

# Grade 5

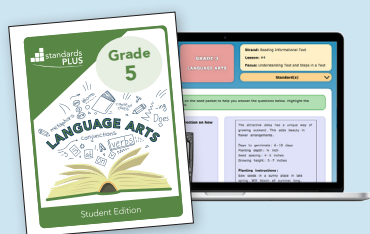


Program Overview and Sample Lessons



**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.

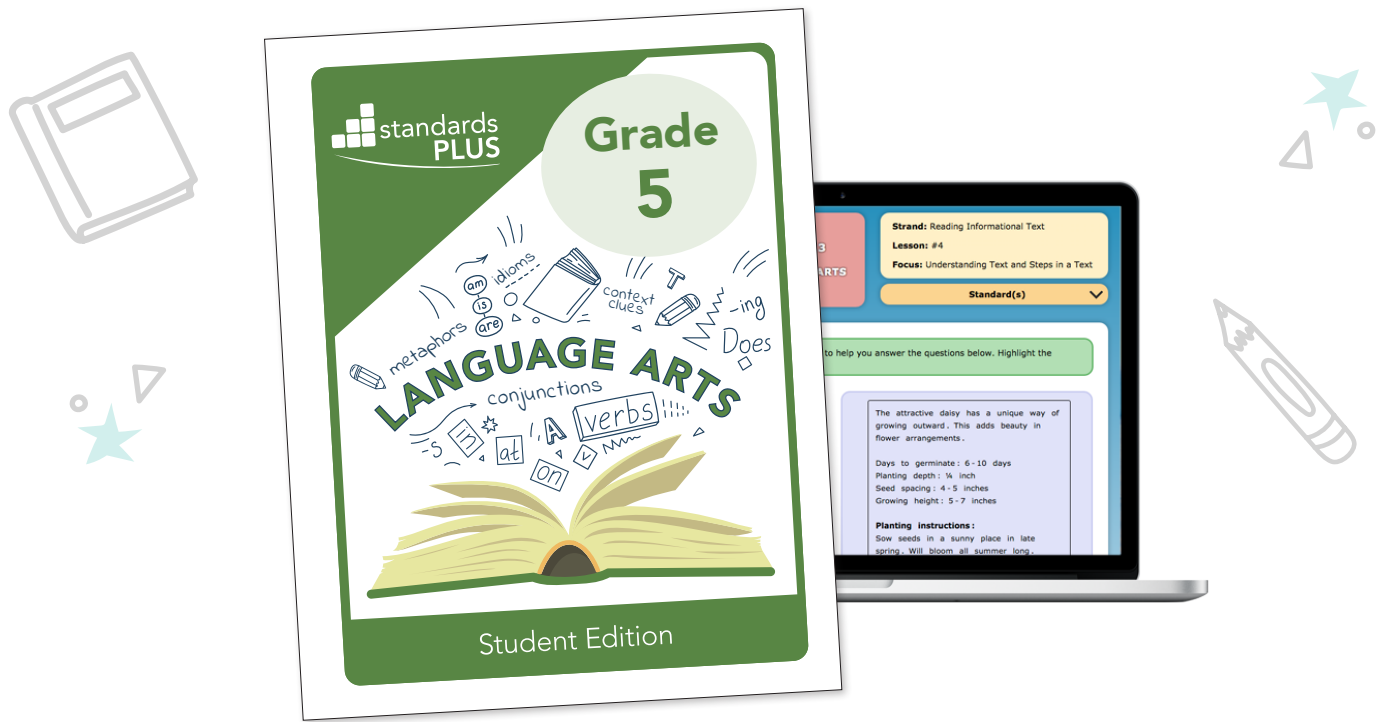


## Integrated Projects

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

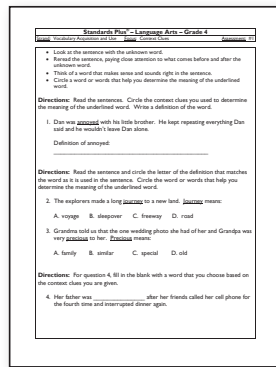
**ASSESS**

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

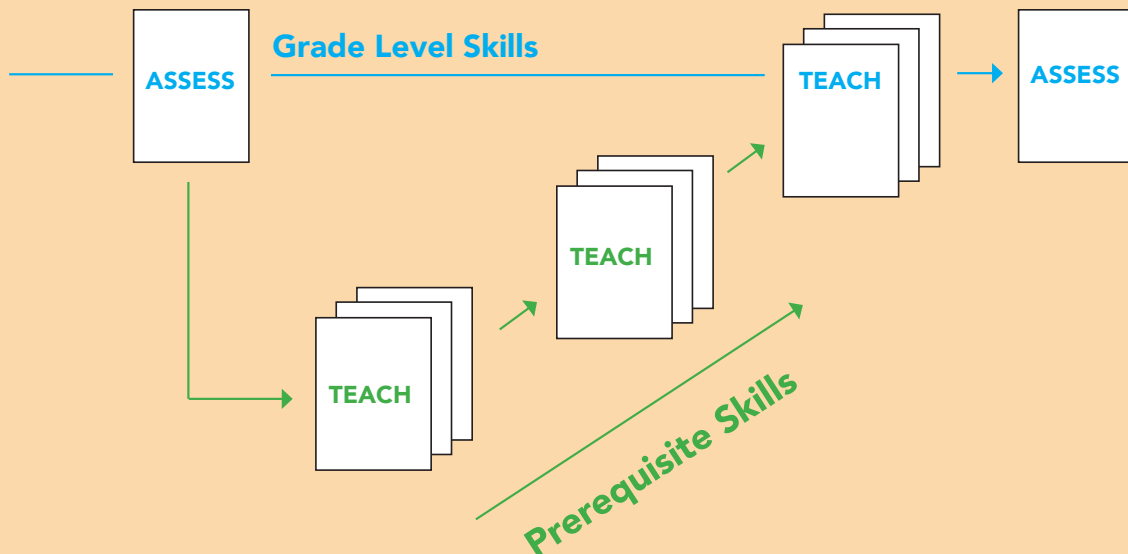
*Assessments can be completed in the student edition or online in the Standards Plus Digital Platform.*

