standards PLUS

Grade 4

High Impact
Standards

LANGUAGE ARTS

noun
-ing
adjective
verb

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.
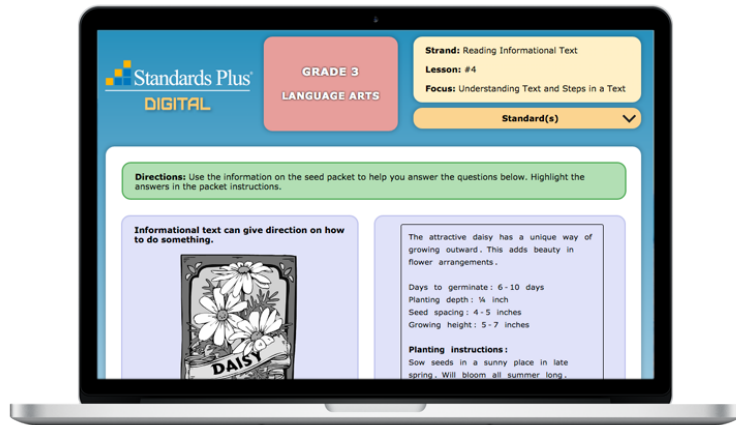
Performance Lessons
5+ Lessons (DOK 3)

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	TEACH	TEACH	TEACH	ASSESS
Lesson 1	Lesson 2	Lesson 3	Lesson 4	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

ASSESS — Grade Level Skills

TEACH → ASSESS

TEACH

TEACH

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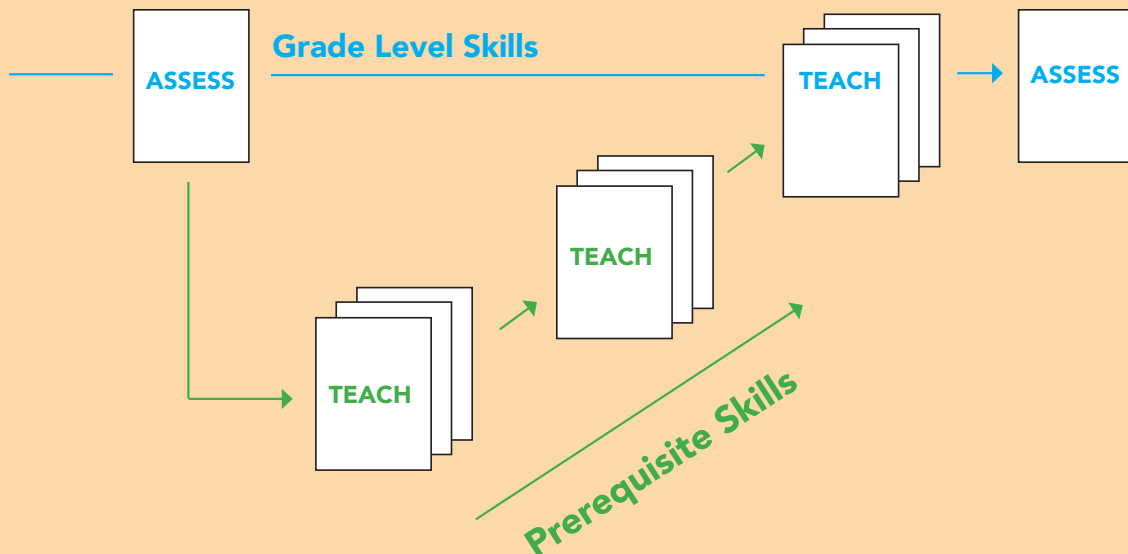
Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

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.

Worlds Apart

Earth	Saturn
Diameter: 7,926 miles	**Diameter:** 74,898 miles
Distance From Sun: 92,955,820 miles	**Distance From Sun:** 885,904,700 miles
Order from Sun: Third planet from Sun	**Order from Sun:** Sixth planet from Sun
Size: Fifth largest planet	**Size:** Second largest planet
Known Satellites: 1	**Known Satellites:** 60
Ring System: None	**Ring System:** Composed of rocks, dust, and ice
Length of Orbit: 365 days, 6 hours (1 Earth year)	**Length of Orbit:** 10,759 days (29.46 Earth years)
Distance of Orbit: 584,000,000 miles	**Distance of Orbit:** 5,421,000,000
Length of Day: 23 hours, 56 minutes	**Length of Day:** 10 hours, 39 minutes
Surface Temperature: -126°F to 136°F	**Surface Temperature:** -288°F
Atmosphere: Nitrogen and Oxygen	**Atmosphere:** Hydrogen and Helium
Habitable: Yes	**Habitable:** No

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?

