

Grade 2

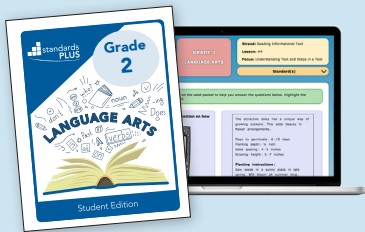


Program Overview and Sample Lessons



Teachers are the most important factor in student learning.

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



Standards Plus materials include:

- A printed Teacher Edition
- A printed Student Edition
- Online access to the Standards Plus Digital Platform
- An Intervention Program – Printable Tier 2 & 3 Intervention Lessons

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 their printed student edition **or** respond in the Standards Plus Digital Platform.

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.

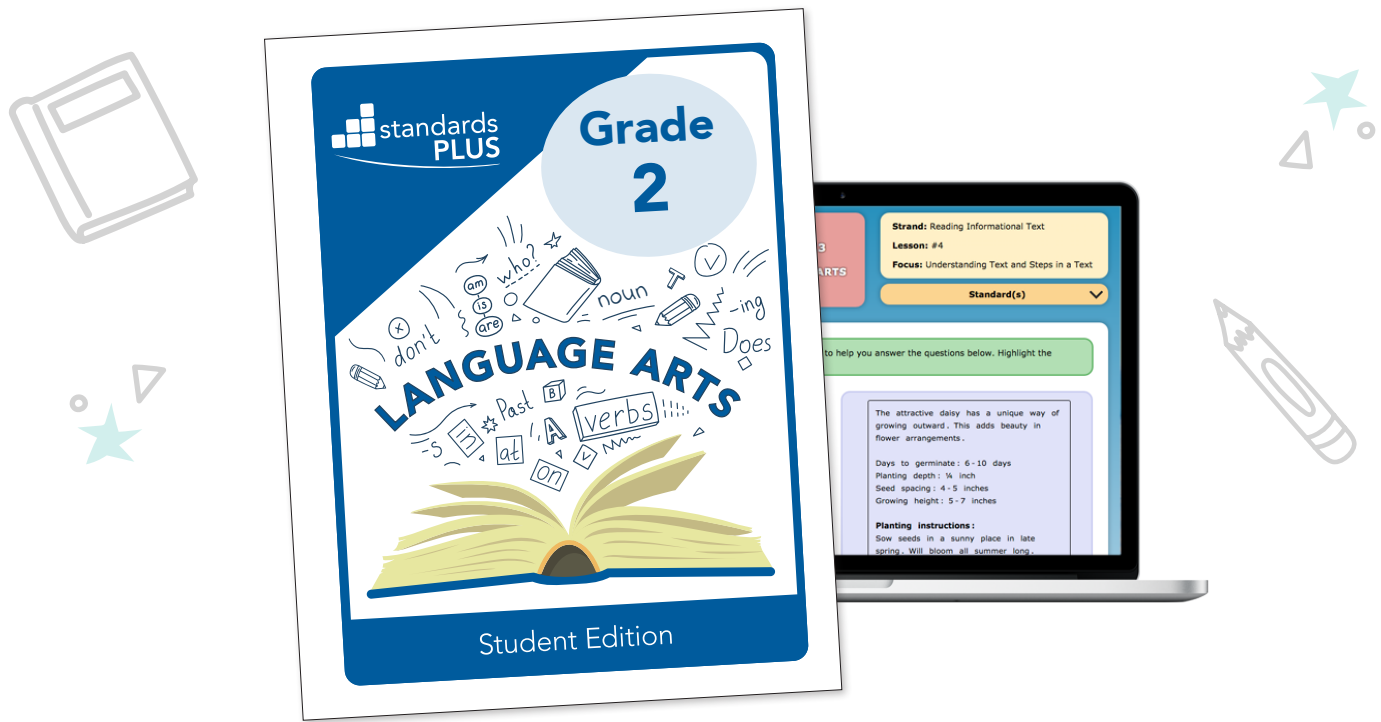


Integrated Projects

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



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

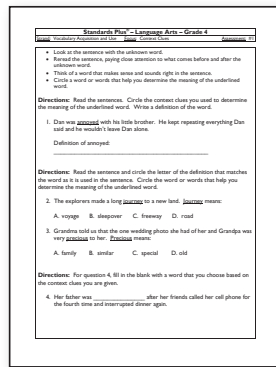
ASSESS

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.