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 grade-level standards.

# Performance Lessons (DOK 3)

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

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

Student Page 1 of 2

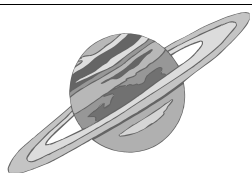
Standards Plus® – Language Arts – Grade 4  
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text

## Worlds Apart



Earth

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



Saturn

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

8

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

Student Page 2 of 2

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

## Informational Text Reading

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

**Directions:** Answer the following questions with a partner.

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

---

---

---

---

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

---

---

---

---

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

---

---

---

---

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

8

# Integrated Projects (DOK 4)

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



**Integrated Projects  
require students to:**

Plan

Synthesize information

Produce high-quality  
products

Present their findings

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



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



# EL Support



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

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

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

Visit the EL Support Portal at  
**[www.standardsplus.org/el-support](http://www.standardsplus.org/el-support)**



# Standards Plus Language Arts Grade 5

## 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 5

## Lesson Index

### Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Homophones	L.5.2e: Spell grade-appropriate words correctly consulting references as needed.	<b>32</b>	<b>3</b>	<b>1-2</b>
<b>2</b>	Homophones		<b>34</b>	<b>4</b>	
<b>3</b>	Meaningful Word Parts		<b>36</b>	<b>5</b>	
<b>4</b>	Meaningful Word Parts		<b>38</b>	<b>6</b>	
<b>A1</b>	Assessment – Homophones and Meaningful Word Parts		<b>40</b>	<b>7</b>	

### Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Titles	L.5.2: Demonstrate command of the conventions of standard English capitalization.	<b>46</b>	<b>9</b>	<b>1-2</b>
<b>2</b>	Titles		<b>48</b>	<b>10</b>	
<b>3</b>	Quotations		<b>50</b>	<b>11</b>	
<b>4</b>	Quotations		<b>52</b>	<b>12</b>	
<b>A1</b>	Assessment – Titles and Quotations		<b>54</b>	<b>13</b>	

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Items in a Series	L.5.2a: Use punctuation to separate items in a series.	60	15	1-2
2	Items in a Series		62	16	
3	Items in a Series		64	17	
4	Items in a Series		66	18	
A1	Assessment – Items in a Series		68	19	
5	Introductory Elements	L.5.2b: Use a comma to separate an introductory element from the rest of the sentence.	70	21	1-2
6	Introductory Elements		72	22	
7	Introductory Elements		74	23	
8	Introductory Elements		76	24	
A2	Assessment – Commas with Introductory Elements		78	25	
9	Commas	L.5.2c: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	80	27	1-2
10	Commas		82	28	
11	Commas		84	29	
12	Commas		86	30	
A3	Assessment – Commas		88	31	
13	Titles of Works	L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works.	90	33	1-2
14	Titles of Works		92	34	
15	Titles of Works		94	35	
16	Titles of Works		96	36	
A4	Assessment – Titles of Works		98	37	
Punctuation Performance Lesson – Black Bart: The Poet Bandit			100-101	39-40	3

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Inferences and Relationships/Interactions	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	110	41	1-2
2	Inferences and Relationships/Interactions		112	42	
3	Making Inferences		114	43	
4	Making Inferences		116	44	
A1	Assessment – Inferences and Relationships/Interactions		118	45	
5	Main Idea and Supporting Evidence	RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	120	47	1-2
6	Main Idea and Supporting Evidence		122	48	
7	Support for Main Ideas		124	49	
8	Support for Main Ideas		126	50	
A2	Assessment – Main Idea and Supporting Evidence		128	51	
Reading Informational Text Performance Lesson 1 – Exxon Valdez Summary			130-131	53-55	3
9	Structure Comparison	RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	136	56	1-2
10	Structure Comparison		138	57	
11	Compare and Contrast Essay Structure		140	58	
12	Compare and Contrast Essay Structure		142	59	
A3	Assessment – Structure Comparison		144	60	
13	Multiple Accounts	RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	146	61	1-2
14	Multiple Accounts		148	62	
15	Multiple Accounts		150	63	
16	Multiple Accounts		152	64	
A4	Assessment – Multiple Accounts		154	65	
Reading Informational Text Performance Lesson 2 – Comparing Texts			156-157	67-70	3

High Impact Standards

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	High Impact Standards
17	Locating Information	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	162	71	1-2	
18	Locating Information		164	72		
19	Locating Information		166	73		
20	Locating Information		168	74		
A5	Assessment – Locating Information		170	75		
Reading Informational Text Performance Lesson 3 – Locating Information in Two Texts			172	77-79	3	

### Integrated Project 1: *Flying Your Flag*

**Overview:** Students investigate the history of the U.S. flag. They discuss the significance of the stars and stripes and formulate ideas of what symbols would be appropriate for current times. They write an explanation of how they selected the symbols for the new flag and the significance of these symbols.

