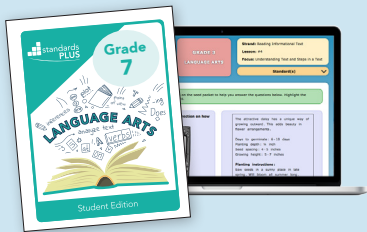






**Teachers are the most important factor in student learning.**

**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.

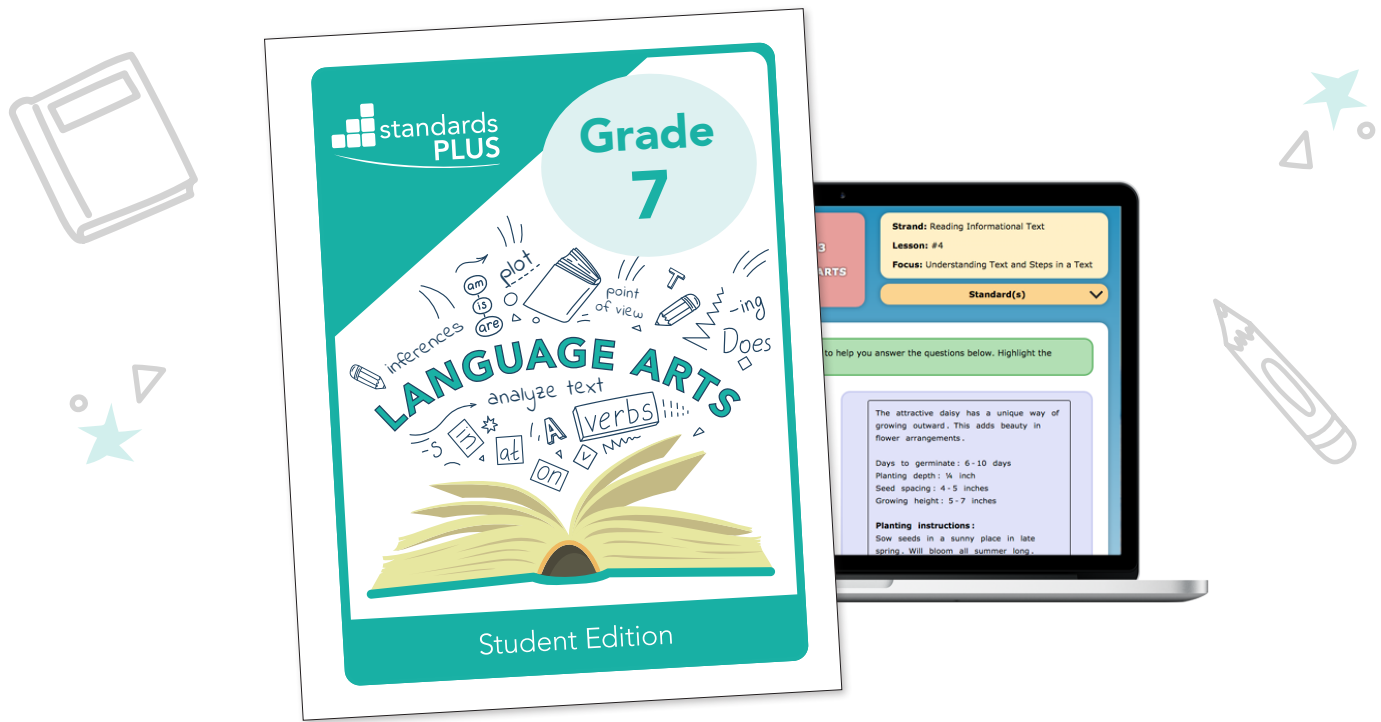


## Integrated Projects

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

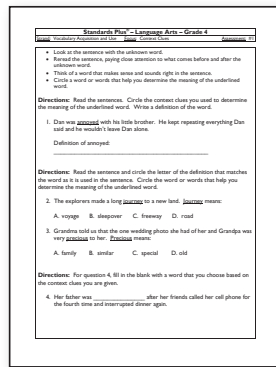
**ASSESS**

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

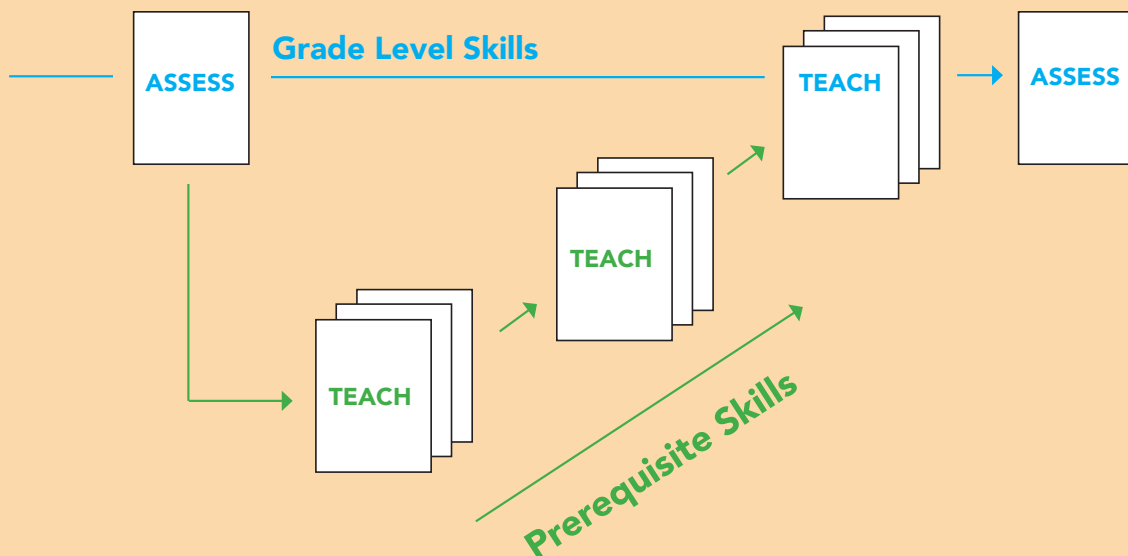
*Assessments can be completed in the student edition or online in the Standards Plus Digital Platform.*

