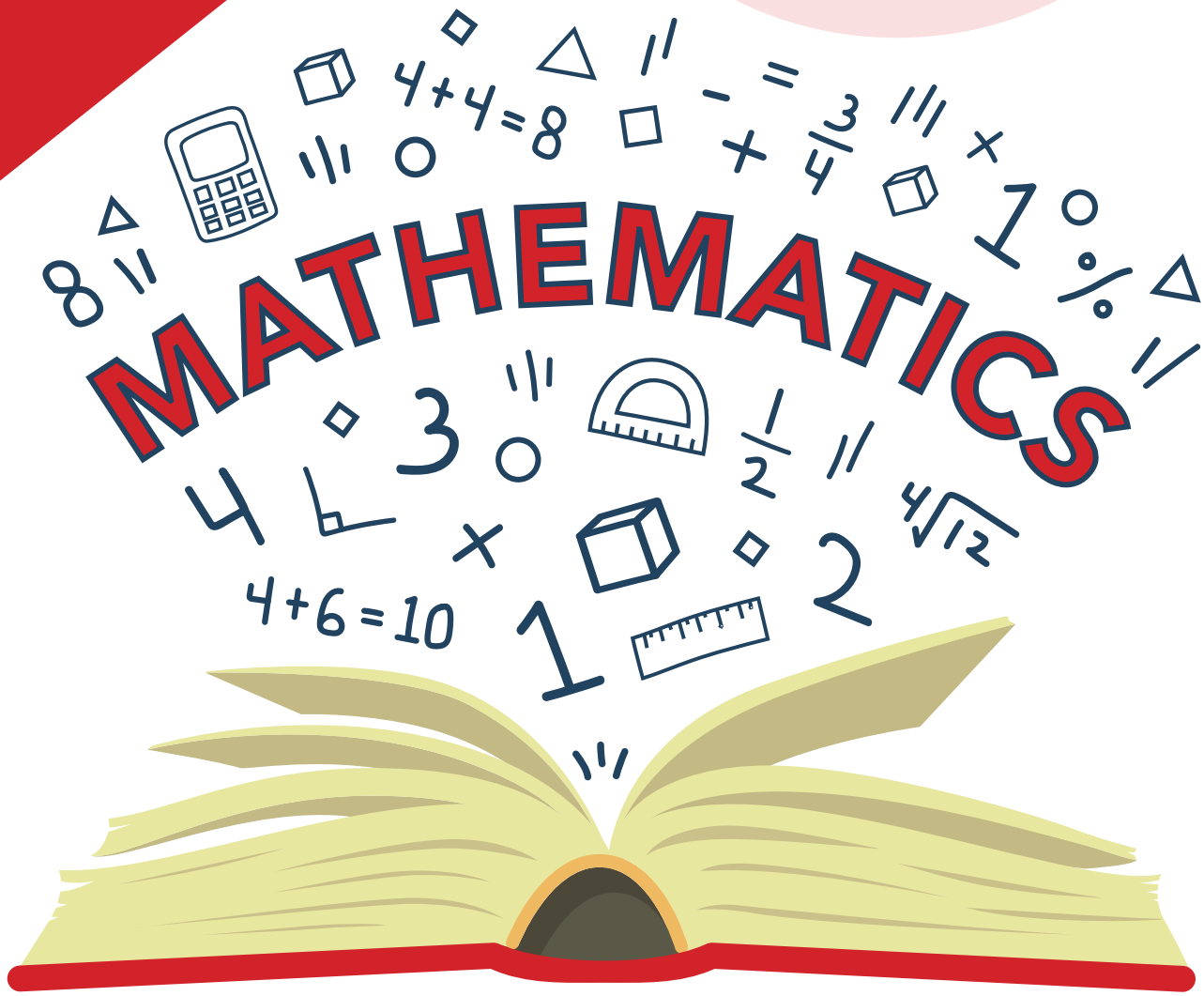
standards PLUS

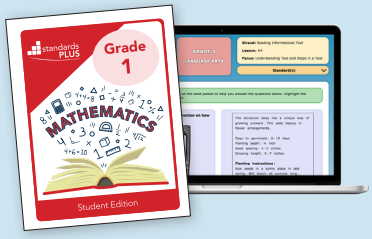
Grade 1



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.

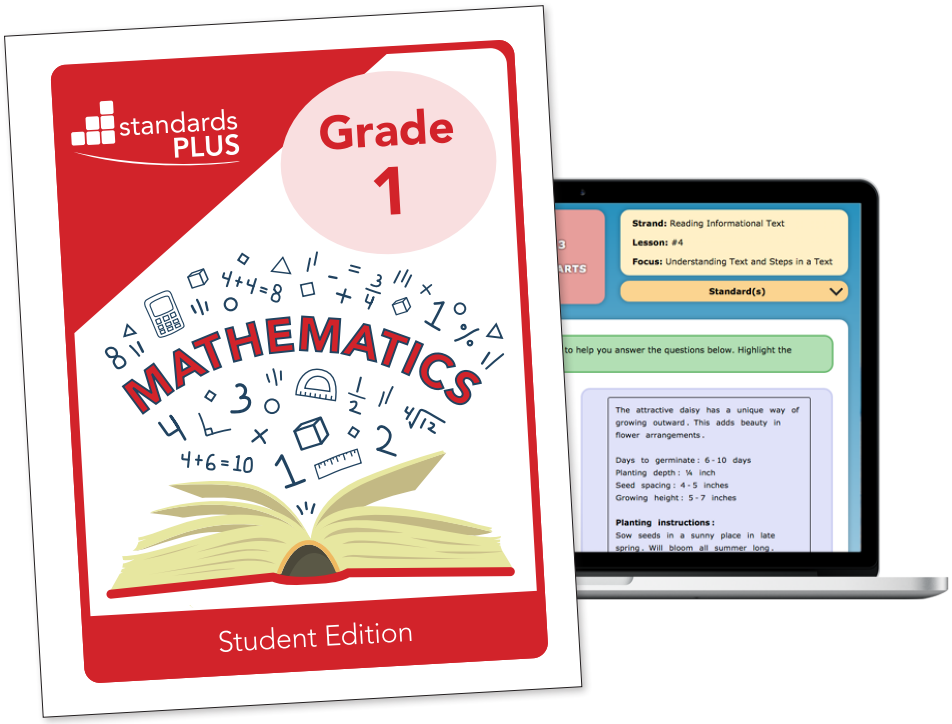
Performance Lessons
12+ Lessons (DOK 3)

