



Grade 2

High Impact Standards



Program Overview and Sample Lessons

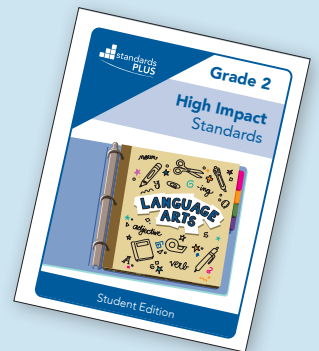


Teachers are the most important factor in student learning.

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

The High Impact Standards 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.

High Impact Standards Includes:

High Impact Grade Level Lessons and Assessments

56 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

50+ Lessons (DOK 1-2)

Students learn prerequisite skills that scaffold below grade-level.

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform. Printed student editions can be purchased separately.

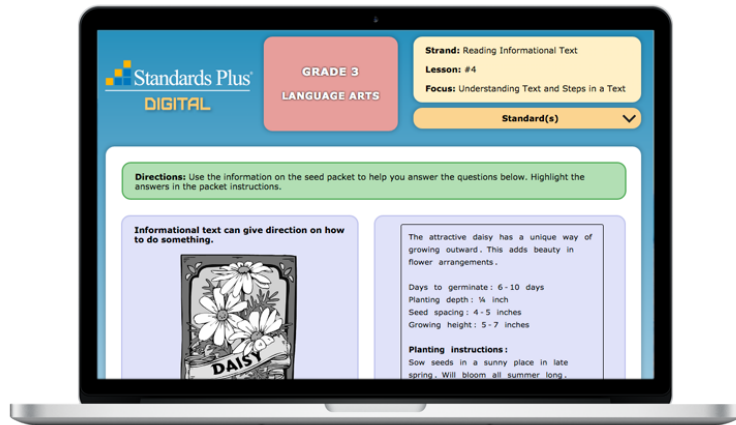


Performance Lessons

5+ Lessons (DOK 3)

Performance lessons require students to apply the skills they learned in previous Standards Plus lessons. These lessons provide students the opportunity to incorporate technology, text analysis, reflection and research.

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

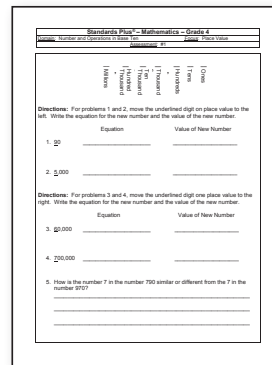
A Standards Plus **lesson set** includes 4 lessons and 1 assessment.

Assessments

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



Digital Assessment



Print Assessment

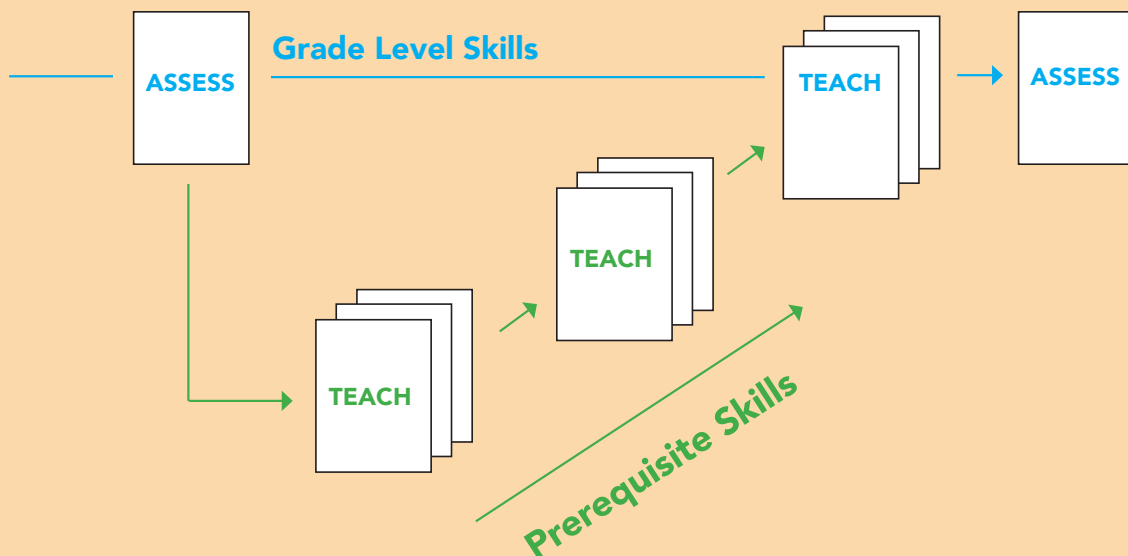
Assessments can be completed online in the Standards Plus Digital Platform or in the student edition

When students take the assessment online, the platform will create groups of students that scored below 60% and recommend 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.