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

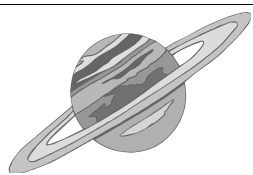
Standards Plus® – Language Arts – Grade 4  
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text

## 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

8

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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?

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

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

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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 7

## 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 7

## Lesson Index

### Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Capitalizing Proper Nouns	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	32	3	1-2
2	Capitalizing Proper Nouns		34	4	
3	Capitalizing Quotations		36	5	
4	Capitalizing Quotations		38	6	
A1	Assessment – Capitalizing Quotations & Proper Nouns		40	7	
5	Capitalization of Titles	L.7.2	42	9	1-2
6	Capitalization of Titles		44	10	
7	Capitalization of Parts of a Formal Letter		46	11	
8	Capitalization of Parts of a Formal Letter		48	12	
A2	Assessment – Capitalizing Parts of Letters and Titles		50	13	

### Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	56	15	1-2
2	Commas		58	16	
3	Commas	L.7.2a: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	60	17	
4	Commas		62	18	
A1	Assessment - Correct Punctuation	L.7.2, L.7.2a	64	19	
5	Using Hyphens	L.7.2	66	21	1-2
6	Using Brackets		68	22	
7	Punctuation		70	23	
8	Punctuating Quotations		72	24	
A2	Assessment - Punctuate Correctly		74	25	
Punctuation Performance Lesson – Working with Adjectives			76	27-28	3

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Phrases	L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.	82	29	1-2
2	Phrases		84	30	
3	Clauses		86	31	
4	Clauses		88	32	
A1	Assessment – Phrases and Clauses		90	33	
5	Recognizing and Correcting Modifiers	L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	92	35	1-2
6	Recognizing and Correcting Modifiers		94	36	
7	Identifying Dependent Clauses	L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	96	37	
8	Writing Compound-Complex Sentences		98	38	
A2	Assessment – Modifiers; Compound-Complex Sentences	L.7.1b, L.7.1c	100	39	
Grammar and Usage Performance Lesson – Phrases and Sentences			102-103	41-45	3
9	Using Subordination	L.7.1b	110	46	1-2
10	Using Coordination and Subordination		112	47	
11	Choosing Among Different Sentence Types		114	48	
12	Choosing Among Different Sentence Types		116	49	
A3	Assessment – Sentence Structure		118	50	
13	Modifiers	L.7.1c	120	51	1-2
14	Misplaced Modifiers		122	52	
15	Dangling Modifiers – Fix Spacing		124	53	
16	Misplaced and Dangling Modifiers		126	54	
A4	Assessment – Modifiers		128	55	
Grammar and Usage Performance Lesson 2 – Modify This			130	57-58	3

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Homophones	L.7.2b: Spell correctly.	<b>136</b>	<b>59</b>	<b>1-2</b>
<b>2</b>	Adding Suffixes		<b>138</b>	<b>60</b>	
<b>3</b>	Adding Suffixes and Inflections		<b>140</b>	<b>61</b>	
<b>4</b>	Adding Suffixes and Inflections		<b>142</b>	<b>62</b>	
<b>A1</b>	Assessment – Identifying Correct Spelling		<b>144</b>	<b>63</b>	
<b>5</b>	Frequently Misspelled Words	L.7.2b	<b>146</b>	<b>65</b>	<b>1-2</b>
<b>6</b>	Frequently Misspelled Words		<b>148</b>	<b>66</b>	
<b>7</b>	Spelling Foreign Words		<b>150</b>	<b>67</b>	
<b>8</b>	Spelling Foreign Words		<b>152</b>	<b>68</b>	
<b>A2</b>	Assessment – Using Correct Spelling		<b>154</b>	<b>69</b>	

### Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Choosing Precise and Concise Language	L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	160	71	1-2
2	Choosing Precise and Concise Language		162	72	
3	Recognize and Eliminate Wordiness		164	73	
4	Recognize and Eliminate Redundancy		166	74	
A1	Assessment – Word Choice		168	75	
Knowledge of Language Performance Lesson – Improving Word Choice			170-171	77-78	3

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Integrated Project 1: *Seven Wonders of the World*

**Overview:** Students research one of the Seven Wonders of the Ancient World. They write a travel guide and include an illustration and a map. They share their draft in groups with others who have chosen the same wonder. They edit and proofread the guide and share it in front of the class.