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



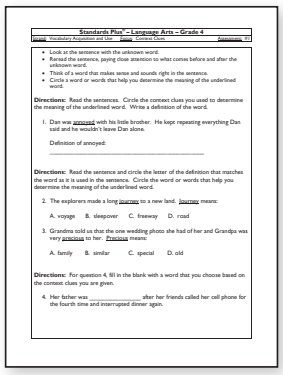
Standards Plus lessons are grouped in **sets that teach a grade-level concept.**

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

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

Assessments

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



Standards Plus™ – Language Arts – Grade 4

Lesson: Vocabulary Acquisition and Use Phase: Guided Practice Assessment: #2

- Look at the sentence with the unknown word.
- Reread the sentence, paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence.
- Circle a word or words that help you determine the meaning of the underlined word.

Directions: Read the sentences. Circle the context clues you used to determine the meaning of the underlined word. Write a definition of the word.

1. Dan was annoyed with his little brother. He kept repeating everything Dan said and he wouldn't leave Dan alone.

   Definition of annoyed:

   _____

Directions: Read the sentence and circle the letter of the definition that matches the word as it is used in the sentence. Circle the word or words that help you determine the meaning of the underlined word.

2. The explorers made a long journey to a new land. Journey means:

   A. voyage B. sleepover C. freeway D. road

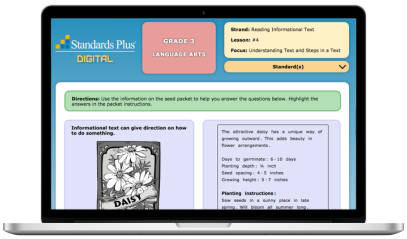
3. Grandma told us that the one wedding photo she had of her and Grandpa was very precious to her. Precious means:

   A. family B. similar C. special D. old

Directions: For question 4, fill in the blank with a word that you choose based on the context clues you are given.

4. Her father was _____ after her friends called her cell phone for the fourth time and interrupted dinner again.

Print Assessment



Digital Assessment

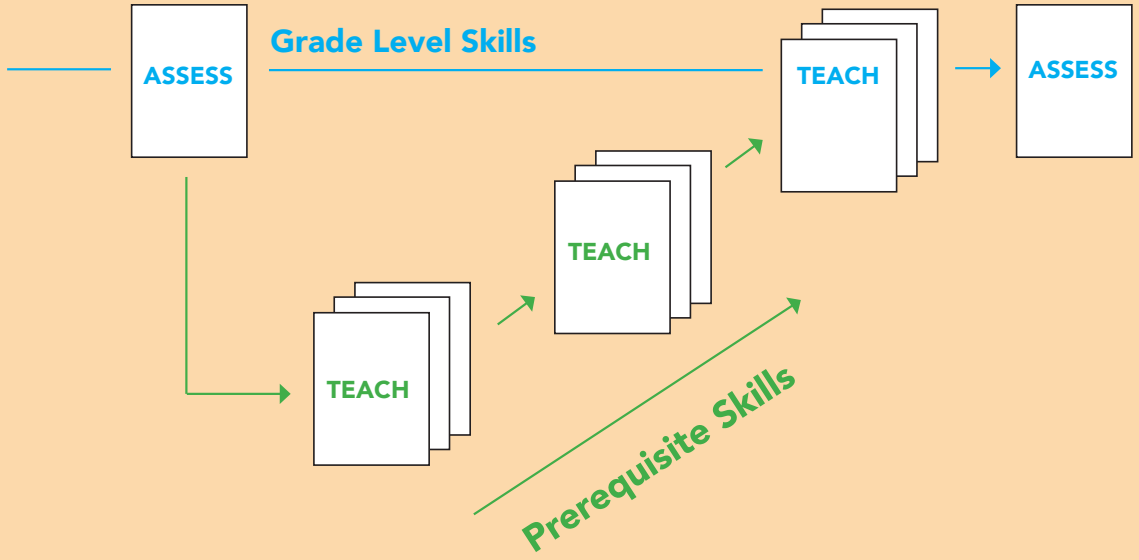
Assessments can be completed in the student edition or online in the Standards Plus Digital Platform.