Terms and Strategies:

Informational text: Text that teaches you about a topic.

Text features: Tools for understanding informational text.

Headings: Words placed at the top of a whole text to tell readers the text's topic.

Subheadings: Words placed before different parts or sections of the text.

Bold print: Special words printed in dark color to call attention.

Captions: Words printed at the bottom of a graphic to tell what it is about.

Glossary: Alphabetical list of key vocabulary words and definitions from a text.

Index: A list of key words (names, terms, events, and topics) covered in a text; found at back of book with a list of page numbers for finding information.

Electronic menu: List of key words or links on a web-page.

Main purpose: Reason author wrote a text (to entertain, inform, or persuade). When authors write informational texts, they may answer a question, explain, or describe something.

Points (main or specific): the author's ideas about a topic.

Reasons: Statements given to explain or show the cause of something.

Whole Class Discussion Questions

Directions: Answer the following questions in the spaces provided.

Author's Purpose

1. What kind of text is this? How do you know?

2. What is the author's purpose for writing this? How do you know?

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3. Imagine the author wrote for a different purpose. What would the text look like and how would it be different? Explain.

Text Features

4. What is one of the headings or subheadings the author uses? Why is it used?

5. Why are some words in bold in the text? Give an example and explain.

6. Why does the author use a map? What does it help you understand?

7. Which picture and caption is most interesting to you? Why?

8. If this article were on a website instead of a magazine, how would it look different?

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Pacing Options

14-Week Implementation

Teach one lesson per day.



7-Week Implementation

Teach two lessons per day.



Intensive / Bootcamp Implementation

Catch up on the high impact standards in three weeks.

Teach four lessons per day.

Grade 2 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
Vocabulary Acquisition and Use	5	Sentence Level Context	L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	14	3	
	6	Sentence Level Context		16	4	
	7	Sentence Level Context		18	5	
	8	Sentence Level Context		20	6	
	A2	Assessment – Sentence Level Context		22	7	
	17	Word Relationships	L.2.5a: Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	24	9	
	18	Word Relationships		26	10	
	19	Word Relationships		28	11	
	20	Word Relationships		30	12	
	A5	Assessment – Word Relationships		32	13	
Reading Literature	1	Central Message and Key Details	RL.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	36	15	
	2	Central Message and Key Details	RL.2.1, RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	38	16	
	3	Central Message and Key Details		40	17	
	4	Central Message and Key Details		42	18	
	A1	Assessment – Central Message and Key Details		44	19	
	5	Character Response and Key Details	RL.2.1, RL.2.3: Describe how characters in a story respond to major events and challenges.	46	21	
	6	Character Response and Key Details		48	22	
	7	Character Response and Key Details		50	23	
	8	Character Response and Key Details		52	24	
	A2	Assessment – Character Response, and Key Details		54	25	
	9	Story Structure and Key Details	RL.2.1, RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	56	27	
	10	Story Structure and Key Details		58	28	
	11	Story Structure and Key Details		60	29	
	12	Story Structure and Key Details		62	30	
	A3	Assessment – Story Structure and Key Details		64	31	
	P6	Performance Lesson – What Is The Story All About?			66-67	33-36
	13	Point of View and Key Details	RL.2.1, RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	72	37	
	14	Point of View and Key Details		74	38	
	15	Point of View and Key Details		76	39	
	16	Point of View and Key Details		78	40	
	A4	Assessment – Point of View and Key Details		80	41	
	17	Rhythm, Meaning, and Key Details	RL.2.1, RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	82	43	
	18	Rhythm, Meaning, and Key Details		84	44	
	19	Rhythm, Meaning, and Key Details		86	45	
	20	Rhythm, Meaning, and Key Details		88	46	
	A5	Assessment – Rhythm, Meaning, and Key Details		90	47	