**Product:** Students write, edit and proofread a travel guide to one of the Seven Wonders of the Ancient World.

**Integrates the following standards:**

Capitalization, Punctuation, Grammar and Usage, Spelling,  
Knowledge of Language, Writing, Speaking and Listening

**Student Edition Pages:** 74-84

**Teacher Edition Pages:** 175-188

**DOK Level 4**

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Interactions	RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	196	85	1-2
2	Interactions		198	86	
3	Interactions		200	87	
4	Text Evidence		202	88	
A1	Assessment – Text Evidence		204	89	
5	Interactions	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	206	91	1-2
6	Interactions		208	92	
7	Word Meaning	RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	210	93	
8	Word Meaning		212	94	
A2	Assessment – Interactions and Word Meaning	RI.7.1, RI.7.4	214	95	
Text for Lessons 9-12, Assessment 3: Clouds			216	97	
9	Central Ideas	RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	218	98	1-2
10	Central Ideas		220	99	
11	Summary		222	100	
12	Summary		224	101	
A3	Assessment – Central Ideas and Objective Summary		226	102	
13	Text Structure	RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	228	103	1-2
14	Text Structure		230	104	
15	Text Structure		232	105	
16	Text Structure		234	106	
A4	Assessment – Text Structure		236	107	
Reading Informational Text Performance Lesson – <i>The Day that Changed Everything</i>			238-239	109-114	3

High Impact Standards



# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
17	Author's Purpose and Point of View	RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	246	115	1-2	High Impact Standards
18	Author's Purpose and Point of View		248	116		
19	Word Choice / Meaning and Tone	RI.7.4	250	117		
20	Word Choice / Meaning and Tone		252	118		
A5	Assessment – Author's Purpose; POV; Word Choice, Meaning and Tone	RI.7.4, RI.7.6	254	119		
21	Trace and Evaluate Arguments	RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	256	121	1-2	
22	Trace and Evaluate Arguments		258	122		
23	Trace and Evaluate Arguments		260	123		
24	Trace and Evaluate Arguments		262	124		
A6	Assessment – Trace and Evaluate an Argument		264	125		
Reading Informational Text Performance Lesson 2 – Election Night Victory Speech			266-267	127-134	3	

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Planning an Argument from a Prompt	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.	<b>282</b>	<b>135</b>	<b>1-2</b>
<b>2</b>	Writing an Introductory Paragraph	W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>284</b>	<b>136</b>	
<b>3</b>	Supporting a Claim with Logic and Evidence	W.7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>286</b>	<b>137</b>	
<b>4</b>	Supporting Claims with Logic and Evidence		<b>288</b>	<b>138</b>	
<b>A1</b>	Assessment – Argument	W.7.1, W.7.1a, W.7.1b	<b>290</b>	<b>139</b>	
<b>5</b>	Conclusion from an Argument Prompt	W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.	<b>292</b>	<b>141</b>	<b>1-2</b>
<b>6</b>	Clarifying Claims, Reasons, and Evidence	W.7.1c: Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence	<b>294</b>	<b>142</b>	
<b>7</b>	Establish and Maintain Formal Style	W.7.1d: Establish and maintain a formal style.	<b>296</b>	<b>143</b>	
<b>8</b>	Clarifying Claims, Reasons, and Evidence in Formal Style	W.7.1, W.7.1c, W.7.1d	<b>298</b>	<b>144</b>	
<b>A2</b>	Assessment – Self-Check	W.7.1, W.7.1c, W.7.1d, W.7.1e	<b>300</b>	<b>145</b>	
<b>Writing Performance Lesson – Cell Phones at School</b>			<b>302-303</b>	<b>147-151</b>	<b>3</b>
<b>9</b>	Making a Plan for an Essay	W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>310</b>	<b>152</b>	<b>1-2</b>
<b>10</b>	Introduce a Topic Clearly	W.7.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	<b>312</b>	<b>153</b>	
<b>11</b>	Developing a Topic	W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>314</b>	<b>154</b>	
<b>12</b>	Developing a Topic	W.7.2a, W.7.2b	<b>316</b>	<b>155</b>	
<b>A3</b>	Assessment – Self-Assessment	W.7.2, W.7.2a, W.7.2b	<b>318</b>	<b>156</b>	

High Impact Standards

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>13</b>	Writing a Conclusion	W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>320</b>	<b>157</b>	<b>1-2</b>
<b>14</b>	Using Transitions to Clarify Ideas	W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>322</b>	<b>158</b>	
<b>15</b>	Precise Language, Vocabulary, and Style	W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2e: Establish and maintain a formal style.	<b>324</b>	<b>159</b>	
<b>16</b>	Revising Information		<b>326</b>	<b>160</b>	
<b>A4</b>	Assessment – Self-Assessment	W.7.2c, W.7.2d, W.7.2e, W.7.2f	<b>328</b>	<b>161</b>	
<b>Writing Performance Lesson 2 – A Family Vacation</b>			<b>330-331</b>	<b>163-166</b>	<b>3</b>
<b>17</b>	Planning a Writing Narrative	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>336</b>	<b>167</b>	<b>1-2</b>
<b>18</b>	Drafting an Introduction	W.7.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>338</b>	<b>168</b>	
<b>19</b>	Writing Well-Structured Event Sequences	W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>340</b>	<b>169</b>	
<b>20</b>	Developing Events		<b>342</b>	<b>170</b>	
<b>A5</b>	Assessment – Self-Assessment	W.7.3, W.7.3a, W.7.3b	<b>344</b>	<b>171</b>	
<b>21</b>	Conveying Sequence and Signal Shifts	W.7.3b, W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>346</b>	<b>173</b>	<b>1-2</b>
<b>22</b>	Developing Experiences, Events, and Characters	W.7.3b	<b>348</b>	<b>174</b>	
<b>23</b>	Writing a Conclusion	W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>350</b>	<b>175</b>	
<b>24</b>	Conveying Events	W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>352</b>	<b>176</b>	
<b>A6</b>	Assessment – Self-Assessment	W.7.3, W.7.3b, W.7.3c, W.7.3d, W.7.3e	<b>354</b>	<b>177</b>	
<b>Writing Performance Lesson 3 – Time Travel</b>			<b>356-357</b>	<b>179-181</b>	<b>3</b>

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Integrated Project 2: *The Duties of a Biographer*

**Overview:** Students use information from Frederick Niecks' biography on Frederick Chopin to argue whether he had the right idea about the intent of a biography. They will write an argument to support their claim. They present their argument in class.