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

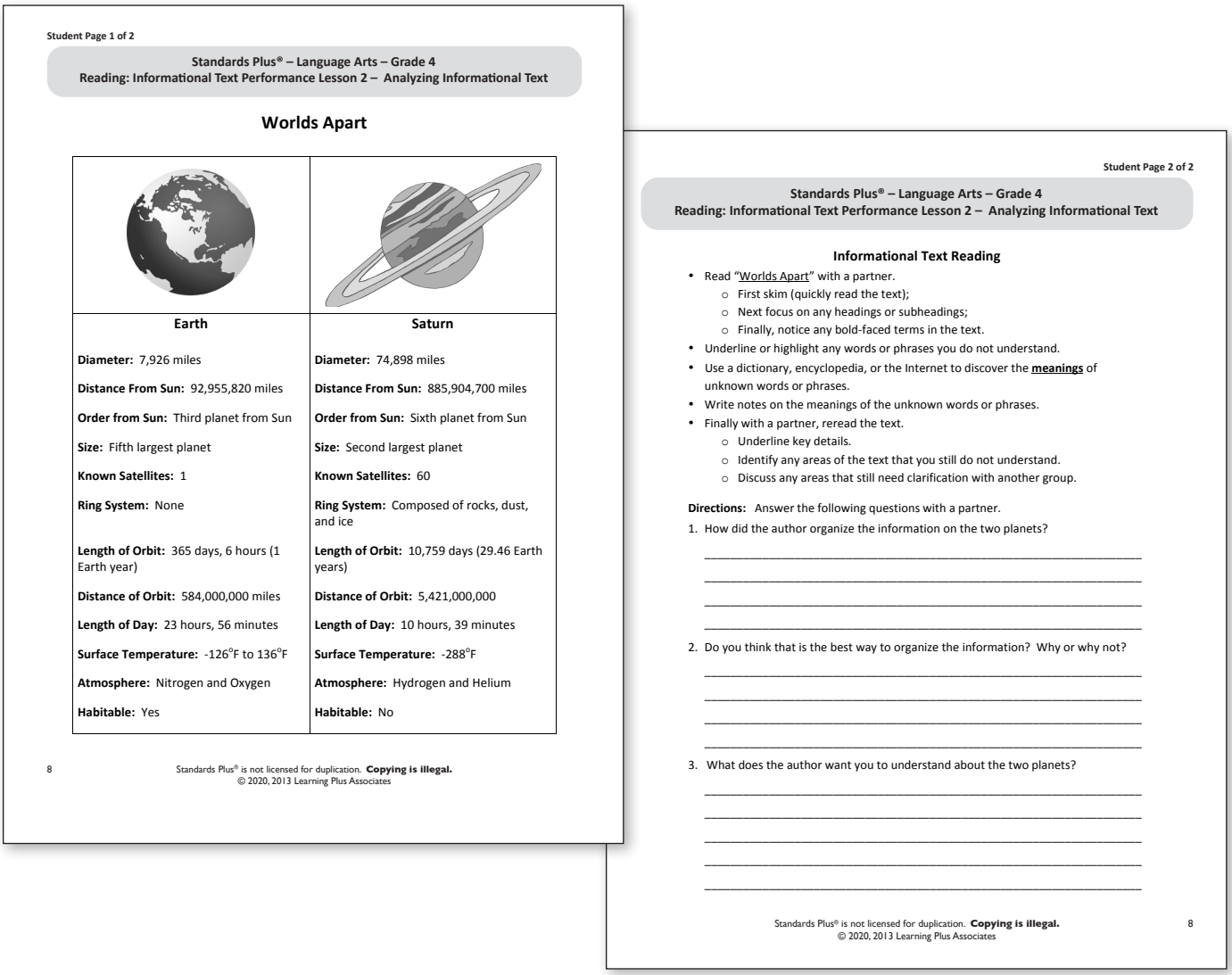


Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

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

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Student Page 2 of 2

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

Informational Text Reading

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

Directions: Answer the following questions with a partner.

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

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

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

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Integrated Projects (DOK 4)

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

Integrated Projects require students to:

Plan

Synthesize information

Produce high-quality products

Present their findings

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

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

EL Support

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

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

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

Visit the EL Support Portal at
www.standardsplus.org/el-support

Standards Plus
Mathematics Grade 1

Lesson Index

The lesson index lists the standard, focus, and DOK level for every Standards Plus lesson.

Standards Plus® - Mathematics Grade 1
Lesson Index

Number and Place Value – NBT – Part 1

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Counting to 120	**1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	32	3	1-2
2	Reading Numerals		34	4	
3	Writing Numerals		36	5	
4	Writing Numerals		38	6	
A1	Assessment – Numerals 1-120		40	7	
5	Writing Numerals	1.NBT.1	42	9	1-2
6	Writing Numerals		44	10	
7	Writing Numerals		46	11	
8	Writing Numerals		48	12	
A2	Assessment – Numerals 1-120		50	13	
9	Place Value	**1.NBT.2:** Understand that the two digits of a two-digit number represent amounts of tens and ones. **1.NBT.2a:** 10 can be thought of as a bundle of ten ones – called a "ten."	52	15	1-2
10	Place Value		54	16	
11	Place Value		56	17	
12	Place Value		58	18	
A3	Assessment – Place Value		60	19	
13	Place Value	**1.NBT.2b:** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	62	21	1-2
14	Place Value		64	22	
15	Place Value		66	23	
16	Place Value		68	24	
A4	Assessment – Place Value		70	25	

Standards Plus® - Mathematics Grade 1
Lesson Index

Number and Place Value – NBT – Part 1

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Decade Numbers	**1.NBT.2c:** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	72	27	1-2
18	Decade Numbers		74	28	
19	Decade Numbers		76	29	
20	Decade Numbers		78	30	
A5	Assessment – Decade Numbers		80	31	
21	Comparing Numbers	**1.NBT.3:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	82	33	1-2
22	Comparing Numbers		84	34	
23	Comparing Numbers		86	35	
24	Comparing Numbers		88	36	
A6	Assessment – Comparing Numbers		90	37	
Number and Place Value – NBT – Part 1 Performance Lesson – *All About Numbers*			92	39-40	3

Standards Plus® - Mathematics Grade 1
Lesson Index

Geometry

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Reason with Shapes and Their Attributes	**1.G.1:** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	98	41	1-2
2	Reason with Shapes and Their Attributes		100	42	
3	Reason with Shapes and Their Attributes		102	43	
4	Reason with Shapes and Their Attributes		104	44	
A1	Assessment – Reason with Shapes and Their Attributes		106	45	
5	Composing Shapes	**1.G.2:** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	108	47	1-2
6	Composing Shapes		110	48	
7	Composing Shapes		112	49	
8	Composing Shapes		114	50	
A2	Assessment – Composing Shapes		116	51	
9	Equal Shares: Halves	**1.G.3:** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	118	53	1-2
10	Equal Shares: Halves		120	54	
11	Equal Shares: Fourths		122	55	
12	Equal Shares: Fourths		124	56	
A3	Assessment – Partition into Halves and Fourths		126	57	
Geometry Performance Lesson – *Shape It*			128	59-61	3

Integrated Project 1:
A Picture Is Worth a Thousand Words

Overview: The students will use what they have learned about counting, reading and writing numerals, comparing numbers, shapes and their attributes, and composing shapes to analyze a picture that is composed of many shapes. They will write sentences to explain their learning.

Product: The students will study a picture that is composed of many shapes. They will count the individual shapes and the total shapes. They will compare the numbers of identified shapes, show the number of shapes using place value and numerals, and analyze figures made from shapes that are composed from other shapes.