Grade 2 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
Writing – Narrative	1	Topic Sentence & Main Idea	W.2.3: Write narratives in which they recount a well–elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	94	49	
	2	Characters & Setting		96	50	
	3	Story Events		98	51	
	4	Time Order Words		100	52	
	A1	Assessment – Narrative Writing		102	53	
	P8	Performance Lesson – Story Writing			104-105	55-56
	1	Key Details	RI.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	110	57	
	2	Main Topic	RI.2.1, RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	112	58	
	3	Main Topic		114	59	
	4	Main Topic		116	60	
A1	Assessment – Main Topic and Key Details	118		61		
Reading Informational Text	5	Connecting Ideas & Key Details	RI.2.1, RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	120	63	
	6	Connecting Ideas & Key Details		122	64	
	7	Connecting Ideas & Key Details		124	65	
	8	Connecting Ideas & Key Details		126	66	
	A2	Assessment – Connecting Ideas & Key Details		128	67	
	9	Key Details and Word Meaning	RI.2.1, RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	130	69	
	10	Key Details and Word Meaning		132	70	
	11	Key Details and Word Meaning		134	71	
	12	Key Details and Word Meaning		136	72	
	A3	Assessment – Key Details and Word Meaning		138	73	
	13	Text Features	RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	140	75	
	14	Text Features		142	76	
	15	Text Features		144	77	
	16	Text Features		146	78	
	A4	Assessment – Text Features		148	79	
	17	Main Purpose & Key Details	RI.2.1, RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	150	81	
	18	Main Purpose & Key Details		152	82	
	19	Supporting Reasons	RI.2.8: Describe how reasons support specific points the author makes in a text.	154	83	
	20	Supporting Reasons		156	84	
	A5	Assessment – Main Purpose, Supporting Reasons, and Key Details	RI.2.1, RI.2.6, RI.2.8	158	85	
	P11	Performance Lesson – Finding Facts and Purpose			160-161	87-92

Grade 2 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Writing	5	Writing Topic Sentences	W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	170	93
	6	Finding Support & Reasons		172	94
	7	Linking Words		174	95
	8	Writing Conclusions		176	96
	A2	Assessment – Opinion Writing		178	97
	P12	Performance Lesson – <i>What’s Your Opinion?</i>			180-181



High Impact Standards

Sample Lessons

Vocabulary
Acquisition and Use

Lesson	Focus	Standard(s)
5	Sentence Level Context	L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
6	Sentence Level Context	
7	Sentence Level Context	
8	Sentence Level Context	
A2	Assessment – Sentence Level Context	

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 2		
Strand: Vocabulary Acquisition and Use	Focus: Sentence Level Context	Lesson: #5
Language Standard: L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.		

Lesson Objective: Students will use sentence-level context as a clue to the meaning of a word or phrase.

Introduction: “Follow along on the student page. If you come to an unfamiliar word in a sentence, you may be able to figure out its meaning from the context. *Context* is the words and ideas around the unfamiliar word.”

Instruction: “When good readers come to an unknown word, they do the following:

- Read the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word. Look for word clues such synonyms, a paraphrase, or an example.
- Think of a word that makes sense and sounds right in the sentence.”

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

Guided Practice: “Let’s do the example together. First let’s read the example. Next we will use our decoding skills to say the underlined word. Now we will look for context clues to help us figure out the meaning of the underlined word (example: *smiled and clapped his hands with joy*). Let’s circle the clue words. We need to think of a word that makes sense and means the same as the underlined word. (happy) Let’s try it out and see if it sounds right. Does it? Yes. Write the meaning of *delighted* on the line that follows the sentence.”

Independent Practice: “Now it’s your turn. You will work with a partner to read each sentence. When you come to the underlined word, use your decoding skills to say the word. Circle the context clues that helped you to determine the meaning of the underlined word. Write a word that means the same as the underlined word. Reread the sentence to check your answer.”

Review: After giving students a few minutes to complete the activity, review the answers. Ask students to share what their clues were and how they found them.

Closure: “Name two types of context clues and how they can help you when reading.”

Answers: Answers will vary. Possible answers include:

1. loves, cares very deeply
2. shy, doesn’t like to speak up in front of other people
3. baby, very young, only three weeks old
4. strange, odd, even though there were no clouds

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Each lesson
includes
a step by
step lesson
plan.

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 2

Strand: Vocabulary Acquisition and Use

Focus: Sentence Level Context

Lesson: #5

Language Standard: L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

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

- Read the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word. Look for word clues such as synonyms, a paraphrase, or an example.
- Think of a word that makes sense and sounds right in the sentence.

Example:

Julio was delighted to find his dog. He smiled and clapped his hands with joy.