**Product:** Students write and present an argument to support a claim about the purpose of a biography.

**Integrates the following standards:**  
Reading Informational Text, Writing, Language,  
Speaking and Listening

**Student Edition Pages:** 182-188

**Teacher Edition Pages:** 361-375

**DOK Level 4**

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
1	Multiple Meanings and Context	L.7.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	384	189	1-2	High Impact Standards
2	Multiple Meanings and Context		386	190		
3	Context Clues		388	191		
4	Context Clues		390	192		
A1	Assessment – Context Clues		392	193		
5	Greek and Latin Roots	L.7.4b: Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	394	195	1-2	
6	Greek and Latin Roots		396	196		
7	Greek and Latin Roots		398	197		
8	Greek and Latin Affixes		400	198		
A2	Assessment – Greek and Latin Roots and Affixes		402	199		
Vocabulary Acquisition and Use Performance Lesson – <i>Medieval Times and Knights</i>			404	201-203	3	
9	Figures of Speech	L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	408	204	1-2	
10	Figures of Speech		410	205		
11	Allusions		412	206		
12	Allusions		414	207		
A3	Assessment – Figures of Speech		416	208		
13	Analogies	L.7.5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	418	209	1-2	
14	Analogies		420	210		
15	Analogies		422	211		
16	Analogies		424	212		
A4	Assessment – Analogies		426	213		

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	High Impact Standards
17	Connotation/Denotation	L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	428	215	1-2	
18	Connotation/Denotation		430	216		
19	Connotation/Denotation		432	217		
20	Connotation/Denotation		434	218		
A5	Assessment – Connotation/Denotation		436	219		
Vocabulary Acquisition and Use Performance Lesson 2 – <i>King Arthur</i>			438-439	221-224	3	

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Text Evidence	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	450	225	1-2
2	Text Evidence		452	226	
3	Text Evidence		454	227	
4	Text Evidence		456	228	
A1	Assessment – Text Evidence		458	229	
Text for Lessons 5-8, Assessment 2: The Dragon’s Tail			460-461	231-232	
5	Story Elements	RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	462	233	1-2
6	Theme	RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	464	234	
7	Theme		466	235	
8	Story Elements	RL.7.3	468	236	
A2	Assessment – Story Elements and Theme	RL.7.2, RL.7.3	470	237	
9	Point of View	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	472	239	1-2
10	Point of View		474	240	
11	Summary	RL.7.2	476	241	
12	Summary		478	242	
A3	Assessment – Point of View and Summary	RL.7.2, RL.7.6	480	243	
Reading Literature Performance Lesson 1 – The Fisherman and His Wife			482-483	245-253	3

High Impact Standards

High Impact Standards

# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Word Meaning in Text	RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	494	254	1-2
14	Word Meaning in Text		496	255	
15	Structure in Poetry	RL.7.4, RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	498	256	
16	Structure in Poetry		500	257	
A4	Assessment – Word Meaning and Structure		502	258	
17	Sound in Poetry	RL.7.4	504	259	1-2
18	Sound in Poetry		506	260	
19	Sound and Structure in Poetry	RL.7.4, RL.7.5	508	261	
20	Sound in Poetry		510	262	
A5	Assessment – Sound and Structure in Poetry		512	263	
Text for Lessons 21-24, Assessment 6: The Two Questions			514-515	264-267	
21	Drama Structure	RL.7.5	518	268	1-2
22	Dramatic Elements	RL.7.3	520	269	
23	Fiction vs. History	RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	522	270	
24	Meaning of Words and Phrases	RL.7.4	524	271	
A6	Assessment – Analyzing Drama	RL.7.3, RL.7.4, RL.7.5, RL.7.9	526	272	
Reading Literature Performance Lesson 2 – The Nightingale to the Workman			528-529	273-277	3

High Impact Standards



# Standards Plus® - Language Arts Grade 7

## Lesson Index

### Integrated Project 3: *The Stuff of Legends*

**Overview:** Students read and analyze a historical account of King Alfred of England and use reader's theater to read the play King Alfred and the Cakes. They will write and orally present an epic poem with several stanzas to tell the tale of King Alfred and the Cakes.

**Product:** Students write and present an epic poem that tells the tale of King Alfred and the Cakes.

**Integrates the following standards:**

Vocabulary Acquisition and Use, Reading Literature, Writing,  
Speaking and Listening, Language

**Student Edition Pages:** 278-285

**Teacher Edition Pages:** 535-551

**DOK Level 4**

A tablet displaying a digital seed packet for 'DAISY' flowers. The screen shows the 'Standards Plus DIGITAL' logo, 'GRADE 3 LANGUAGE ARTS', and a 'Strand: Reading Informational Text' section. The 'Lessons' section includes 'Focus: Understanding Text and Steps in a Text' and 'Standard(s)' with a checkmark. The 'Directions' section instructs to use information on the seed packet to answer questions. The 'Informational text can give direction on how to do something.' section is highlighted. The 'DAISY' seed packet image shows a flower and the word 'DAISY'. The 'Attractive daisy has a unique way of growing upward...' and 'Planting instructions' sections provide details about the flower's growth and care.