Integrates the following standards:
Number and Place Value – NBT Part 1 and Geometry

Student Edition Pages: 63-65

Teacher Edition Pages: 131-139

DOK Level 4

Problem Solving Strategies – OA – Part 1

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Addition Word Problems	1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	148	67	1-2
2	Addition Word Problems		150	68	
3	Subtraction Word Problems		152	69	
4	Subtraction Word Problems		154	70	
A1	Assessment – Addition & Subtraction Problems		156	71	
5	Counting On Problems	1.OA.1	158	73	1-2
6	Counting On Problems		160	74	
7	Counting On Problems		162	75	
8	Counting On Problems		164	76	
A2	Assessment – Counting On Problems		166	77	
9	Counting On Problems	1.OA.1	168	79	1-2
10	Counting On Problems		170	80	
11	Counting On Problems		172	81	
12	Counting On Problems		174	82	
A3	Assessment – Counting On Problems		176	83	
13	Putting Together & Taking Apart Problems	1.OA.1	178	85	1-2
14	Putting Together & Taking Apart Problems		180	86	
15	Putting Together & Taking Apart Problems		182	87	
16	Putting Together & Taking Apart Problems		184	88	
A4	Assessment – Putting Together & Taking Apart Problems		186	89	
Problem Solving Strategies Performance Lesson 1 – *Put It Together or Take It Apart*			188	91-93	3

Problem Solving Strategies – OA – Part 1

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Compare Problems	1.OA.1	192	95	1-2
18	Compare Problems		194	96	
19	Compare Problems		196	97	
20	Compare Problems		198	98	
A5	Assessment – Compare Problems		200	99	
21	Models and Equations	1.OA.1	202	101	1-2
22	Models and Equations		204	102	
23	Models and Equations		206	103	
24	Models and Equations		208	104	
A6	Assessment – Models and Equations		210	105	
25	Models and Equations	1.OA.1	212	107	1-2
26	Models and Equations		214	108	
27	Models and Equations		216	109	
28	Models and Equations		218	110	
A7	Assessment – Models and Equations		220	111	
29	Adding with Three Addends	1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	222	113	1-2
30	Adding with Three Addends		224	114	
31	Adding with Three Addends		226	115	
32	Adding with Three Addends		228	116	
A8	Assessment – Adding with Three Addends		230	117	
Problem Solving Strategies Performance Lesson 2 – *Representing Addition and Subtraction*			232	119-121	3

Standards Plus® - Mathematics Grade 1
Lesson Index

Measurement and Data

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Lengths of Objects	**1.MD.1:** Order three objects by length; compare the lengths of two objects indirectly by using a third object.	240	123	1-2
2	Lengths of Objects		242	124	
3	Lengths of Objects		244	125	
4	Lengths of Objects		246	126	
A1	Assessment – Length of Objects		248	127	
Measurement and Data Performance Lesson 1 – *How Long Is It?*			250	129	3
5	Telling Time	**1.MD.3:** Tell and write time in hours and half-hours using analog and digital clocks.	252	131	1-2
6	Telling Time		254	132	
7	Telling Time		256	133	
8	Telling Time		258	134	
A2	Assessment – Telling Time		260	135	
Measurement and Data Performance Lesson 2 – *Do You Have the Time?*			262	137-138	3
9	Representing and Interpreting Data	**1.MD.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	266	139	1-2
10	Representing and Interpreting Data		268	140	
11	Representing and Interpreting Data		270	141	
12	Representing and Interpreting Data		272	142	
A3	Assessment – Representing and Interpreting Data		274	143	
Measurement and Data Performance Lesson 3 – *Working with Data*			276	145-146	3

Integrated Project 2: *Measuring Me!*

Overview: The students will use what they have learned about counting, number patterns, putting together, measuring, modeling, and representing and interpreting data to create a model of themselves on butcher paper, measure lengths on their model, and represent and interpret the measures they make.

Product: The students will work with partners to make a model of themselves, measure different parts of themselves using paperclip chains, and represent and interpret the measurement data collected.

Integrates the following standards:

Problem Solving Strategies – OA – Part 1 and Measurement and Data

Student Edition Pages: 147-149 **Teacher Edition Pages**: 279-287

DOK Level 4

Operations Within 20 – OA – Part 2

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commutative Property of Addition	1.OA.3: Apply properties of operations as strategies to add and subtract.	296	151	1-2
2	Commutative Property of Addition		298	152	
3	Associative Property of Addition		300	153	
4	Associative Property of Addition		302	154	
A1	Assessment – Commutative and Associative Properties of Addition		304	155	
5	Unknown-Addend Problems	1.OA.4: Understand subtraction as an unknown addend problem.	306	157	1-2
6	Unknown-Addend Problems		308	158	
7	Unknown-Addend Problems		310	159	
8	Unknown-Addend Problems		312	160	
A2	Assessment – Unknown-Addend Problems		314	161	
9	Counting in Addition	1.OA.5: Relate counting to addition and subtraction. (e.g., by counting on 2 to add 2).	316	163	1-2
10	Counting in Addition		318	164	
11	Counting in Subtraction		320	165	
12	Counting in Subtraction		322	166	
A3	Assessment – Counting in Addition and Subtraction		324	167	
Operations Within 20 – OA – Part 2 Performance Lesson 1 – *How Are They Related?*			326	169-171	3