Print Assessment



Digital Assessment

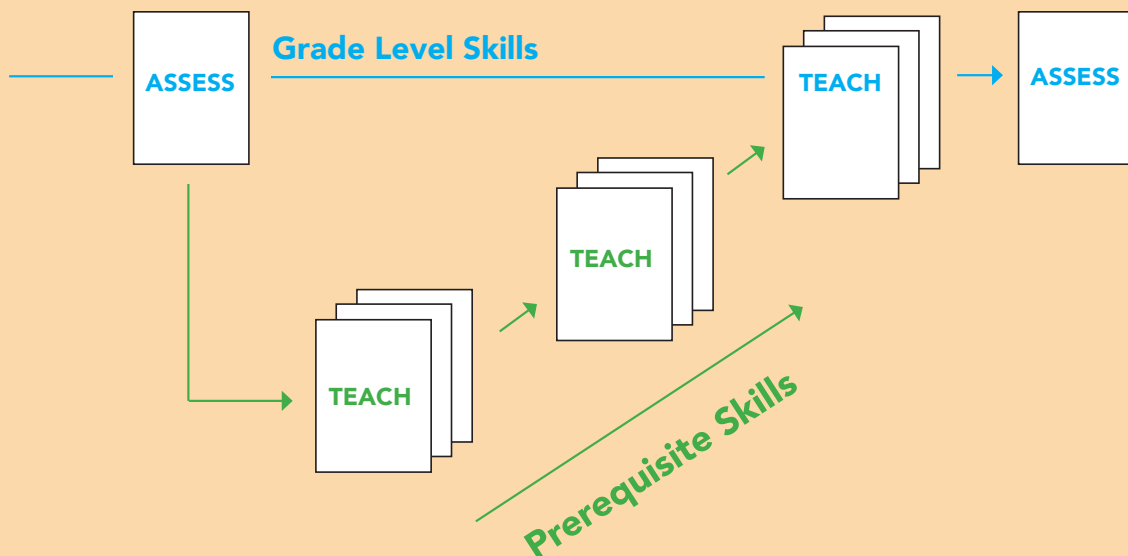
Assessments can be completed in the student edition or online in the Standards Plus Digital Platform.

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 to 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

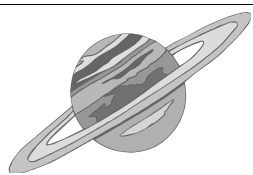
Standards Plus® – Language Arts – Grade 4
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text

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

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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?

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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 2

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 2

Lesson Index

Reading Foundational Skills

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Short and Long Vowels	RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.	32	3	1-2
2	Short and Long Vowels		34	4	
3	Short and Long Vowels		36	5	
4	Short and Long Vowels		38	6	
A1	Assessment – Short and Long Vowels		40	7	
5	Vowel Teams	RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.	42	9	1-2
6	Vowel Teams		44	10	
7	Decoding Two-Syllable Long Vowel Words	RF.2.3c: Decode regularly spelled two-syllable words with long vowels.	46	11	
8	Decoding Two-Syllable Long Vowel Words		48	12	
A2	Assessment – Common Vowel Teams / Decoding Two-Syllable Words	RF.2.3b, RF.2.3c	50	13	
9	Decoding Words with Prefixes	RF.2.3d: Decode words with common prefixes and suffixes.	52	15	1-2
10	Decoding Words with Suffixes		54	16	
11	Prefixes and Suffixes	RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences.	56	17	
12	Prefixes and Suffixes		58	18	
A3	Assessment –Prefixes and Suffixes	RF.2.3d, RF.2.3e	60	19	
13	Spelling – Sound Correspondence	RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences.	62	21	1-2
14	Spelling – Sound Correspondence		64	22	
15	Spelling – Irregularly Spelled Words	RF.2.3f: Recognize and read grade-appropriate irregularly spelled words.	66	23	
16	Spelling – Irregularly Spelled Words		68	24	
A4	Assessment – Inconsistent and Irregular Words	RF.2.3e, RF.2.3f	70	25	
Reading Foundational Skills Performance Lesson – Decode It!			72	27	3