**Product:** Students design a new flag and an encyclopedia entry that explains the symbolic significance of each part of the new flag.

#### Integrates the following standards:

Spelling, Capitalization, Punctuation, Reading Informational Text

**Student Edition Pages:** 80-85

**Teacher Edition Pages:** 177-190

**DOK Level 4**

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Interjections	L.5.1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	198	86	1-2
2	Interjections		200	87	
3	Prepositions		202	88	
4	Conjunctions, Prepositions, and Interjections		204	89	
A1	Assessment – Interjections and Prepositions		206	90	
5	Conjunctions	L.5.1a	208	91	1-2
6	Conjunctions		210	92	
7	Correlative Conjunctions	L.5.1a L.5.1.e: Use correlative conjunctions (e.g., either/or, neither/nor).	212	93	
8	Correlative Conjunctions		214	94	
A2	Assessment – Conjunctions		216	95	
Grammar and Usage Performance Lesson 1 – Building Sentences			218	97-99	3
9	Verb Tense	L.5.1c: Use verb tense to convey various times, sequences, states, and conditions.	222	101	1-2
10	Verb Tense		224	102	
11	Verb Tense		226	103	
12	Verb Tense		228	104	
A3	Assessment – Verb Tense		230	105	
13	Perfect Verb Tense	L.5.1b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	232	107	1-2
14	Perfect Verb Tense		234	108	
15	Perfect Verb Tense		236	109	
16	Perfect Verb Tense		238	110	
A4	Assessment – Perfect Verb Tense		240	111	

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Shifts in Verb Tense	L.5.1d: Recognize and correct inappropriate shifts in verb tense.	242	113	1-2
18	Shifts in Verb Tense		244	114	
19	Shifts in Verb Tense		246	115	
20	Shifts in Verb Tense		248	116	
A5	Assessment – Verb Tenses		250	117	
Grammar and Usage Performance Lesson 2 – Working with Verb Tense			252	119-121	3

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Identify and Write an Opinion	W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1b: Provide logically ordered reasons that are supported by facts and details.  W.5.1d: Provide a concluding statement or section related to the opinion presented.  W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).	262	123	1-2
2	Facts and Details		264	124	
3	Concluding Statements		266	125	
4	Transitional Words, Phrases, and Clauses		268	126	
A1	Assessment – Opinion Paragraph		270	127	
5	Topic Sentence and Introductory Paragraph	W.5.1a, W.5.1b, W.5.1d	272	129	1-2
6	Expanding Paragraphs		274	130	
7	Transitional Words, Phrases, and Clauses	W.5.1a, W.5.1b, W.5.1c, W.5.1d	276	131	
8	Concluding Paragraph		278	132	
A2	Assessment – Opinion		280	133	
Writing Performance Lesson 1 – The Best Technology for You			282-283	135-136	3
9	Features of the Writing	W.5.2a: see below; W.5.2b: see below; W.5.2e: see below	286	137	1-2
10	Topic Sentences	W.5.2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	288	138	
11	Facts, Examples, Concrete Details		290	139	
12	Definitions and Quotations		292	140	
A3	Assessment – Elements of the Paragraph		294	141	

High Impact Standards

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Linking Ideas	W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	296	143	1-2
14	Precise Language and Specific Vocabulary	W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	298	144	
15	Informational Text	W.5.2e: Provide a concluding statement or section related to the information or explanation presented.	300	145	
16	Identifying Parts of the Writing	W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e	302	146	
A4	Assessment – Informational Writing		304	147	
Writing Performance Lesson 2 – Explaining a Game			306-307	149-150	3
17	Story Map and Outlining	W.5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	310	151	1-2
18	Draft an Introduction		312	152	
19	Dialogue and Description	W.5.3a, W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	314	153	
20	Development Through Pacing		316	154	
A5	Assessment – Self Evaluation		318	155	
21	Transitional Words, Phrases, and Clauses	W.5.3a, W.5.3b, W.5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	320	157	1-2
22	Concrete Words, Phrases, and Sensory Details	W.5.3a, W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	322	158	
23	Conclusion	W.5.3e: Provide a conclusion that follows from the narrated experiences or events.	324	159	
24	Revising	W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e	326	160	
A6	Assessment – Revise and Peer Review		328	161	
Writing Performance Lesson 3 – Three Wishes			330-331	163-164	3

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Integrated Project 2: *Write all About It!*

**Overview:** Students write an opinion, informative/explanatory and narrative on a topic of choice. They research the topic and present the information to the class.

**Product:** Students design a new flag and an encyclopedia entry that explains the symbolic significance of each part of the new flag.