Standards Plus® - Mathematics Grade 1
Lesson Index

Operations Within 20 – OA – Part 2

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Addition to 20 – Making Ten	**1.OA.6:** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as…creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	330	173	1-2
14	Addition to 20 – Making Ten		332	174	
15	Addition to 20 – Making Ten		334	175	
16	Addition to 20 – Making Ten		336	176	
A4	Assessment – Addition to 20 – Making Ten		338	177	
17	Creating Equivalents	1.OA.6	340	179	1-2
18	Creating Equivalents		342	180	
19	Creating Equivalents		344	181	
20	Creating Equivalents		346	182	
A5	Assessment – Creating Equivalents		348	183	
21	Addition & Subtraction – Inverse Relationships	1.OA.6	350	185	1-2
22	Addition & Subtraction – Inverse Relationships		352	186	
23	Addition & Subtraction – Inverse Relationships		354	187	
24	Addition & Subtraction – Inverse Relationships		356	188	
A6	Assessment – Addition & Subtraction – Inverse Relationships		358	189	
25	Subtraction Within 20 – Decomposing to Ten	1.OA.6	360	191	1-2
26	Subtraction Within 20 – Decomposing to Ten		362	192	
27	Subtraction Within 20 – Decomposing to Ten		364	193	
28	Subtraction Within 20 – Decomposing to Ten		366	194	
A7	Assessment - Subtraction Within 20 – Decomposing to Ten		368	195	
Operations Within 20 – OA – Part 2 Performance Lesson 2 – *From 0 to 20*			370	197-199	3

Standards Plus® - Mathematics Grade 1
Lesson Index

Addition & Subtraction – NBT – Part 2

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Add Within 100	1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	380	201	1-2
2	Add Within 100		382	202	
3	Add Within 100		384	203	
4	Add Within 100		386	204	
A1	Assessment – Add Within 100		388	205	
5	Add Within 100	1.NBT.4	390	207	1-2
6	Add Within 100		392	208	
7	Add Within 100		394	209	
8	Add Within 100		396	210	
A2	Assessment – Add Within 100		398	211	
9	Add Within 100	1.NBT.4	400	213	1-2
10	Add Within 100		402	214	
11	Add Within 100		404	215	
12	Add Within 100		406	216	
A3	Assessment – Add Within 100		408	217	
Addition & Subtraction – NBT – Part 2 Performance Lesson 1 – *Add It Up*			410-411	219-221	3
13	Mentally Find 10 More	1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	416	223	1-2
14	Mentally Find 10 More		418	224	
15	Mentally Find 10 Less		420	225	
16	Mentally Add and Subtract		422	226	
A4	Assessment – Mentally Add and Subtract		424	227	

Standards Plus® - Mathematics Grade 1
Lesson Index

Addition & Subtraction – NBT – Part 2

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Subtracting Tens	**1.NBT.6:** Subtract multiples of ten in the range of 10-90 from multiples of ten in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	426	229	1-2
18	Subtracting Tens		428	230	
19	Subtracting Tens		430	231	
20	Subtracting Tens		432	232	
A5	Assessment – Subtracting Tens		434	233	
Addition & Subtraction – NBT – Part 2 Performance Lesson 2 – *Working with Two-Digit Numbers*			436	235-237	3

Equations – OA – Part 3

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	The Equal Sign	**1.OA.7:** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	444	239	1-2
2	The Equal Sign		446	240	
3	The Equal Sign		448	241	
4	The Equal Sign		450	242	
A1	Assessment – The Equal Sign		452	243	
5	Unknown Numbers in Equations	**1.OA.8:** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	454	245	1-2
6	Unknown Numbers in Equations		456	246	
7	Unknown Numbers in Equations		458	247	
8	Unknown Numbers in Equations		460	248	
A2	Assessment – Unknown Numbers in Equations		462	249	
Equations – OA – Part 3 Performance Lesson – *Addition and Subtraction Equations*			464	251-253	3

Integrated Project 3:
The Meaning of a Number

Overview: The students will use what they have learned about addition, subtraction, two-digit numbers, inverse relationships, equivalents, composing, decomposing, modeling, and equations to create a poster that shows many ways to represent a single number. They will orally present their posters to the class at the conclusion of the project.

Product: The students will each create a poster that shows multiple ways to represent a two-digit number using addition, subtraction, composing, decomposing, models, and equations.

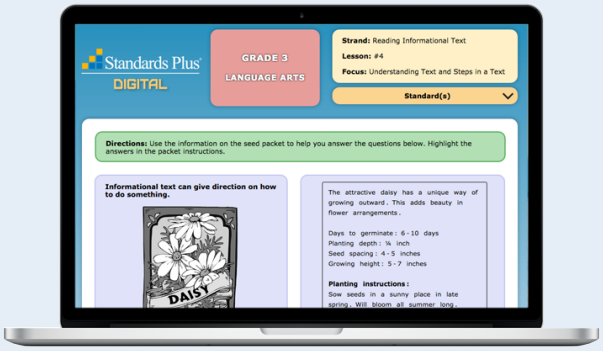
Integrates the following standards:
Operations Within 20 – OA – Part 2,
Addition & Subtraction – NBT – Part 2, and Equations – OA – Part 3

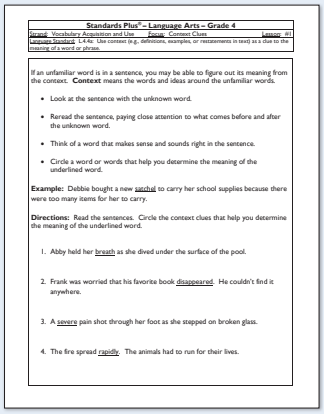
Student Edition Pages: 254-256

Teacher Edition Pages: 469-478

DOK Level 4

All grade level lessons and assessments are provided in digital and print format.





Standards Plus® – Language Arts – Grade 4

Strand: Vocabulary Acquisition and Use Focus: Context Clues Lesson: #1
Language Standard: L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

- Look at the sentence with the unknown word.
- Reread the sentence, paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence.
- Circle a word or words that help you determine the meaning of the underlined word.

Example: Debbie bought a new satchel to carry her school supplies because there were too many items for her to carry.

Directions: Read the sentences. Circle the context clues that help you determine the meaning of the underlined word.

1. Abby held her breath as she dived under the surface of the pool.
2. Frank was worried that his favorite book disappeared. He couldn't find it anywhere.
3. A severe pain shot through her foot as she stepped on broken glass.
4. The fire spread rapidly. The animals had to run for their lives.

For demonstration purposes, most sample lessons are displayed in the print version.