Standards Plus® - Language Arts Grade 2

Lesson Index

Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Consonant Blends with Short Vowels	L.2.2d: Generalize learned spelling patterns when writing words.	78	28	1-2
2	Consonant Blends with Short Vowels		80	29	
3	Consonant Blends with Long Vowels		82	30	
4	Consonant Blends with Short and Long Vowels		84	31	
A1	Assessment – Consonant Blends with Short and Long Vowels		86	32	
5	R-Controlled Vowel Sounds /ar/ and /or/	L.2.2d	88	33	1-2
6	R-Controlled Vowel Sounds /ar/		90	34	
7	Vowel Teams au – aw Words		92	35	
8	Vowel Teams ow – ou Words		94	36	
A2	Assessment – Vowel Teams and R-Controlled Vowel Teams		96	37	
9	Spelling Patterns oy/ui	L.2.2d	98	39	1-2
10	Spelling Patterns oy/ui		100	40	
11	Spelling Patterns – -ge/-dge		102	41	
12	Spelling Patterns – -ge/-dge		104	42	
A3	Assessment - Spelling Patterns (oy/ui and -ge/-dge)		106	43	
Spelling Performance Lesson – Spelling Words			108	45-47	3

Standards Plus® - Language Arts Grade 2

Lesson Index

Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas in Greetings and Closing of Letters	L.2.2b: Use commas in greetings and closings of letters.	116	48	1-2
2	Commas in Greetings and Closing of Letters		118	49	
3	Apostrophes in Contractions	L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives.	120	50	
4	Apostrophes with Possessives		122	51	
A1	Assessment – Commas and Apostrophes	L.2.2b, L.2.2c	124	52	

Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Capitalizing Holidays	L.2.2a: Capitalize holidays, product names, and geographic names.	130	53	1-2
2	Capitalizing Holidays		132	54	
3	Capitalize Product Brand Names		134	55	
4	Capitalize Product Names		136	56	
A1	Assessment – Capitalizing Holidays and Product/Brand Names		138	57	
5	Capitalizing Geographic Names	L.2.2a	140	59	1-2
6	Capitalizing Geographic Names		142	60	
7	Capitalize Holidays, Product Names, and Places		144	61	
8	Capitalize Holidays, Product Names, and Places		146	62	
A2	Assessment – Capitalize Holidays, Product Names, and Places		148	63	
Capitalization Performance Lesson – Capitalization and Punctuation			150	65	3

Standards Plus® - Language Arts Grade 2

Lesson Index

Integrated Project 1: *How English Works*

Overview: Students create a board game using what they've learned about vowel and consonant sounds, spelling rules, punctuation and capitalization. The game includes questions related to the rules and skills they've been learning.