Standards Plus™ – Language Arts – Grade 4			
<b>Reading</b>	<b>Understanding Apposition and Link</b>	<b>Answer</b>	<b>Correct Choices</b>
<p>Directions: Read the sentence first. Then, underline the words or phrases in <b>bold</b> in a circle that are <b>not</b> part of a word or phrase.</p>			
<p>If an underlined word in a sentence, you may be able to figure out its meaning from the context. <b>Context</b> means the words and ideas around the unfamiliar word.</p>			
<p>Look at the sentence with the unknown word.</p>			
<p>Reread the sentence, paying close attention to what comes before and after the unknown word.</p>			
<p>Think of a word that makes sense and sounds right in the sentence.</p>			
<p>Circle a word or words that help you determine the meaning of the unfamiliar word.</p>			
<p><b>Example:</b> Debbie bought a new <u>canister</u> to carry her school supplies because there were not many cans for her in class.</p>			
<p><b>Directions:</b> Reread the sentence. Circle the context clues that help you determine the meaning of the unfamiliar word.</p>			
<p>1. Abby held her <u>brush</u> as she dived under the surface of the pool.</p>			
<p>2. Frank was worried that his favorite book <u>disappeared</u>. He couldn't find it anywhere.</p>			
<p>3. A <u>pinch</u> pain shot through her foot as she stepped on broken glass.</p>			
<p>4. The fire spread <u>quicker</u>. The animals had to run for their lives.</p>			



# Sample Lessons

Strand	Lesson	Focus	Standard(s)
Reading Informational Text	1	Interactions	RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	2	Interactions	
	3	Interactions	
	4	Text Evidence	
	A1	Assessment – Text Evidence	

# Sample Teacher Lesson Plan

## Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 7		
Strand: Reading Informational Text	Focus: Interactions	Lesson: #1
Reading Informational Text Standard: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

**Lesson Objective:** Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Introduction:** “This week we will begin our focus on reading for information. Expository text is reading material similar to textbooks and other sources of information like magazines, newspapers, encyclopedias, and the internet. Today we will answer questions to help us analyze a news article. Then we will practice citing text evidence to support our analysis.”

**Instruction:** “To analyze an expository text, readers examine the text closely, looking for information about a person, event, or other topic related to the natural or social world. Sometimes authors put key information *right there* in the text. You can use these explicit text clues to support your analysis. Other times, you may need to make inferences by using the information given in the text and your own thinking. When the answers are not stated explicitly, there are text parts that act as clues, so you can still check for supporting information. The author’s clues and your own thinking provide the support for your answer.”

**Guided Practice:** Project the Student Page and read the passage aloud together. Model how to read the example and write the correct response by going through the following steps:

- Step 1: Read the question aloud.
- Step 2: Remind students to return to the passage to find the answer or clues to the answer. Reread the appropriate section (paragraphs 2 and 3) where parents and the new calendar are mentioned. “Since there are no explicit text clues, we have to make inferences. Why do you think parents could be against the move?” Find support together and highlight or underline the text.
- Step 3: Repeat the question and elicit response. (Parent opposition may be due to scheduling conflicts. More school days and the early start may interrupt vacation plans. Summer childcare plans will need to be adjusted. These inferences can be supported by lines 6 and 13, which say that parents are on both sides and school will start in early August. Record your answer. Cite text evidence with line numbers and summarizing clues.) “Now you will continue working on your own.”

**Independent Practice:** Review the directions together. Check that students are citing text evidence.

**Review:** After several minutes, reread the text and review the correct answers. Require students to support their answers by sharing the explicit details or clues they cited.

**Closure:** “Today we practiced citing text evidence to support our analysis of a text.”

**Answers:** Answers may vary. Possible answers include:  
1. Reason is higher academic standards. Support: Lines 3-5: new calendar = going deeper in curriculum = students meet higher standards.

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Each lesson  
includes  
a step by  
step lesson  
plan.

# Sample Student Lesson

Student Page

## Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text

Focus: Interactions

Lesson: #1

Reading Informational Text Standard: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Local Schools Extend School Year

<sup>1</sup>In a surprise move, the local school board elected to extend the school year for more than 5,000 Kindergarten through grade twelve students at Tuesday night's board meeting.

<sup>2</sup>The proposed calendar was created by a committee of parents, teachers, school administration, and community leaders. <sup>3</sup>The committee cited higher academic standards as the primary cause for the 15-day extension.

<sup>4</sup>"Students are being held to higher standards, and there simply isn't enough time to teach everything in a 180-day school year," district superintendent Jack Paul explained. <sup>5</sup>"The additional days will allow teachers to dig deeply into the curriculum and everyone will benefit."

<sup>6</sup>Parents spoke both in favor and against the revised calendar at the 2-hour meeting.

<sup>7</sup>The local teachers' union has negotiated a contract that includes compensation for the

additional days of teaching. <sup>9</sup>Ms. Lila Denton, fifth grade teacher at 1<sup>st</sup> Avenue Elementary said, "Someone is finally listening!" <sup>10</sup>We have been trying to prepare our students to be successful, but the demands of the higher standards have made it nearly impossible to make progress. <sup>11</sup>There isn't enough time to do it all!"