**Integrates the following standards:**

Grammar and Usage, Writing, Language, Speaking and Listening

**Student Edition Pages:** 165-169

**Teacher Edition Pages:** 335-341

**DOK Level 4**

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Expanding Sentences	L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>354</b>	<b>171</b>	<b>1-2</b>
<b>2</b>	Combining Sentences		<b>356</b>	<b>172</b>	
<b>3</b>	Combining Sentences with Modifiers		<b>358</b>	<b>173</b>	
<b>4</b>	Reducing Sentences for the Reader		<b>360</b>	<b>174</b>	
<b>A1</b>	Assessment – Expanding, Combining, and Reducing Sentences		<b>362</b>	<b>175</b>	
<b>5</b>	Varieties of English	L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>364</b>	<b>177</b>	<b>1-2</b>
<b>6</b>	Varieties of English		<b>366</b>	<b>178</b>	
<b>7</b>	Varieties of English		<b>368</b>	<b>179</b>	
<b>8</b>	Varieties of English		<b>370</b>	<b>180</b>	
<b>A2</b>	Assessment – Varieties of English		<b>372</b>	<b>181</b>	

High Impact Standards

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
1	Context Clues – Cause/Effect	L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	380	183	1-2	High Impact Standards
2	Context Clues – Cause/Effect		382	184		
3	Context Clues – Comparison		384	185		
4	Context Clues – Comparison		386	186		
A1	Assessment – Context Clues		388	187		
5	Greek and Latin Affixes and Roots	L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	390	189	1-2	
6	Greek and Latin Affixes and Roots		392	190		
7	Greek and Latin Affixes and Roots		394	191		
8	Greek and Latin Affixes and Roots		396	192		
A2	Assessment – Greek & Latin Affixes and Roots		398	193		
Vocabulary Acquisition and Use Performance Lesson 1 – Bald Eagles			400-401	195-196	3	
9	Figurative Language – Similes	L.5.5a: Interpret figurative language, including similes and metaphors in context.	404	197	1-2	
10	Figurative Language – Metaphors		406	198		
11	Figurative Language – Personification		408	199		
12	Figurative Language – Hyperbole		410	200		
A3	Assessment – Figurative Language		412	201		
13	Idioms	L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	414	203	1-2	
14	Adages		416	204		
15	Proverbs		418	205		
16	Idioms, Adages, and Proverbs		420	206		
A4	Assessment – Idioms, Adages, and Proverbs		422	207		

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Synonyms	L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	424	209	1-2
18	Antonyms		426	210	
19	Homographs		428	211	
20	Homographs		430	212	
A5	Assessment – Synonyms, Antonyms, Homographs		432	213	
Vocabulary Acquisition and Use Performance Lesson 2 – <i>The Pony Express</i>			434-435	215-216	3

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Using Context Clues	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	444	217	1-2
2	Using Context Clues		446	218	
3	Using Context Clues		448	219	
4	Inferences, Similes, Personification		450	220	
A1	Assessment - Context Clues, Inferences, Similes, Personification		452	221	
5	Theme and Figurative Language	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	454	223	1-2
6	Theme and Figurative Language		456	224	
7	Theme and Figurative Language		458	225	
8	Theme and Figurative Language		460	226	
A2	Assessment - Theme and Figurative Language		462	227	
Reading Literature Performance Lesson 1 – <i>Rumpelstiltskin</i>			464-465	229-232	3
9	Compare and Contrast – Settings	RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	470	233	1-2
10	Compare and Contrast – Events		472	234	
11	Compare and Contrast – Events		474	235	
12	Compare and Contrast – Characters		476	236	
A3	Assessment - Characters, Settings, Events		478	237	
13	Story Structure – Chapters	RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	480	239	1-2
14	Structure – Poem		482	240	
15	Structure – Drama		484	241	
16	Story Structure – Chapters		486	242	
A4	Assessment - Elements of Literature		488	243	
Reading Literature Performance Lesson 2 – <i>Rumpelstiltskin</i> Character Analysis			490-491	245-247	3

High Impact Standards

# Standards Plus® - Language Arts Grade 5

## Lesson Index

### Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Point of View	RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.	496	248	1-2
18	Point of View		498	249	
19	Point of View		500	250	
20	Point of View		502	251	
A5	Assessment - Point of View		504	252	
Reading Literature Performance Lesson 3 – Rumpelstiltskin – A New Point of View			506-507	253-255	3

High Impact Standards

### Integrated Project 3: *Rolling Out a Story*

**Overview:** Students are provided with a theme, setting and two characters. They write a narrative twice, first from the point of view of one character and second from the point of view of a different character. The students share their stories with a partner.

**Product:** Students write two narratives from two different points of view and share the stories with a partner.

#### Integrates the following standards:

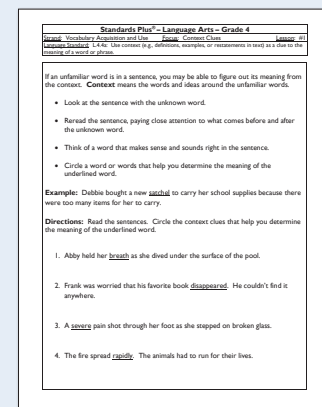
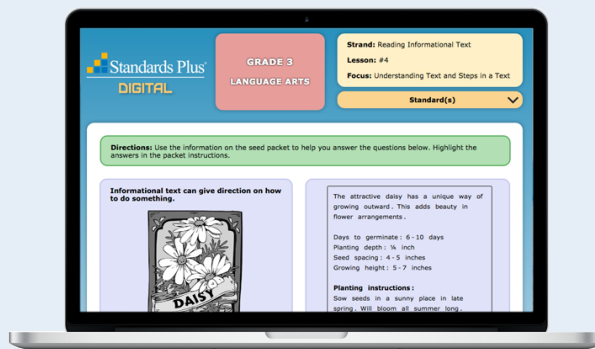
Knowledge of Language, Vocabulary Acquisition and Use,  
Reading Literature