Product: Students work in groups to create the board game

Integrates the following standards:
Reading Foundational Skills, Speaking,
Punctuation, Capitalization

Student Edition Pages: 66-71

Teacher Edition Pages: 153-164

DOK Level 4

Standards Plus® - Language Arts Grade 2

Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Multiple Meaning Words	L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	172	72	1-2
2	Multiple Meaning Words		174	73	
3	Multiple Meaning Words		176	74	
4	Multiple Meaning Words		178	75	
A1	Assessment – Multiple Meaning Words		180	76	
5	Sentence Level Context	L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	182	77	1-2
6	Sentence Level Context		184	78	
7	Sentence Level Context		186	79	
8	Sentence Level Context		188	80	
A2	Assessment – Sentence Level Context		190	81	
9	Prefixes	L.2.4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	192	83	1-2
10	Prefixes		194	84	
11	Root Words	L.2.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	196	85	
12	Root Words		198	86	
A3	Assessment – Prefixes and Root Words	L.2.4b, L.2.4c	200	87	
13	Compound Words	L.2.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	202	89	1-2
14	Compound Words		204	90	
15	Compound Words		206	91	
16	Compound Words		208	92	
A4	Assessment – Compound Words		210	93	
Vocabulary Acquisition and Use Performance Lesson 1 – Words We Know			212	95-97	3

High Impact Standards

Standards Plus® - Language Arts Grade 2

Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
17	Word Relationships	L.2.5a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	218	98	1-2	High Impact Standards
18	Word Relationships		220	99		
19	Word Relationships		222	100		
20	Word Relationships		224	101		
A5	Assessment – Word Relationships		226	102		
21	Shades of Meaning	L.2.5b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	228	103	1-2	
22	Shades of Meaning		230	104		
23	Shades of Meaning		232	105		
24	Shades of Meaning		234	106		
A6	Assessment – Shades of Meaning		236	107		
Vocabulary Acquisition and Use Performance Lesson 2 – Meaningful Connections			238	109-111	3	

Standards Plus® - Language Arts Grade 2

Lesson Index

Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Central Message and Key Details	RL.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.	246	112	1-2
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.	248	113	
3	Central Message and Key Details		250	114	
4	Central Message and Key Details		252	115	
A1	Assessment – Central Message and Key Details		254	116	
5	Character Response and Key Details	RL.2.1, RL.2.3: Describe how characters in a story respond to major events and challenges.	256	117	1-2
6	Character Response and Key Details		258	118	
7	Character Response and Key Details		260	119	
8	Character Response and Key Details		262	120	
A2	Assessment – Character Response, and Key Details		264	121	
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.	266	123	1-2
10	Story Structure and Key Details		268	124	
11	Story Structure and Key Details		270	125	
12	Story Structure and Key Details		272	126	
A3	Assessment – Story Structure and Key Details		274	127	
Reading Literature Performance Lesson 1 – <i>What Is The Story All About?</i>			276	129-132	3
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.	282	133	1-2
14	Point of View and Key Details		284	134	
15	Point of View and Key Details		286	135	
16	Point of View and Key Details		288	136	

High Impact Standards

Standards Plus® - Language Arts Grade 2

Lesson Index

Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
A4	Assessment – Point of View and Key Details		290	137		
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.	292	139	1-2	High Impact Standards
18	Rhythm, Meaning, and Key Details		294	140		
19	Rhythm, Meaning, and Key Details		296	141		
20	Rhythm, Meaning, and Key Details		298	142		
A5	Assessment – Rhythm, Meaning, and Key Details		300	143		
Reading Literature Performance Lesson 2 – Can You Hear It?			302	145-147	3	

Writing – Narrative

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	High Impact Standards
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.	310	148	1-2	
2	Characters & Setting		312	149		
3	Story Events		314	150		
4	Time Order Words		316	151		
A1	Assessment – Narrative Writing		318	152		
Writing – Narrative Performance Lesson – Story Writing			320	153-154	3	

Standards Plus® - Language Arts Grade 2

Lesson Index

Integrated Project 2: *Story Time*

Overview: Students use knowledge they've gained to rewrite *The Little Red Hen*. The new version includes other barnyard animals to do the work. Students will read stories in small groups.

Product: Students produce a new version of *The Little Red Hen* and give voice to the new characters when reading their story aloud.