   _____
   _____
   _____
   _____
   _____

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 4 Language Arts High Impact Standards
Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
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.	14	3
	2	Context Clues		16	4
	3	Context Clues		18	5
	4	Context Clues		20	6
	A1	Assessment-Context Clues		22	7
Knowledge of Language	1	Precise Language	L.4.3a: Choose words and phrases to convey ideas precisely.	26	9
	2	Precise Language		28	10
	3	Precise Language		30	11
	4	Precise Language		32	12
	A1	Assessment- Precise Language		34	13
	5	Punctuation for Effect	L.4.3b: Choose punctuation for effect.	36	15
	6	Punctuation for Effect		38	16
	7	Punctuation for Situational Speaking	L.4.3c: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	40	17
	8	Punctuation for Situational Speaking		42	18
	A2	Assessment-Punctuation for Effect & Situational Speaking	L.4.3b, L.4.3c	44	19
	P3	**Performance Lesson #3** – Writing a Formal Narrative		46-47	21-22
Reading Literature	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).	52	23
	2	Details in the Text and Vocabulary in Text		54	24
	3	Details in the Text and Vocabulary in Text		56	25
	4	Details in the Text and Vocabulary in Text		58	26
	A1	Assessment-Details in the Text and Vocabulary in Text		60	27
	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	62	29
	6	Theme and Vocabulary		64	30
	7	Theme, Summarizing, Vocabulary		66	31
	8	Theme, Summarizing, Vocabulary		68	32
	A2	Assessment-Theme, Summarizing, Vocabulary		70	33
	P4	**Performance Lesson #4** – Writing a Summary		72-73	35-36
	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).	76	37
	10	Characters, Setting, Events		78	38
	11	Characters, Settings, Events		80	39
	12	Events		82	40
	A3	Assessment-Characters, Settings, Events		84	41
	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.	86	43
	18	Point of View		88	44
	19	Point of View		90	45
	20	Point of View		92	46
	A5	Assessment-Point of View		94	47
	P6	**Performance Lesson #6** – Princess and the Pea Point of View		96-97	49-51

Grade 4 Language Arts High Impact Standards
Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Reading Informational Text	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.	102	52
	2	Understanding Text		104	53
	3	Understanding Text		106	54
	4	Understanding Text		108	55
	A1	Assessment-Understanding Text		110	56
	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.	112	58
	6	Main Idea and Supporting Points		114	59
	7	Main Idea and Supporting Points		116	60
	8	Main Idea and Supporting Points		118	61
	A2	Assessment-Main Idea and Supporting Points		120	62
	P9	**Performance Lesson #9** – Summarizing Informational Text		122-123	64-65
	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.	126	66
	10	Text Structure		128	67
	11	Text Structure		130	68
	12	Text Structure		132	69
	A3	Assessment-Text Structure		134	70
	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.	136	72
	14	Point of View		138	73
	15	Point of View		140	74
	16	Point of View		142	75
	A4	Assessment-Point of View		144	76
	P10	**Performance Lesson #10** – Analyzing Informational Text		146-147	78-79
	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.	150	80
	18	Contributing Information		152	81
	19	Contributing Information		154	82
	20	Contributing Information		156	83
	A5	Assessment-Contributing Information		158	84
	P11	**Performance Lesson #11** – Presenting Information		160-161	86-87

Grade 4 Language Arts High Impact Standards
Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Writing	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.	166	88
	2	Opinion Pieces – Stating Opinions		168	89
	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.	170	90
	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., *for instance, in order to, in addition*). / W.4.1d	172	91
	A1	Assessment-Opinion Pieces		174	92
	5	Opinion Pieces – Structure	W.4.1a / W.4.1b / W.4.1c / W.4.1d	176	94
	6	Opinion Pieces – Expand Pieces		178	95
	7	Opinion Pieces – Linking Words / Phrases		180	96
	8	Opinion Pieces – Linking Words / Phrases		182	97
	A2	Assessment-Opinion Pieces		184	98
	P13	**Performance Lesson #13** – Watching Too Much Television		186-187	100-101

Sample Lessons

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 Teacher 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

Each lesson includes a step by step lesson plan.