**Student Edition Pages:** 257-263

**Teacher Edition Pages:** 511-524

**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

Strand	Lesson	Focus	Standard(s)
Reading Informational Text	<b>1</b>	Inferences and Relationships/Interactions	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	<b>2</b>	Inferences and Relationships/Interactions	
	<b>3</b>	Making Inferences	
	<b>4</b>	Making Inferences	
	<b>A1</b>	Assessment – Inferences and Relationships/ Interactions	

# Sample Teacher Lesson Plan

## Teacher Lesson Plan

### Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text Focus: Inferences and Relationships/Interactions Lesson: #1

Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Lesson Objective:** Students will quote accurately and make inferences from informational text to explain the relationship between two or more individuals.

**Introduction:** “Sometimes in text we find specific information that we can quote word for word. Other times a question isn’t answered directly and we must infer answers based on clues in the passage.”

**Instruction:** “There are different kinds of informational text. There is informational text that you see in school every day in textbooks such as those used in math, history, and science. When you read instructions on how to build or operate something, that is another example of informational text. The text you will read today provides historical information about the invention of the telephone. It is considered informational text because it provides information and is not written as a made-up story for entertaining. It is based on fact. As we read the text, pay attention to the relationship between Bell and another scientist named Elisha Grey. As you answer some of the questions, you will need to quote the text. In other words, you will have to copy the part of the text that helps you answer the question. For other questions, you will have to use clues to infer the answers.”

**Guided Practice:** “Some of the questions you will answer today can be found directly in the text. Other questions require you to make inferences or a conclusion based on what you read in order to answer questions or even explain what you read. Let’s read the text together. Let’s complete the example together. This question isn’t answered directly in the passage, but by reading the passage, you can figure out the answer. What clues can we find in the passage to help us answer this question? Find the words in the text that answer the question for you, and copy them down.” (“Bell and his assistant successfully tested the first telephone.”) Model how to write the text word for word.

**Independent Practice:** “Answer the rest of the questions on your own. Write your answers on the lines provided.”

**Review:** Go over the answers with students, and check for understanding.

**Closure:** “How do we know today’s passage was informational text and not narrative?”

#### Answers:

Answers will vary. Possible answers include:

1. They gave him money to help him do his research.
2. They probably didn’t get along
3. “Gray filed a caveat saying he was....; Bell and Gray actually filed on the same day, but Bell received his patent first; There were other inventors at the time who also claimed to have invented the telephone.”

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

Each lesson  
includes  
a step by  
step lesson  
plan.

# Sample Student Lesson

Student Page

## Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text Focus: Inferences and Relationships/Interactions Lesson: #1

Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Informational text** teaches us or gives us information about a topic. We can quote the text to help support our answers.

**Inference:** A conclusion based on information in the text.

### *Who Invented the Telephone?*

On March 10, 1876, Alexander Graham Bell and his assistant, Thomas Watson, successfully tested the first telephone. This was just three days after Bell had received a patent on his invention. Elisha Gray filed a caveat (a notice of opposition) with the U.S. Patent Office saying that he was on his way to inventing the telephone a few hours after Bell had received his patent. Bell and Gray actually filed for patents on the same day, but Bell received his patent first. It may have been due in part to Bell being fortunate enough to receive financial support from a number of wealthy individuals.

There were other inventors at the time who also claimed to have invented the telephone. Several different inventors who claimed to have invented the telephone filed lawsuits. Alexander Graham Bell's claim to being the inventor of the telephone had to be fought in court over six hundred times before he was finally named its inventor.

**Directions:** Use the passage above to answer the questions that follow.

**Example:** Quote the text by writing the part of the text that tells you that Bell had help when he successfully tested the telephone. \_\_\_\_\_

1. How might wealthy individuals have helped Bell get the patent first?

---

---

2. What was the relationship probably like between Bell and Gray after Bell got the patent first? \_\_\_\_\_

---

3. Quote the text that tells you **why** Bell had to fight in court over six hundred times before he was named the inventor.