Integrates the following standards:

Vocabulary Acquisition and Use,
Reading Literature, Narrative Writing

Student Edition Pages: 155-151

Teacher Edition Pages: 324-337

DOK Level 4

Standards Plus® - Language Arts Grade 2

Lesson Index

Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Collective Nouns	L.2.1a: Use collective nouns (e.g., <i>group</i>).	346	160	1-2
2	Collective Nouns		348	161	
3	Irregular Plural Nouns	L.2.1b: Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	350	162	
4	Irregular Plural Nouns		352	163	
A1	Assessment - Irregular Plural Nouns	L.2.1a, L.2.1b	354	164	
5	Reflexive Pronouns	L.2.1c: Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	356	165	1-2
6	Reflexive Pronouns		358	166	
7	Irregular Verbs	L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	360	167	
8	Irregular Verbs		362	168	
A2	Assessment – Reflexive Pronouns and Irregular Verbs	L.2.1c, L.2.1d	364	169	
9	Adjectives	L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified. (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	366	171	1-2
10	Adverbs		368	172	
11	Adjectives and Adverbs		370	173	
12	Adjectives and Adverbs		372	174	
A3	Assessment - Adjectives and Adverbs		374	175	
13	Simple Sentences	L.2.1f: Produce, expand, and rearrange complete simple and compound sentences	376	177	1-2
14	Simple Sentences		378	178	
15	Simple Sentences		380	179	
16	Simple Sentences		382	180	
A4	Assessment - Simple Sentences		384	181	

Standards Plus® - Language Arts Grade 2

Lesson Index

Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Compound Sentences	L.2.1f	386	183	1-2
18	Compound Sentences		388	184	
19	Compound Sentences		390	185	
20	Compound Sentences		392	186	
A5	Assessment - Compound Sentences		394	187	
Grammar and Usage Performance Lesson – Words and Sentences			396	189	3

Standards Plus® - Language Arts Grade 2

Lesson Index

Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
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.	404	190	1-2	High Impact Standards
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.	406	191		
3	Main Topic		408	192		
4	Main Topic		410	193		
A1	Assessment – Main Topic and Key Details		412	194		
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.	414	195	1-2	
6	Connecting Ideas & Key Details		416	196		
7	Connecting Ideas & Key Details		418	197		
8	Connecting Ideas & Key Details		420	198		
A2	Assessment – Connecting Ideas & Key Details		422	199		
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> .	424	201	1-2	
10	Key Details and Word Meaning		426	202		
11	Key Details and Word Meaning		428	203		
12	Key Details and Word Meaning		430	204		
A3	Assessment – Key Details and Word Meaning		432	205		
Reading Informational Text Performance Lesson 1 – <i>What’s the Text About?</i>			434	207-210	3	
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.	440	211	1-2	High Impact Standards
14	Text Features		442	212		
15	Text Features		444	213		
16	Text Features		446	214		
A4	Assessment – Text Features		448	215		

Standards Plus® - Language Arts Grade 2

Lesson Index

Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
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.	450	217	1-2	High Impact Standards
18	Main Purpose & Key Details		452	218		
19	Supporting Reasons	RI.2.8: Describe how reasons support specific points the author makes in a text.	454	219		
20	Supporting Reasons		456	220		
A5	Assessment – Main Purpose, Supporting Reasons, and Key Details	RI.2.1, RI.2.6, RI.2.8	458	221		
Reading Informational Text Performance Lesson 2 – Finding Facts and Purpose			460	223-228	3	

Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
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, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	472	229	1-2	High Impact Standards
6	Finding Support & Reasons		474	230		
7	Linking Words		476	231		
8	Writing Conclusions		478	232		
A2	Assessment – Opinion Writing		480	233		
Writing Performance Lesson 1 – What’s Your Opinion?			482	235-236	3	
9	Writing Topic Sentences	W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	486	237	1-2	
10	Evaluating & Identifying Points		488	238		
11	Using Definitions to Develop Points		490	239		
12	Writing Concluding Statements		492	240		
A3	Assessment – Informative/Explanatory Writing		494	241		
Writing Performance Lesson 2 – Tell Me About It (W.2.2)			496	245-247	3	

Standards Plus® - Language Arts Grade 2

Lesson Index

Integrated Project 3: *Information, Please!*

Overview: Students write a paragraph describing the school using what they've learned about grammar, information text and writing an opinion, and writing to inform or explain something.

