intervention lessons from the home screen in the digital platform.

Review: Review the correct answers with students as soon as they are finished.

Answers:

1. (L.4.4a) Answers will vary but should accurately define the word.
2. (L.4.4a) A
3. (L.4.4a) C
4. (L.4.4a) Answers will vary. (angry, upset, mad, annoyed)

Sample Assessment - Student Page

Student Page

Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use

Focus: Context Clues

Assessment: #1

- Look at the sentence with the unknown word.
- Reread the sentence, paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence.
- Circle a word or words that help you determine the meaning of the underlined word.

Directions: Read the sentences. Circle the context clues you used to determine the meaning of the underlined word. Write a definition of the word.

1. Dan was annoyed with his little brother. He kept repeating everything Dan said and he wouldn't leave Dan alone.

Definition of annoyed:

Directions: Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Circle the word or words that help you determine the meaning of the underlined word.

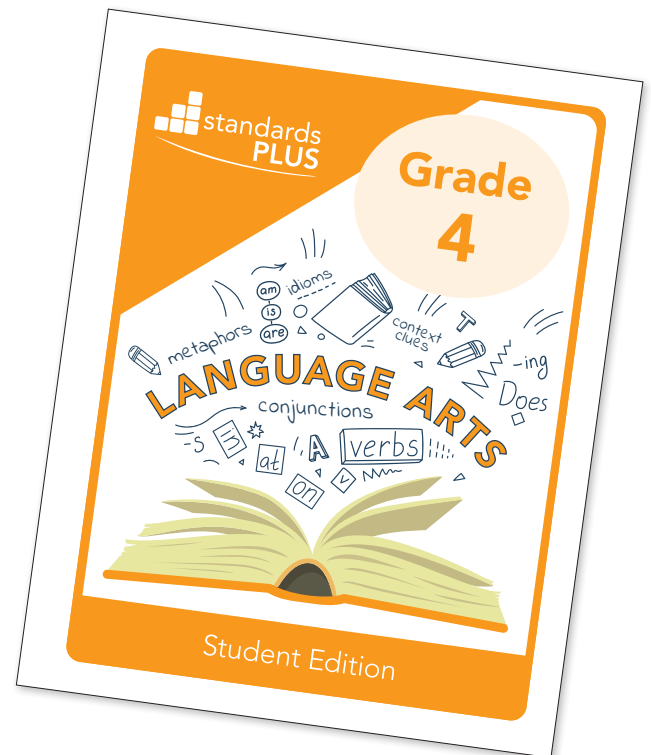
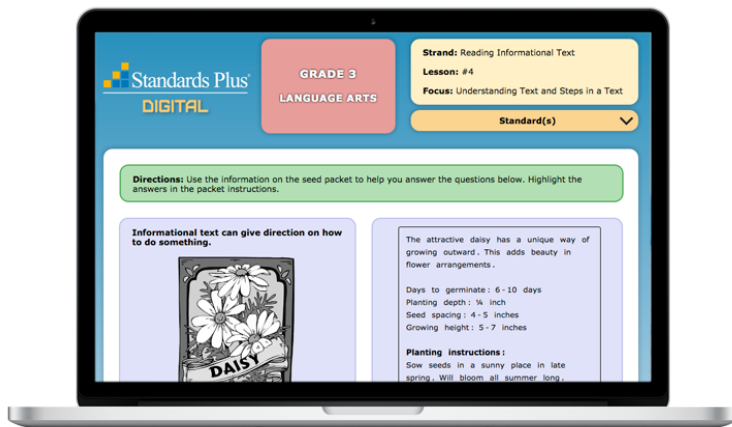
2. The explorers made a long journey to a new land. Journey means:
- A. voyage B. sleepover C. freeway D. road
3. Grandma told us that the one wedding photo she had of her and Grandpa was very precious to her. Precious means:
- A. family B. similar C. special D. old

Directions: For question 4, fill in the blank with a word that you choose based on the context clues you are given.

4. Her father was _____ after her friends called her cell phone for the fourth time and interrupted dinner again.



All Standards Plus purchases include live online teacher training to ensure a successful implementation.



Learn More
Email office@standardsplus.org
Call 1-877-505-9152