<sup>12</sup>In all, over three hundred people attended the board meeting and most were supportive of the move. <sup>13</sup>Students will begin school in early August, and the school year will end, as usual, in mid-June. <sup>14</sup>The first semester will end just prior to the winter break, and one additional week has been added to the winter break, so students and teachers will not return until the second week of January. <sup>15</sup>The adopted calendar is available at the district's website: [www.bentownusd@calschool.org](http://www.bentownusd@calschool.org).

— Patrick Jones

**Directions:** Read the passage above and answer the questions in the space below. Be sure to cite textual evidence to support your answers.

**Example:** Why would some parents be opposed to the move?

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I. What was the reason for the move?

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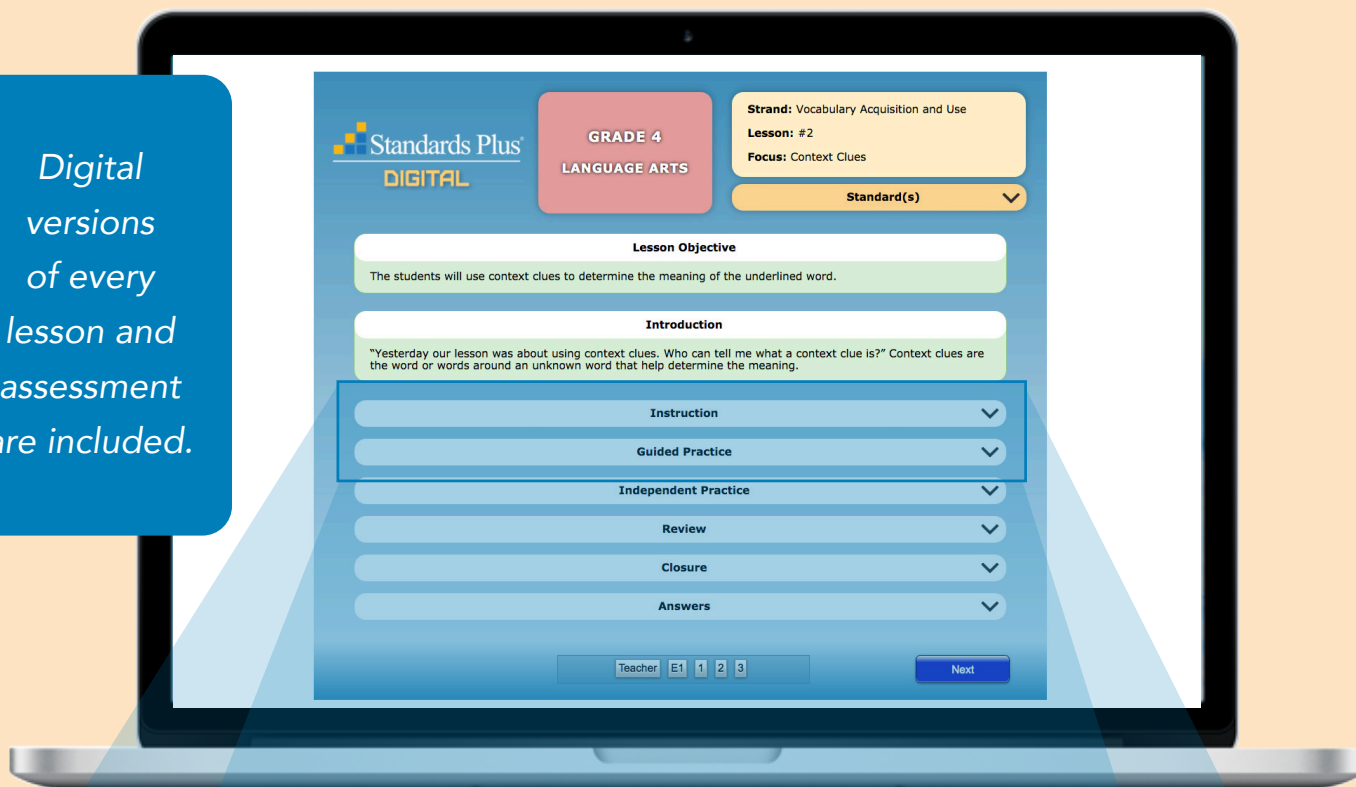
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Each lesson  
also has  
an easy to  
follow  
student  
page.

# 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 7		
Strand: Reading Informational Text	Focus: Interactions	Lesson: #3
Reading Informational Text Standard: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

**Lesson Objective:** Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Introduction:** “Expository text is reading material similar to textbooks and other sources of information like magazines, newspapers, encyclopedias, and the internet. Today we will answer questions to help us analyze a short magazine article. Then we will practice citing support for our analysis.”

**Instruction:** “Readers analyze expository text by examining the text closely, looking for key information. Sometimes authors put key information *right there* in the text. Other times, you may need to make inferences by using the information given in the text and your own thinking. When the answers are not stated explicitly, there are text parts that act as clues, so you can still check for supporting information. The author’s clues and your own thinking provide the support for your answer.”

**Guided Practice:** Read the passage aloud together. Model how to read the example and write the correct response by going through the following steps:

Step 1: Read the question aloud.