Sample Lessons

Number and Place Value

Lesson	Focus	Standard(s)	TE Pg.	St. Pg.
13	Place Value	1.NBT.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	56	21
14	Place Value		58	22
15	Place Value		60	23
16	Place Value		62	24
A4	Assessment – Place Value		64	25

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus®– Mathematics – Grade 1		
Domain: Number and Place Value	Focus: Place Value	Lesson: #13
Standard: 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		

Lesson Objective: The students will understand that the numbers 11 to 19 are composed of a *ten* and some *ones*. Students will represent the numbers 11 to 19 by using manipulatives, and record the amounts of *ones* and *tens*.

Teacher Tip: Each student will need a container of 15 cubes to use for the guided and independent practice sections of the lesson. If these are not available, any manipulative that can be bundled or connected to make a *ten* will work.

Introduction: "Today we will review the numbers from 11 to 19, understand they are composed of a *ten* and some *ones*; represent the amounts of *tens* and *ones* by using manipulatives and record the amounts of *tens* and *ones*."

Each lesson includes a step by step lesson plan.

Instruction: "We have learned that 10 *ones* make a *ten*. We can think of a *ten* as a unit instead of ten individual *ones,* and we can count a *ten* as a unit. The numbers from 11 to 19 are composed of 1 *ten* and some leftover *ones*. Remember that these two-digit numbers are composed of 1 *ten* and from 1 to 9 *ones*. Today we will review how to represent the amount of *tens* and *ones* by using manipulatives to model numbers."

Guided Practice: Give 15 cubes to each student. "Let's try the example together. Let's model a *ten* with 10 of the cubes and put the ten stick in the *tens* place on the place value chart. How many cubes do we need to add in the *ones* place to make the number 12? We know a two-digit number is composed of *tens* and *ones*. We have already made the *ten*, so how many more *ones* do we need to compose the number 12? Let's *count on* by starting from ten …11, 12. We counted on 2 more from 10, so we need to put 2 cubes in the *ones* place to represent the 2 *ones*. Now we have 1 ten and 2 ones to represent the number 12. Let's say it together: '1 *ten* and 2 *ones* represent the number 12 on the place value chart.' Now record the numbers in the place value chart and complete the sentence frame." Monitor students to ensure they complete the chart and sentence frame.

Independent Practice: "Remember to use 10 as the starting number when *counting on* to find the number of ones: use cubes to model the number; record the amounts of *tens* and *ones*; and complete the sentence frame." Read the directions to the students and use the following numbers for Problems 1-4: 13, 14, 15, and 11. If students require additional support, complete the problems as guided practice.

Review: Review the answers with the students.

Closure: "Today we reviewed that the numbers 11 to 19 are composed of a *ten* and some *ones*."

Answers:

1. 13, 13 is a ten and 3 ones
2. 14, 14 is a ten and 4 ones
3. 15, 15 is a ten and 5 ones
4. 11, 11 is a ten and 1 one

Sample Student Lesson

Student Page

Standards Plus® – Mathematics – Grade 1		
Domain: Number and Place Value	Focus: Place Value	Lesson: #13
Standard: 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		

Example:

Tens	Ones
_____	_____

12 is 1 ten and ___ ones.

Directions: Use cubes to model each number. In the place value chart, record the digits to match your model. Complete the sentence frame.

1.

Tens	Ones
_____	_____

___ is 1 ten and ___ ones.

2.

Tens	Ones
_____	_____

___ is 1 ten and ___ ones.

3.

Tens	Ones
_____	_____

___ is 1 ten and ___ ones.

4.

Tens	Ones
_____	_____

___ is 1 ten and ___ ones.

Each lesson also has an easy to follow student page.

Sample Digital Teacher Lesson Plan

(3rd Grade Math Sample)

Digital versions of every lesson and assessment are included.

Instruction

"We have learned that when we have groups of objects and we want to determine the total number of objects, we can *multiply*. We *multiply* by adding the same number over and over again. Look at Example 1. Maria has 4 boxes of limes. Each box has 4 limes in it. To find out the total number of limes Maria has, we add 4 + 4 + 4 + 4. We can also write this 4 × 4. The product is 16 limes. *Multiplication* lets us add more quickly and efficiently."

Guided Practice

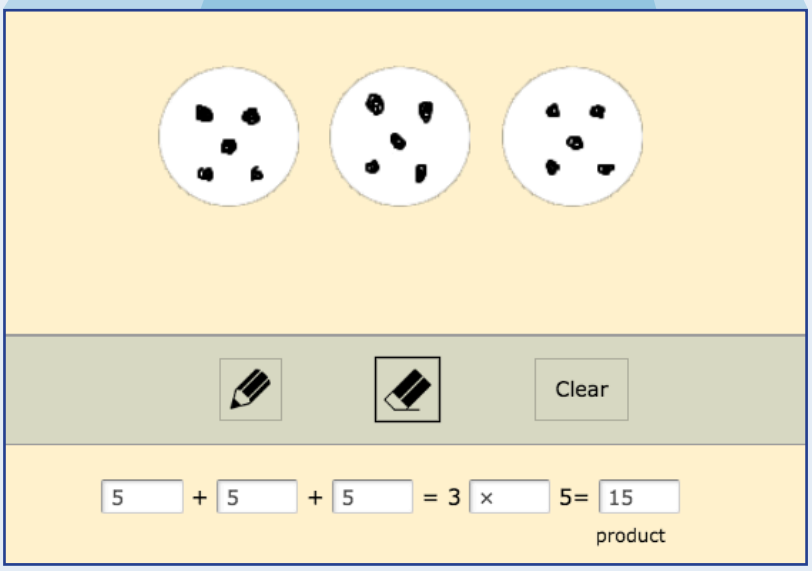
"Let's look at some problems involving groups of objects. Listen as I read the problem for Example 2. *Juan has three groups of glass marbles. Each group has five marbles. What is Juan's total number of glass marbles?* Now we will draw the problem to show each group of marbles. As I draw each group of marbles, you draw each group on your sheet. We will record the number of marbles in each group on the lines to show repeated addition of the number of objects in each group. The first group has 5 marbles so we will write a 5 in the blank. (Continue recording the number 5 in each blank: 5 + 5 + 5 = 3 × 5 = 15. Next we will show that the two *factors*, or numbers, are multiplied. We will use an x to show it is multiplication in the blank."