Product: Students write an informative/explanatory text telling about his/her school and creates a poster that tells why their school is the best.

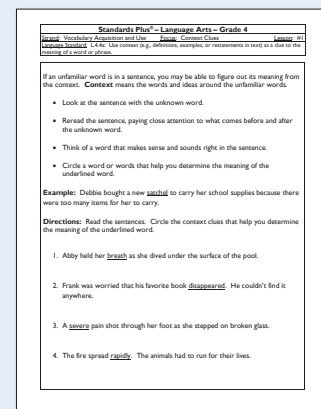
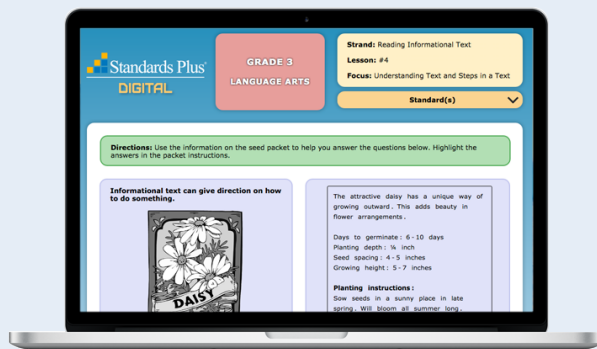
Integrates the following standards:
Grammar and Usage, Reading Informational Text,
Opinion and Informative/Explanatory Writing

Student Edition Pages: 245-247

Teacher Edition Pages: 501-511

DOK Level 4

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.

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.

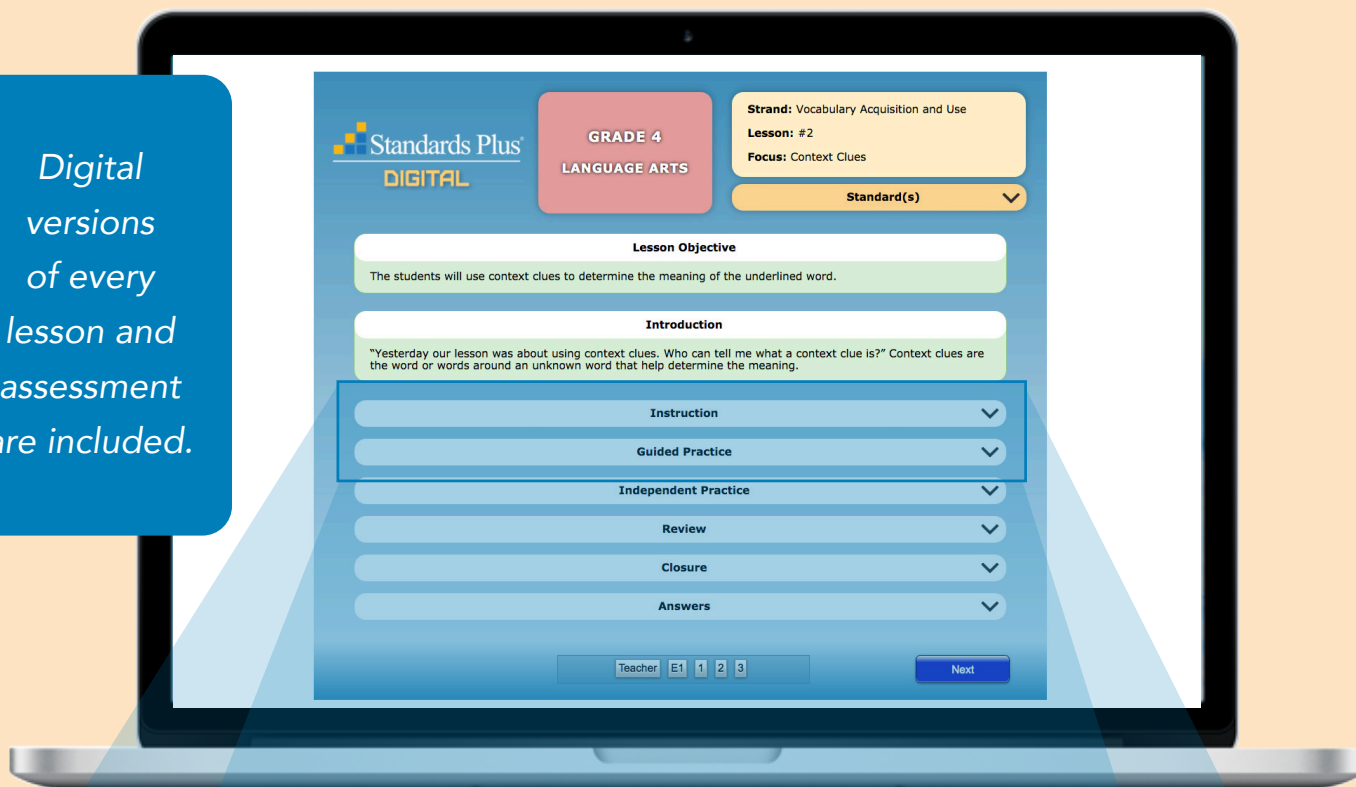
Each lesson
also has
an easy to
follow
student
page.