Sample Student Lesson

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.
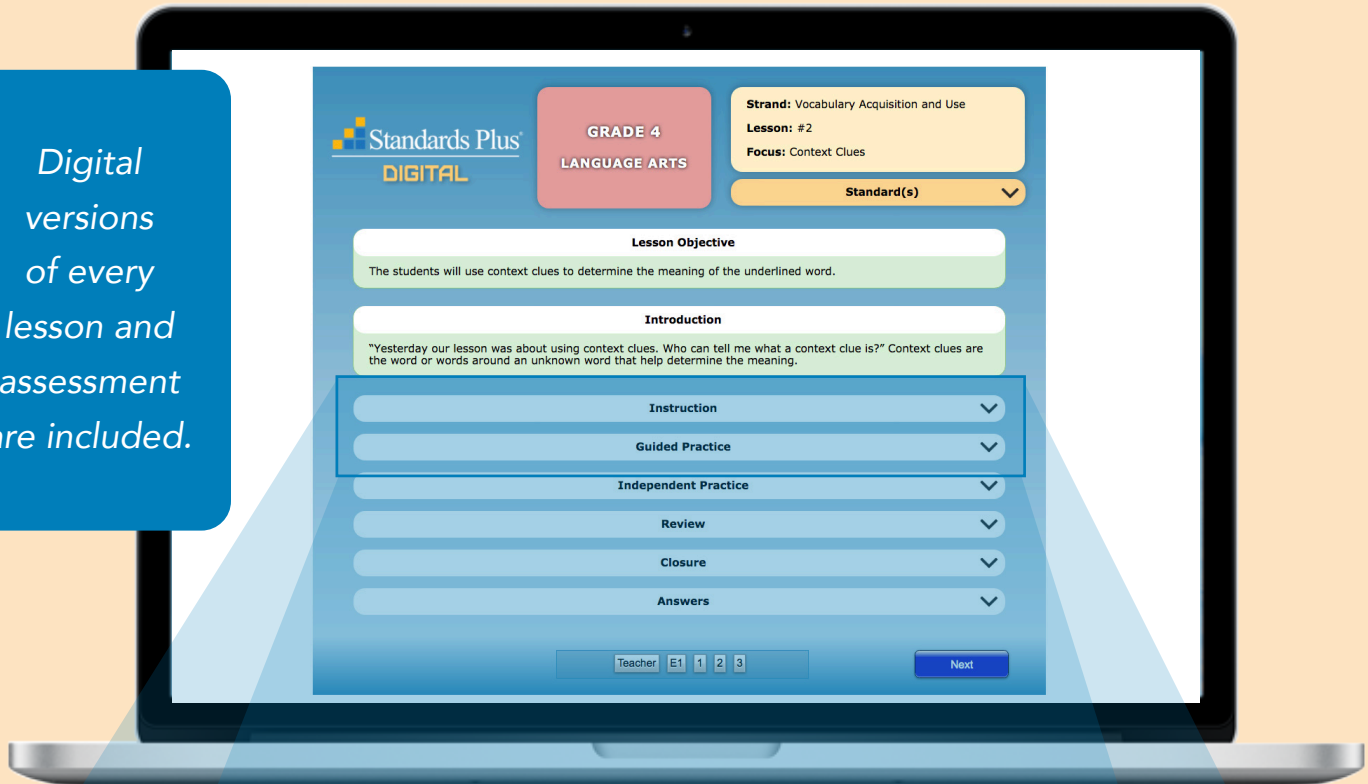
1. Abby held her breath as she dived under the surface of the pool.

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.

Sample Digital Teacher Lesson Plan

Digital versions of every lesson and assessment are included.

Standards Plus DIGITAL

GRADE 4 LANGUAGE ARTS

Strand: Vocabulary Acquisition and Use
Lesson: #2
Focus: Context Clues

Standard(s)

Lesson Objective

The students will use context clues to determine the meaning of the underlined word.

Introduction

"Yesterday our lesson was about using context clues. Who can tell me what a context clue is?" Context clues are the word or words around an unknown word that help determine the meaning.

Instruction

Guided Practice

Independent Practice

Review

Closure

Answers

Teacher E1 1 2 3

Next

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

Standards Plus DIGITAL

GRADE 4 LANGUAGE ARTS

Strand: Vocabulary Acquisition and Use
Lesson: #2
Focus: Context Clues

Standard(s)

Directions: Read the sentences. Highlight context clues that helped you determine the meaning of the underlined word. In the space provided, insert the meaning of the word.

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.

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.

Previous | Teacher E1 1 2 3 | Next

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

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*

Each lesson plan includes the following direct instruction components:

Introduction

Instruction

Guided Practice

Independent Practice

Review

Closure

Sample Student Lesson

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 <u>scattered</u> all over the room, making it difficult to walk without tripping over them.

As used in this sentence, <u>scattered</u> means:
A. arranged alphabetically
B. stacked in a tall tower
C. thrown in different directions
D. placed in order

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

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 <u>arguing</u> about who was first in line. <u>Arguing</u> means:
   A. playing
   B. explaining
   C. quarreling
   D. laughing

2. The teacher <u>accomplished</u> a great task when she got all of her students to understand the new material. <u>Accomplished</u> means:
   A. started
   B. failed
   C. canceled
   D. achieved

3. Julie scraped away the dirt underneath the plant to <u>reveal</u> the roots. <u>Reveal</u> means:
   A. cover
   B. plant
   C. uncover
   D. hide

Sample Teacher Lesson Plan

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."

Each lesson plan includes an answer key

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)

Sample Student Lesson

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

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

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.

    _____

    _____

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

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 <u>annoyed</u> 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 <u>journey</u> to a new land. <u>Journey</u> 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 <u>precious</u> to her. <u>Precious</u> 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.