Each section of the digital lesson plan is expandable.

Sample Digital Student Lesson

(3rd Grade Math Sample)

Mimics the functionality of online state test items



Students respond online in the digital lessons. In this example students draw marbles to show repeated additon and type below.

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus®– Mathematics – Grade 1		
Domain: Number and Place Value	Focus: Place Value	Lesson: #15
Standard: 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		

Lesson Objective: The students will understand that the numbers 11 to 19 are composed of a *ten* and some *ones*. Students will represent the numbers 11 to 19 on ten-frames, and record the amounts of *ones* and *tens*.

Introduction: "We have reviewed the numbers 11 to 19 and understood that they are composed of a *ten* and some *ones*, represented the amounts of *tens* and *ones* on ten-frames, and recorded the *tens* and *ones*. Today we will review the numbers 11 to 15; understand that they are composed of a *ten* and some more *ones*; represent the numbers on ten-frames; and record the *tens* and *ones*."

Instruction: "We have learned that 10 *ones* make a *ten*. We can then think of a *ten* as a unit instead of ten individual *ones*, and we can count the *ten* as a unit. The numbers from 11 to 19 are composed of 1 *ten* and some leftover *ones*. Remember that these two-digit numbers are composed of 1 *ten* and 1 to 9 *ones*. Today we will review how to represent the amount of *tens* and *ones* on ten-frames and record the *tens* and *ones* on place value charts."

Guided Practice: "Let's try the example together. Look at the number. The number is 12. Twelve is a two-digit number. A completed ten-frame represents 10 *ones* and is called a *ten* and can be counted as a single unit. Let's shade the ten-frames to represent the *tens* and *ones* in the number. How many *tens* are there in 12? The first digit in a two-digit number represents the *tens* place, so there is one *ten* in the number 12. Let's shade in one ten-frame to represent the *ten*. Now I will record the number 1 in the *tens* place in the place value chart, and you do the same. Now let's look at the second digit in the number. The second digit represents the *ones* place. In the number 12, the second digit is 2, so there are 2 *ones* in the number 12. Let's shade in the last ten-frame to represent the number of *ones*. There are 2 *ones*, so shade 2 boxes. Now, I will write the number 2 in the *ones* place in the place value chart, and you do the same. The ten-frames represent the ten and ones in the number 12: 12 is composed of 1 *ten* and 2 *ones*."

Independent Practice: "For Problems 1-4, shade the ten-frames to represent the amounts of *tens* and *ones* in the number, and record the *tens* and *ones* in the place value chart." If students need additional support, complete the problems as guided practice.

Review: "Let's review what we recorded for each problem." Review the answers with the students.

Closure: "Today we shaded ten-frames to represent the amounts of *tens* and *ones* and recorded the *tens* and *ones* of numbers between 11 and 19."

Answers:

1. 1 ten, 5 ones
2. 1 ten, 3 ones
3. 1 ten, 1 one
4. 1 ten, 4 ones

Each lesson plan includes the following direct instruction components:

Introduction

Instruction

Guided Practice

Independent Practice

Review

Closure

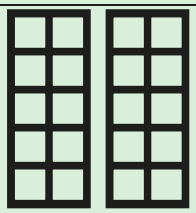
Sample Student Lesson

Each student page includes examples for Guided Practice...

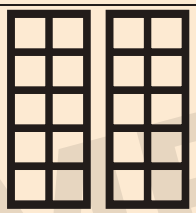
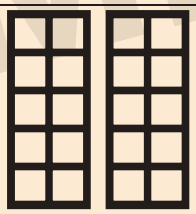
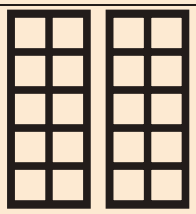
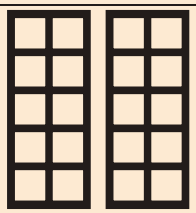
...and items to be completed in Independent Practice.

Student Page

Standards Plus® – Mathematics – Grade 1		
Domain: Number and Place Value	Focus: Place Value	Lesson: #15
Standard: 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		

Example: **12**		**Tens**	**Ones**

Directions: Numbers from 11 to 19 are composed of tens and ones. Shade the ten-frame to represent the tens and ones in the number. Record the tens and ones in the place value chart.

1. **15**		**Tens**	**Ones**
2. **13**		**Tens**	**Ones**
3. **11**		**Tens**	**Ones**
4. **14**		**Tens**	**Ones**

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus®– Mathematics – Grade 1		
Domain: Number and Place Value	Focus: Place Value	Lesson: #16
Standard: 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		

Lesson Objective: The students will understand that the numbers 11 to 19 are composed of a *ten* and some *ones*, represent the numbers 11 to 19 on ten-frames, and record the amounts of *ones* and *tens*.

Introduction: "Yesterday we reviewed the numbers 11 to 15; understood that they are composed of a *ten* and some *ones*; represented the amounts of *tens* and *ones* on ten-frames; and recorded the *tens* and *ones*. Today we will review the numbers 16 to 19; understand they are composed of a *ten* and some *ones;* represent the numbers on ten-frames; and record the *tens* and *ones*."

Instruction: "We have learned that 10 ones make a *ten*. We can then think of a *ten* as a unit instead of ten individual ones, and we can count each *ten* as a unit. The numbers 11 to 19 are composed of 1 *ten* and some leftover *ones*. Remember that these two-digit numbers are composed of 1 *ten* and 1 to 9 *ones*. Today we will review how to represent the amount of *tens* and *ones* on ten-frames and record the *tens* and *ones* on place value charts."