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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)



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 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.

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.

Each student page includes examples for Guided Practice...

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

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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 as 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!

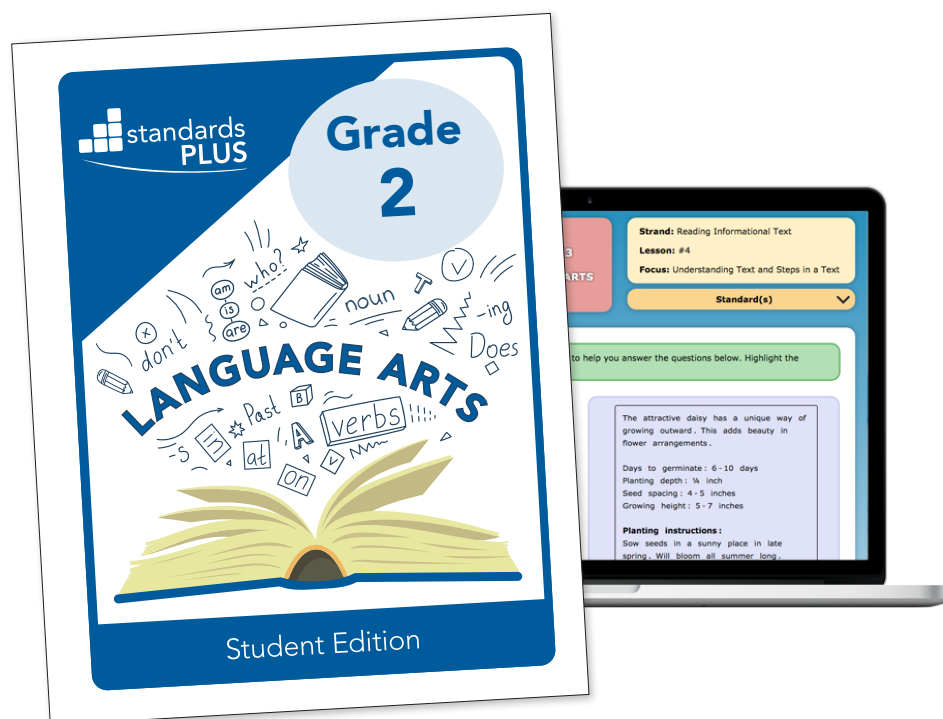
3. I really admire the baseball player. He works hard and plays very well.

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

5. Apples should be firm, not soft.



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