Directions: Read each sentence. When you come to the underlined word, use your decoding skills to say the word. Circle context clues that help you find the meaning of the underlined word. Write the meaning of the underlined word on the line. Reread the sentence to check your answer.

1. Julie adores her new puppy. She cares very deeply for her.

2. Gary is really bashful. He doesn't like to speak up in front of other people.

3. My new sister is an infant. She is only three weeks old.

4. Today's weather was unusual. It rained even though there were no clouds in the sky.

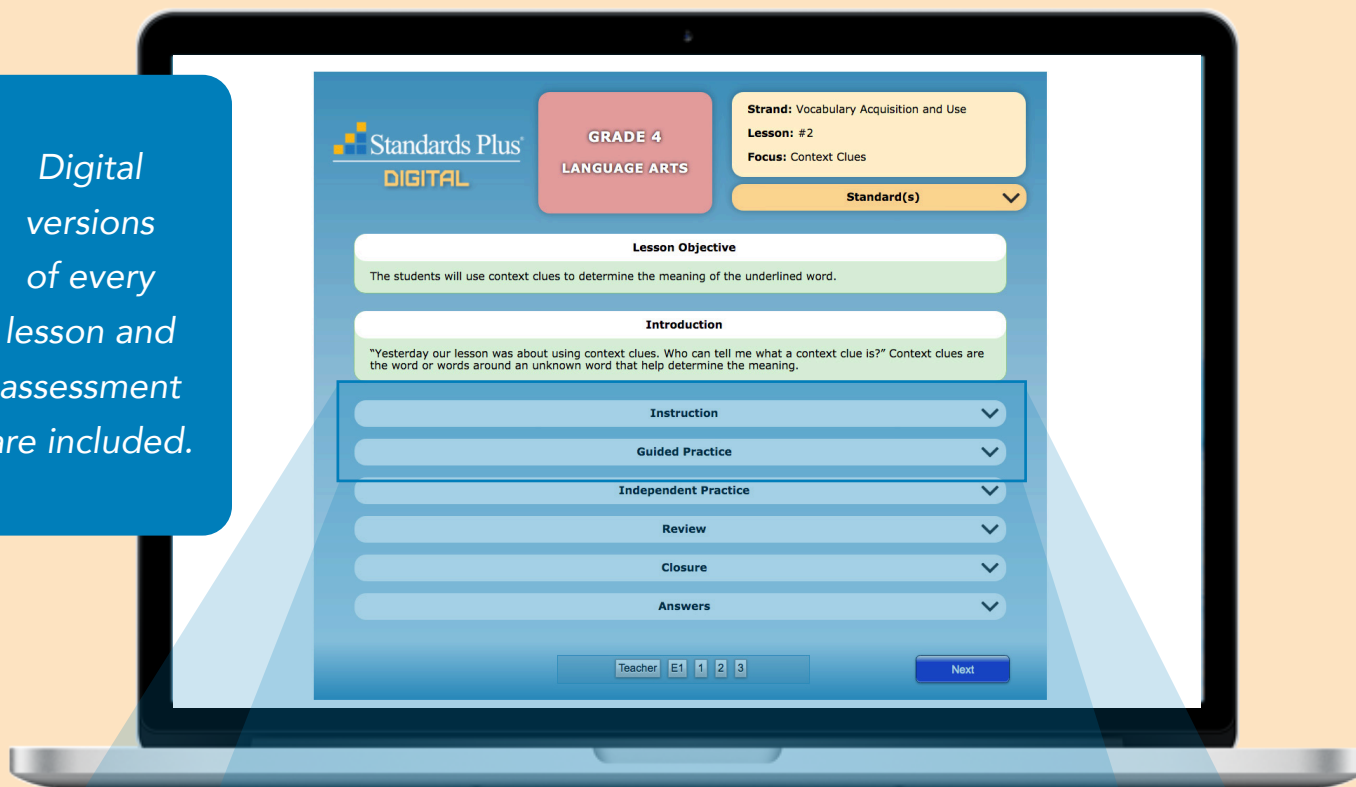
Each lesson
also has
an easy to
follow
student
page.

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Sample Digital Teacher Lesson Plan

(4th Grade ELA Sample)

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 Student Lesson

(4th Grade ELA Sample)



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

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 2		
Strand: Vocabulary Acquisition and Use	Focus: Sentence Level Context	Lesson: #7
Language Standard: L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.		

Lesson Objective: Students will use the context of a sentence to determine the meaning of an unknown word.