Step 2: Remind students to return to the passage to find clues to the answer. Reread the appropriate section [paragraph 1 and 2]. “Based on the text, where are penguins best adapted to live? (in water) What do we know about the jungle? We have to infer using text clues whether they could live there or not.”

Step 3: Repeat question and elicit response. (No. Jungle rivers could provide water, but the heat and dense vegetation would be difficult. Penguins have blubber and feathers for cold temperatures, not jungle heat [Line 4]. Waddling, hopping, and sliding with short legs on land in vegetation would be nearly impossible [Lines 10 and 12]. Record answer. Cite text evidence with line numbers and summarizing clues.) “Now you will continue working on your own.”

**Independent Practice:** Review the directions together. Check that students are citing text evidence.

**Review:** After several minutes, reread the text and review the correct answers. Require students to support their answers by sharing the explicit details or clues they cited.

**Closure:** “Why do we cite evidence to support our analysis of a text.”

**Answers:** Answers may vary. Possible answers include:

1. No. Deserts don’t provide enough needed water (Lines 1-3); too hot for penguins’ blubber and feathers (Line 4); they are not intended for land life only (Line 9).

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 7

Strand: Reading Informational Text

Focus: Interactions

Lesson: #3

Reading Informational Text Standard: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<sup>1</sup>Penguins are birds that have adapted to live mostly in the water with bodies that are specifically designed for life in the water. <sup>2</sup>Their wings are flippers, and their webbed feet are helpful in swimming. <sup>3</sup>They have torpedo-shaped bodies that make them efficient swimmers that can reach speeds of up to 15 miles per hour! <sup>4</sup>Penguins have a layer of blubber and feathers that insulate their bodies that help to keep them warm in cold temperatures. <sup>5</sup>Their black and white markings help to camouflage them – they appear to be part of the reflective surface of the water from below and part of the dark water from above. <sup>6</sup>This helps to protect them from their natural predators – leopard seals, orcas, and sharks. <sup>7</sup>Their eyesight is adapted to be excellent in the water, and they can drink ocean water because they have a filter that helps to eliminate the salt.

<sup>8</sup>Penguins spend up to 75% of their lives in the water, but they appear very awkward on land. <sup>9</sup>The features that make them well-adapted to life in the water do not serve them well on land. <sup>10</sup>Their feet are very low on their bodies on very short legs, so they must walk very upright. <sup>11</sup>Penguins waddle when they walk, and they move slowly on land. <sup>12</sup>They hop over rocks, and sometimes they slide down snow banks on their bellies. <sup>13</sup>Many penguin babies do not survive to adulthood because predators eat the eggs or attack the young.

**Directions:** Read the passage above and answer the questions in the space below. Be sure to cite textual evidence to support your answers.

**Example:** Could a penguin survive in the jungle? Why or why not?

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I. Could a penguin survive in the desert? Why or why not?

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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 7		
Strand: Reading Informational Text	Focus: Text Evidence	Lesson: #4
Reading Informational Text Standard: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

**Lesson Objective:** Students will cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**Introduction:** “This week we cited text evidence to support our analysis of expository texts. Today we will study another type of informational reading material: functional text. We will analyze a set of directions and find support for our inferences.”

**Instruction:** “To analyze functional text, examine the text closely, looking for practical, useful information. Process the words, sentences, and graphics in the text to construct meaning. Use prior knowledge and clues from the author to understand the text and answer questions. To support your answers, think about how you found them. If the answers are not stated directly, there are text parts that act as clues, so you can still check for supporting information. The author’s clues and your own thinking is the support for your answer.”

**Guided Practice:** Project the Student Page and read the passage aloud together. Model how to read the Example and write the correct response by going through the following steps:

Step 1: Read the first question aloud.

Step 2: Remind students to return to the passage to find clues to the answer. Reread the appropriate section (Line 3). “Which spray pattern would you use for delicate plants and flowers?”

Step 3: Repeat the question and elicit responses. (Yes. [Line 3] There are several spray patterns to use. (\*section) Circular fine mist or fan fine mist is light enough not to damage delicate plants and flowers. Record answer. Cite text evidence with line numbers and summarizing clues.) “Now you will continue working on your own.”

**Independent Practice:** Review the directions together. Check that students are citing text evidence.

**Review:** After several minutes, reread the text and review the correct answers. Require students to support their answers by sharing the explicit details or clues they cited.

**Closure:** “How does citing text evidence to support our analysis of a text make you a better learner?”

**Answers:** Answers may vary. Possible answers include:  
1. (Line 2) The rubber washer helps make a strong connection between the hose and the nozzle.

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Each lesson  
plan  
includes  
an answer  
key

# Sample Student Lesson

Student Page

## Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text

Focus: Text Evidence

Lesson: #4

Reading Informational Text Standard: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



### GreenLawn Adjustable Hose Nozzle

The GreenLawn Adjustable Hose Nozzle can fit your every need:

1. Before connecting the GreenLawn Adjustable Hose Nozzle to your hose, ensure the hose is clean and undamaged.
2. Ensure that the rubber washer is in place in the nozzle and rotate clockwise until the nozzle is securely fastened to the hose.
3. Select one of the twelve spray patterns\* by rotating the nozzle head. Align the arrow on the nozzle head with the desired spray pattern.
4. Turn on the water to the desired strength.
5. Point the nozzle head in the desired direction of spray. Squeeze the nozzle trigger and enjoy a perfect spray every time.