---

---

---

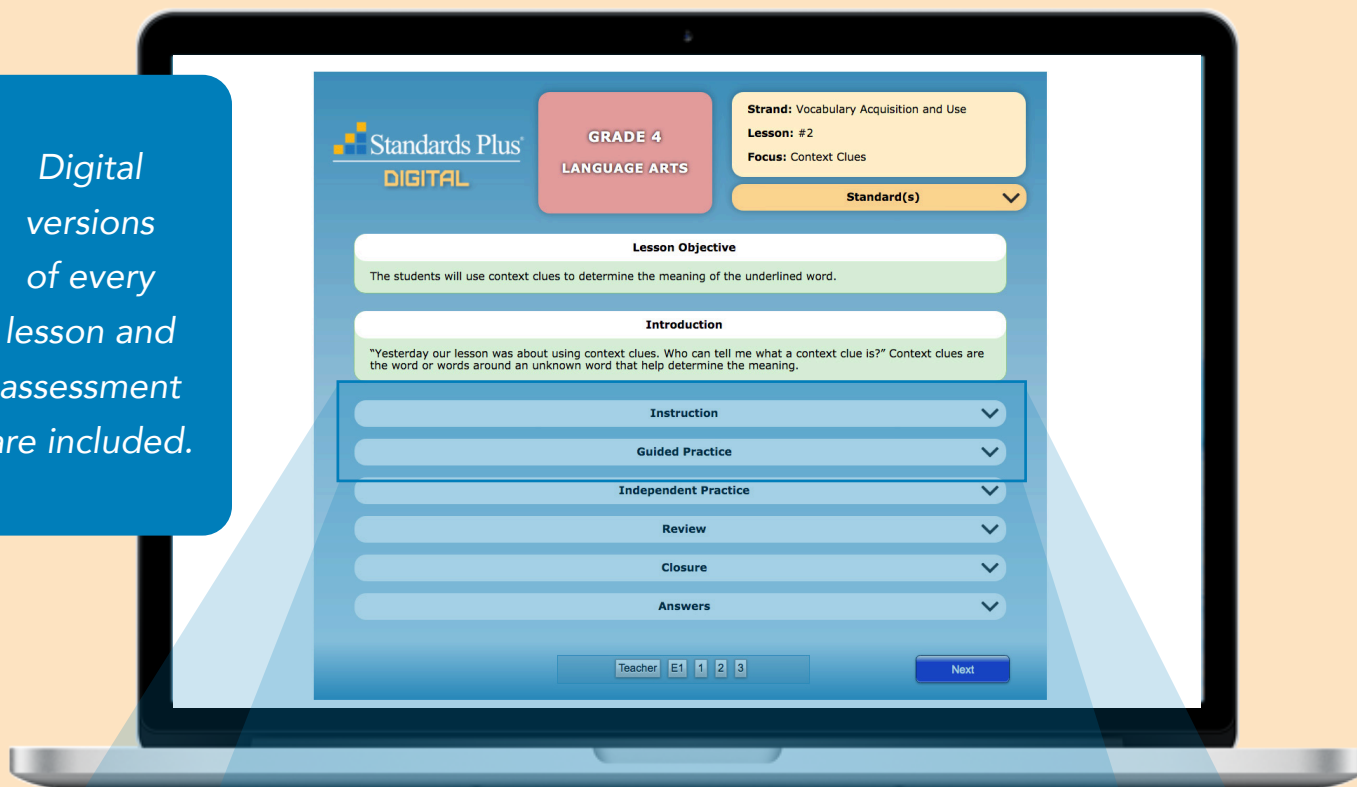
Each lesson  
also has  
an easy to  
follow  
student  
page.

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

# Sample 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 5

Strand: Reading Informational Text Focus: Making Inferences

Lesson: #3

Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Lesson Objective:** Students will make inferences about informational text and explain the relationship between two individuals and concepts in a scientific text.

**Introduction:** “Why would a journal written for doctors be considered instructional text?”

**Instruction:** “Remember that informational text is text that teaches you something. As we have discussed earlier this week, you can find informational text in most of your textbooks. Some magazines with true information written to inform readers are considered informational text as well. A medical journal is like a magazine with medically related articles intended for people in the medical profession. Today’s article is taken from a medical journal. It is intended for doctors, nurses or other health professionals. As we read the text, pay attention to the relationships between the ideas in the text. When you answer questions today, you will be asked to quote the text. Quoting the text means to copy the part of the text that would support your answer. As in yesterday’s text, some of the questions you will answer today can be found directly in the text, but others will require that you make an inference or come up with a conclusion based on what you read.”

**Guided Practice:** “Let’s read the passage together. (Read the passage and the example together.) This question isn’t answered directly in the passage, but by reading the passage, you can figure out the answer. What clues can we find in the passage to help us answer this question? You will need to quote the part of the text that provided you with the information you need to make an inference or conclusion about the answer. The first paragraph tells you that Dr. Blanco has spent fourteen years researching. That is a big clue that he feels strongly about the subject. Quote the part of the text that gave you the answer.” (“He has spent the past fourteen years researching how to best fight germs on a school campus.”)

**Independent Practice:** “Answer the rest of the questions on your own. Write your answers on the lines provided.”

**Review:** Go over the answers with students, and check for understanding.

**Closure:** “What kind of informational text might an auto mechanic read? A body builder?”

**Answers:**

1. Answers will vary. Possible answer includes: There is an argument over which of those two methods is better at killing germs on a school campus.
2. Answers will vary. Possible answer includes: He wants to make people feel like Dr. Blanco has wasted a lot of money that could have been used to help schools.
3. “\$1.4 million could be spent paying for the very supplies the school needs to eliminate germs.”

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

Each lesson plan includes the following direct instruction components:

Introduction

Instruction

Guided Practice

Independent Practice

Review

Closure

# Sample Student Lesson

Student Page

## Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text Focus: Making Inferences

Lesson: #3

Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Each student page includes examples for Guided Practice...

**Informational text** teaches us or gives us information about a topic. We can quote the text to help support our answers.