Introduction: “Follow along on the student page. Sometimes when we read, we will come across an unfamiliar word. You may be able to figure out the meaning of an unknown word by looking at the context. *Context* means the words and ideas around the unfamiliar word.”

Instruction: “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. Look for clues like synonyms, paraphrases, and examples.
- Think of a word that makes sense and sounds right in the sentence. (sentence structure).
- Substitute the word and see if it works.”

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

Guided Practice: “Let’s do one together. (Read the sentence aloud.) What is the underlined word in the sentence? (gradually) What context clues help you decide what *gradually* means? (took his time) Circle the context clues. Write the meaning of *gradually* on the line.”

Independent Practice: “Today you will read each sentence and when you come to the underlined word, use your decoding skills to say the word. Use context clues to determine the meaning of the underlined word. Circle the context clues. Write the meaning of the underlined word on the line. Reread the sentence and check your answer.”

Review: After giving students a few minutes to complete the activity, review the answers projected.

Closure: “What are context clues and how do they help you?”

Answers: Answers will vary. Possible answers include:

1. pretty (beautiful, new dress)
2. buy (goes to the store)
3. about (haven’t counted them)
4. told (plans in an email)

Each lesson plan includes the following direct instruction components:

Introduction
Instruction

Guided
Practice

Independent
Practice

Review

Closure

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Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 2

Strand: Vocabulary Acquisition and Use

Focus: Sentence Level Context

Lesson: #7

Language Standard: L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

Each student page includes examples for Guided Practice...

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. Look for context clues.
- Think of a word that makes sense and sounds right in the sentence.

Example:

Mr. Hopkins gradually built the cabin, taking his time to do it right.

Directions: Read each sentence. When you come to the underlined word, use your decoding skills to say the word. Circle the context clues that helped you find the meaning of the underlined word. Write the meaning of the word on the line. Reread the sentence and check your answer.

1. Kim looked very attractive in her beautiful, new dress and shoes.

2. Mom will purchase snacks when she goes to the store.

3. There are approximately 500 jelly beans in the jar but I haven't counted them.

4. My Uncle Tom communicated his plans to my mom in an e-mail.

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

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 2

Strand: Vocabulary Acquisition and Use

Focus: Sentence Level Context

Lesson: #8

Language Standard: L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

Lesson Objective: Students will use sentence-level context as a clue to the meaning of a word or phrase.

Introduction: “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. Context clues can be synonyms, paraphrases, examples, and definitions.”

Instruction: “When good readers come to an unknown word, they do the following:

- Read the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word. Look for word clues such synonyms, a paraphrase, or an example.
- Think of a word that makes sense and sounds right in the sentence.

You are expected to use this strategy when you come to an unknown word in your reading.”

Guided Practice: “Let’s do the example together. First let’s read the sentence. Next we will use our decoding skills to say the underlined word. Now look for context clues to help you figure out the meaning of the underlined word (ones she wanted to wear were dirty). Let’s circle the clue words. What is the meaning of the word alternate in the sentence? (other) Write the meaning of the underlined word on the line. Let’s try it out and see if it sounds right.”

Independent Practice: “Read each sentence. When you come to the underlined word, use your decoding skills to say the word. Circle the context clues that helped you to determine the meaning of the underlined word. Write the meaning of the underlined word on the line. Reread the sentence and check your answer.”

Review: After giving students a few minutes to complete the activity, review the answers.

Closure: “How can context clues help you become a better reader?”

Answers:

Answers will vary. Possible answers could include:

1. certain (not going to change)
2. angry, mad (broken his favorite toy)
3. tasty (ate three pieces)
4. hide, not show (turned my face to the wall)

Each lesson
plan
includes
an answer
key

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Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 2

Strand: Vocabulary Acquisition and Use

Focus: Sentence Level Context

Lesson: #8

Language Standard: L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

When good readers come to an unknown word, they do the following:

- Read the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word. Look for word clues such as synonyms, a paraphrase, or an example.
- Think of a word that makes sense and sounds right in the sentence.

Example:

Leslie put on the alternate pair of shoes since the ones she wanted to wear were dirty.

Directions: Read each sentence. When you come to the underlined word, use your decoding skills to say the word. Identify and circle the context clues you used to determine the meaning of the underlined word. Write the meaning of the word on the line. Reread the sentence and check your answer.