Guided Practice: Direct the students' attention to the example on the student page. "Look at the number. The number is 16. Sixteen is a two-digit number. A completed ten-frame represents 10 *ones*, is called a *ten*, and can be counted as a single unit. Let's shade the ten-frames to represent the *tens* and *ones* in the number. How many *tens* are there in 16? The first digit in a two-digit number represents the *tens* place so there is one *ten* in the number 16. Let's shade in one ten-frame to represent the *ten*. Now I will record the number 1 in the *tens* place in the place value chart, and you do the same. Now let's look at the second digit in the number. The second digit represents the *ones* place. In the number 16, the second digit is 6, so there are 6 ones in the number 16. Let's shade in the last ten-frame to represent the number of *ones*. There are 6 *ones*, so shade 6 boxes. Now, I will write the number 6 in the *ones* place in the place value chart, and you do the same. The ten-frames represent the *ten* and *ones* in the number 16: 16 is composed of 1 *ten* and 6 *ones*."

Each lesson plan includes an answer key

Independent Practice: "For Problems 1-4, shade the ten-frames to represent the amounts of *tens* and *ones* in the number, and record the *tens* and *ones* in the space provided." If students need additional support, complete the problems as guided practice.

Review: "Let's review the numbers we wrote for each problem." Review the answers with the students.

Closure: "Today we shaded ten-frames to represent the amounts of *tens* and *ones* and recorded the *tens* and *ones* of the numbers 11 to 19."

Answers:

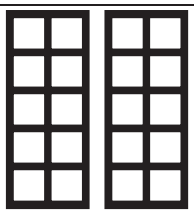
1. 1 ten, 9 ones
2. 1 ten, 7 ones
3. 1 ten, 8 ones
4. 1 ten, 3 ones

Sample Student Lesson

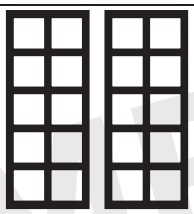
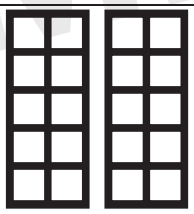
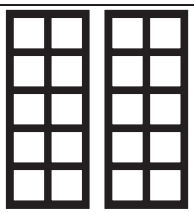
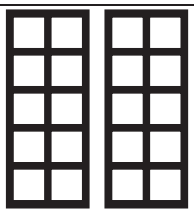
After students complete Independent Practice, review each item to check for understanding.

Student Page

Standards Plus® – Mathematics – Grade 1		
Domain: Number and Place Value	Focus: Place Value	Lesson: #16
Standard: 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		

		Tens	Ones
Example: **16**			

Directions: Numbers from 11 to 19 are composed of tens and ones. Shade the ten-frames to represent the tens and ones in the number. Record the tens and ones in the place value chart.

		Tens	Ones
1. **19**			
2. **17**			
3. **18**			
4. **13**			

Sample Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Mathematics – Grade 1	
Domain: Number and Place Value	Focus: Place Value
Assessment: #4	

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: 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

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. (1.NBT.2) 14 is a ten and 4 ones
2. (1.NBT.2) 1 ten and 7 ones
3. (1.NBT.2) 1 ten-frame and 9 boxes colored in; 1 ten and 9 ones
4. (1.NBT.2) 1 ten-frame and 6 boxes colored in; 1 ten and 6 ones
5. (1.NBT.2) Responses will vary, but students may draw ten-frames or cubes to represent the amounts of tens and ones in the number.

Sample Assessment - Student Page

Student Page

Standards Plus® – Mathematics – Grade 1	
Domain: Number and Place Value	Focus: Place Value
Assessment: #4	

Directions: Record the amounts of tens and ones for each number and complete the sentence frame.

1. 14

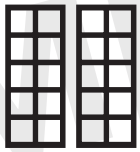
Tens	Ones
_____	_____

14 is a ten and ___ ones.

2. 17 _____ Tens and _____ Ones

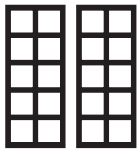
Directions: Color the ten-frames to represent the amounts of tens and ones. Record the tens and ones in the place value chart.

3. 19



Tens	Ones
_____	_____

4. 16

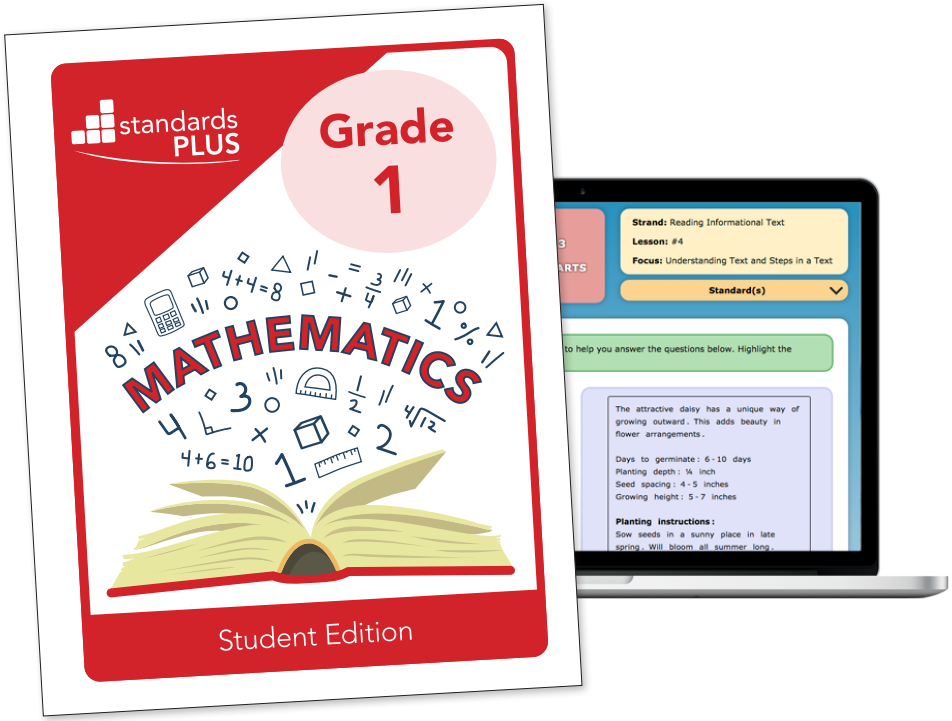


Tens	Ones
_____	_____

5. Use a drawing or chart to represent the amounts of tens and ones in the number 18.

standards PLUS

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



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