**Inference:** A conclusion based on information in the text.

### Eliminating Germs in Schools

Dr. Paul Blanco is a well-known physician working for Chemical Labs in Boston, Massachusetts. He has spent the past fourteen years researching how to best fight germs on a school campus. Dr. Blanco argues that anti-bacterial gel on school campuses does more harm than good. Dr. Blanco argues that instead of gel, schools should add more sinks and soap dispensers to school hallways and classrooms. He states that the gel covers up germs, but it doesn't eliminate germs as well as hand washing with hot water and soap does. He argues that if students see hand gel all over campus, they will use that instead of washing their hands.

A spokesperson for the Bell School District in Massachusetts claims that Dr. Blanco's studies are pointless to students and teachers alike. Dr. Charles Smith states that adding plumbing and sinks to schools is expensive. Dr. Smith estimates that in 2012 alone, Dr. Blanco spent \$1.4 million conducting his research. Dr. Smith proposes that \$1.4 million could be spent paying for the very supplies the school needs to eliminate germs.

**Directions:** Use the passage above to answer the questions that follow.

**Example:** Quote the part of the text that tells you that Dr. Blanco is dedicated to finding out how to fight germs on school campuses. \_\_\_\_\_

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

1. In the article, what is the relationship between the concept of washing hands and using antibacterial gel? \_\_\_\_\_

2. Why does Dr. Smith probably tell readers Dr. Blanco spent \$1.4 million? \_\_\_\_\_

3. Quote the part of the text that tells you Dr. Smith thinks the money Dr. Blanco has spent could help school campuses. \_\_\_\_\_

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

# Sample Teacher Lesson Plan

## Teacher Lesson Plan

### Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text      Focus: Making Inferences      Lesson: #4

Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Lesson Objective:** Students will make inferences about informational text and explain the relationship between two concepts in a technical text.

**Introduction:** “We have talked about professional magazines and textbooks. What other kinds of text can you think of that would be considered informational text?”

**Instruction:** “Any kind of text that informs is considered informational text. Even a manual on how to use your cell phone is informational text because it teaches you how to operate your phone. In today’s lesson you will practice reading an example of informational text that you probably see every day in your kitchen. The nutritional information you find on your cereal boxes is informational text because it informs you, the buyer, about your cereal. When you answer questions today, you will be asked to quote the text. Quoting the text means to copy the part of the text that would support your answer. As in yesterday’s text, some of the questions you will answer today can be found directly in the text, but others will require that you make an inference.”

**Guided Practice:** “Look at the nutritional information on your page. (Discuss the parts of the nutritional guide for Healthy Medley Soup and then for Mrs. Pete’s All Natural Soup. Compare the ingredients in both labels and discuss differences. Discuss the importance of reading nutritional guides.) The text doesn’t tell you why a shopper might hold the two cans side by side, but you can infer that a shopper might want to compare one brand of chicken soup to another to decide which one to buy. Write that in your own words on the line on your page.”

**Independent Practice:** “Answer the rest of the questions on your own. Write your answers on the lines provided.”

**Review:** Go over the answers with students, and check for understanding.

**Closure:** “Can you think of any other examples of informational text you could find at your house?”

#### Answers:

1. “Sodium 750mg;” (31% vs. 37%)
2. “Chicken meat” (4% is more than 2%)
3. Answers will vary. Possible answers include: both have chicken; both have enriched egg noodles; both are made in CA; both have two servings per container; both have no sugars.

Each lesson  
plan  
includes  
an answer  
key

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

# Sample Student Lesson

Student Page

## Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text Focus: Making Inferences Lesson: #4

Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Nutritional Guides

Healthy Medley Chicken Noodle Soup		Mrs. Pete's All Natural Chicken Noodle Soup	
Ingredients: <b>Chicken stock, enriched egg noodles (flour, eggs, niacin, riboflavin, folic acid), water, chicken meat (2%), carrots, celery, onion powder, salt, vegetable oil, parsley, dehydrated garlic, chicken flavor, ascorbic acid for flavor</b>	Nutrition Facts	Ingredients: <b>Chicken stock, enriched egg noodles (whole wheat flour, eggs, niacin, ferrous sulfate, riboflavin, folic acid), chicken meat (4%), carrots, celery, salt, onion powder, canola oil, parsley, garlic powder, ascorbic acid for flavor</b>	Nutrition Facts
	Serving Size 1 cup (240mL)		Serving Size 1 cup (240mL)
	Servings per container 2		Servings per container 2
	Amount Per Serving		Amount Per Serving
	Calories 75 Calories from Fat 25		Calories 70 Calories from Fat 20
	% Daily Value*		% Daily Value*
	Total Fat 3g 4.5%		Total Fat 2g 3%
Questions or comments? <b>Healthy Medley Soups</b> <b>Willow Gulch, CA 90100</b> <b>(888)555-8642</b>	Saturated Fat 1g 6%	Contact Us <b>Mrs. Pete's, Inc.</b> <b>Garret's Fen, CA 95800</b> <b>(888)555-6322</b>	Saturated Fat ½ g 3%
	Trans Fat 0g 0%		Trans Fat 0g 0%
	Sodium 750mg 31%		Sodium 900mg 37%
	Total Carb 10g 3%		Total Carb 16g 5%
	Fiber 0g 0%		Fiber 1g 5%
	Sugars 0g		Sugars 0g
	Protein 4g		Protein 6g
	Iron 3%		Iron 6%
	*Percent Daily Values are based on a 2,000 calorie diet.		*Percent Daily Values are based on a 2,000 calorie diet.