1. Mr. Green said the plans were definite. They were not going to change.

2. Jacob was furious with his brother. He had broken his favorite toy.

3. The apple pie was delicious. I ate three pieces.

4. I tried to conceal my feelings about the gift. I turned my face to the wall.

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

Sample Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 2

Strand: Vocabulary Acquisition and Use

Focus: Sentence Level Context

Assessment: #2

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 in the previous 4 lessons.

Standard: L.2.4a Use sentence-level context 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.2.4a) C
- Answers may vary:
2. (L.2.4a) finish; do; complete
 3. (L.2.4a) like, look up to
 4. (L.2.4a) exploring, studying, inspecting, looking for clues
 5. (L.2.4a) hard, solid, stiff

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Sample Assessment - Student Page

Student Page

Standards Plus® – Language Arts – Grade 2

Strand: Vocabulary Acquisition and Use

Focus: Sentence Level Context

Assessment: #2

When good readers come to an unknown word, they do the following:

- Read the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word. Look for word clues such as synonyms, a paraphrase, or an example.
- Think of a word that makes sense and sounds right in the sentence.

Directions: Choose the word that means the same as the underlined word by using context clues. Circle the letter next to the correct answer.

1. Don was impolite to the bus driver. He said mean things.
- A. friendly
 - B. soft
 - C. rude
 - D. funny

Directions: Use the context of the sentence to determine the meaning of the underlined word. Write a meaning for the underlined word on the blank line.

2. If I try hard enough, I can accomplish my chores today. I know I can!

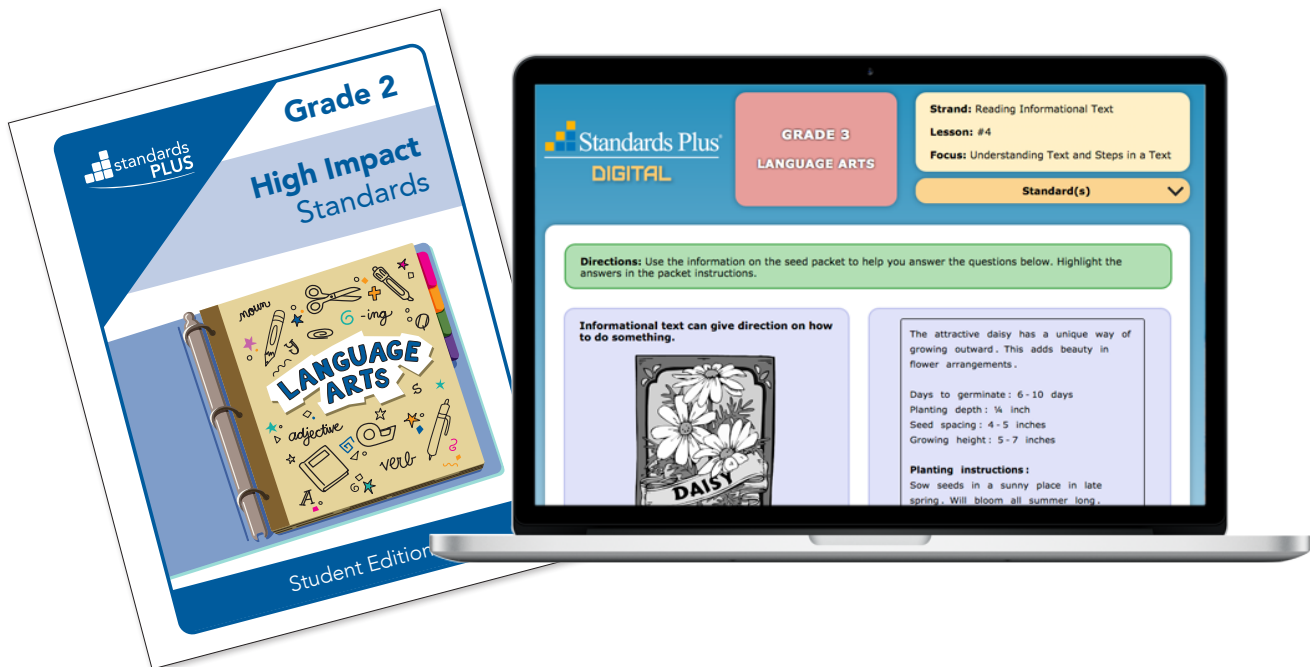
3. I really admire the baseball player. He works hard and plays very well.

4. Mr. Talbot was investigating the crime. He looked for clues.

5. Apples should be firm, not soft.



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



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