\*Circular Open, Circular Solid, Triangle, Inverted Triangle, Square, Arc, Concentrated Jet Stream, Pulsating Jet Stream, Horizontal Bar, Vertical Bar, Circular Fine Mist, Fan Fine Mist.

**Directions:** Read the information above and answer the questions in the space below. Be sure to cite textual evidence to support your answers.

**Example:** Can the nozzle be used for watering delicate plants and flowers? Why or why not?

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I. Why does it matter where the rubber washer is located?

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

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# Sample Assessment - Teacher Page

## Teacher Lesson Plan

### Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text Focus: Text Evidence

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.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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:

Answers will vary. Possible answers include:

1. (RI.7.1) He was too disappointed to comment.  
Line 12: appeared heartbroken over the loss, set to retire;  
Lines 4-6: Bensonville team didn't play well.
2. (RI.7.1) The clothes won't dry very quickly. Step 2 says don't fill past the midpoint.

# Sample Assessment - Student Page

Student Page

## Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text Focus: Text Evidence

Assessment: #1

**Directions:** Read each passage and answer the questions in the space provided. Be sure to cite textual evidence to support your answers.

### *WHISTLE TIMES and REPORT*

Serving Whistle Hills for 125 years

Wednesday, March 24, 2010

[whistletimesreport.com](http://whistletimesreport.com)

#### *Whistle Wombats Win State Championship*

<sup>1</sup>The Whistle High School Wombats were victorious in their bid to win the state championship last night. <sup>2</sup>Jeremy Stanton led his squad with 29 points. <sup>3</sup>Greg Rojas was close behind Stanton with 24 points of his own. <sup>4</sup>The Bensonville Cavaliers were shut down early in the game and never recovered in their loss to Whistle High. <sup>5</sup>Bensonville star forward Tommy Triton scored just 14 points in his lowest scoring game of his high school career. <sup>6</sup>His teammate, Barney Watkins, scored just 8.

<sup>7</sup>The game started off pretty even, and the score at the end of the first quarter was 12-14 in favor of Whistle. <sup>8</sup>Bensonville seemed to lose steam as the game went on. <sup>9</sup>The score at halftime was 21-43. <sup>10</sup>By the end of the third quarter, the score had reached 35-71. <sup>11</sup>The final score was 50-103. <sup>12</sup>Bensonville coach, Rob Herbert is set to retire at the end of this season, and he appeared heartbroken over the loss. <sup>13</sup>He had no comment for this reporter. (Story continues on page 8.)

1. Why do you think Coach Rob Herbert had no comment for the reporter?



Mr. Sparkle Coin-Operated Laundry Dryer

Follow these directions to ensure dry laundry:

1. Open the door, and ensure that the dryer is empty.
2. Place laundry in the door. Do not overfill (Your laundry should not fill above the midpoint.).
3. If you are using a fabric-softening dryer sheet, place it on top of the laundry.
4. Close the door.
5. Select the setting: High, Medium, Low.
6. Insert nickels, dimes, and/or quarters in the slot to purchase the amount of time you'd like the dryer to run.\* Nickel = 5 minutes; Dime = 10 minutes; Quarter = 25 minutes.
7. Press the "On" button to begin the dryer.

\*You may add more coins to extend drying time at any point, and you may open the dryer as many times as needed to check the dryness of the laundry.

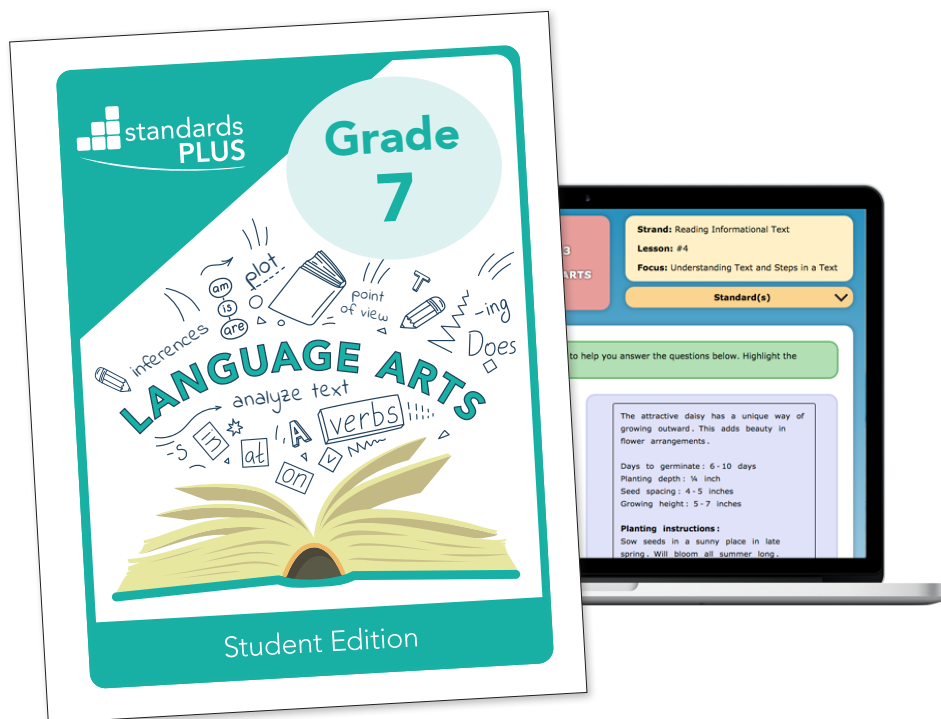
2. What might happen if you overfill the dryer?

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