**Directions:** Use the text above to answer the questions that follow.

**Example:** Why would a shopper hold these two labels side by side and read the information? \_\_\_\_\_

1. Quote the part of the nutritional guides that would lead you to choose Healthy Medley if you were trying to choose a soup with less sodium. \_\_\_\_\_
2. Quote the part of the nutritional guides that would lead you to choose Mrs. Pete's if you wanted more real chicken in your soup. \_\_\_\_\_
3. Explain three things the two soups have in common. \_\_\_\_\_

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

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

# Sample Assessment - Teacher Page

## Teacher Lesson Plan

### Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text    Focus: Inferences and Relationships/Interactions    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 in the previous 4 lessons.

**Standard:** RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**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. (RI.5.1) "They didn't want them in their part of the country."
- Answers will vary. Possible answers include:
2. (RI.5.3) The Teton Sioux Indians were not as friendly as the Yankton Sioux; Guns were drawn when they met the Teton Sioux
  3. (RI.5.3) He was probably happy with them because they had done what he wanted them to do
  4. (RI.5.1) "Jefferson wanted them to explore new land on the West Coast and find a water route to the Pacific Ocean."

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

# Sample Assessment - Student Page

Student Page

## Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text    Focus: Inferences and Relationships/Interactions    Assessment: #1

**Informational Text teaches us or gives us information about a topic.**

**Inference:** A conclusion based on information in the text.

### Lewis and Clark

Lewis and Clark are two of the most famous explorers in American history. Under the guidance of Thomas Jefferson, Meriwether Lewis and William Clark set out on a journey. Jefferson wanted them to explore new land on the West Coast and find a water route to the Pacific Ocean. At times the men's journey was difficult. They encountered many Indian tribes who were unhappy to see them because they didn't want them in their part of the country.

Sometimes Lewis and Clark gave gifts to help keep peace with the Indians. When Lewis and Clark gave gifts to the Yankton Sioux Indians, they accepted the gifts, but they warned Lewis and Clark about the aggressive Teton Sioux tribe they would later encounter. They warned Lewis and Clark that their gifts would not keep them safe from the Teton Sioux. When Lewis and Clark later met the Teton Sioux, guns were drawn. After some arguing, however, they managed to keep the peace and continue on their journey.

Weather was a challenge for them as well, but bitter winters and even grizzly bears couldn't stop Lewis and Clark. Almost two and a half years after starting their journey, Lewis and Clark returned to a hero's welcome. They had done what they had set out to do.

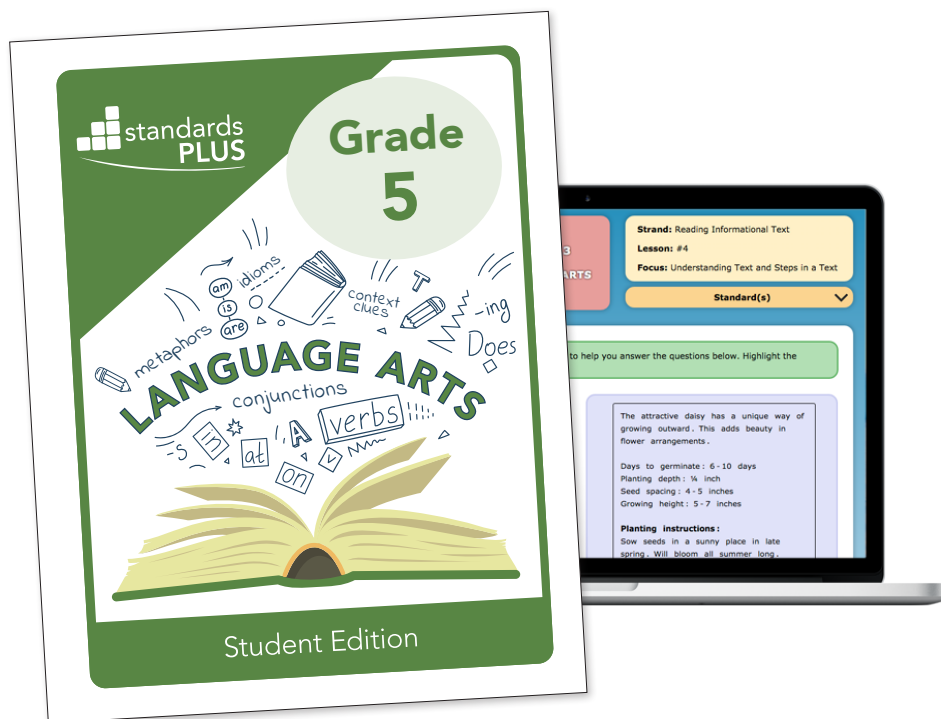
**Directions:** Read the passage above, and answer the questions that follow.

1. Quote the part of the text that tells you why many Indian tribes weren't happy to see Lewis and Clark. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Compare the relationship Lewis and Clark had with the Teton Sioux compared with the relationship Lewis and Clark had with the Yankton Sioux. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Explain the relationship Lewis and Clark probably had with Jefferson when they finished their journey. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Quote the part of the text that tells you why Jefferson wanted Lewis and Clark to make the journey. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



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



**Learn More**  
**Email** [office@standardsplus.org](mailto:office@standardsplus.org)  
**Call** 1-877-505-9152