standards PLUS

Grade 5

High Impact
Standards

**LANGUAGE ARTS**

Program Overview and Sample Lessons

Teachers are the most important factor in student learning.

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

The High Impact Standards Program includes:

- Standards Plus Online Digital Platform

- Access to an Intervention Program – Printable Tier 2 & 3 Intervention Lessons

- Printed Teacher Edition & Student Editions
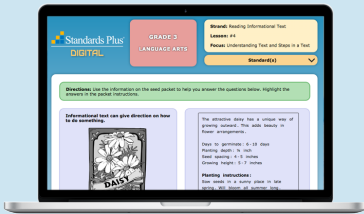
Standards Plus Works in Any Setting:

In-Class **and** Distance Learning

- Teachers directly teach lessons to the students in-class **or** in a virtual setting.

- Students complete the lessons in the Standards Plus Digital Platform **or** printed student edition.

How Standards Plus Increases Student Achievement

☑ **TEACHERS** are the most important factor in student learning.

☑ **DIRECT INSTRUCTION** lessons are proven to foster the most significant gains in student achievement.

☑ **DISCRETE LEARNING TARGETS** provide easily understood instruction that allow students to retain information.

☑ **MULTIPLE EXPOSURES TO EACH STANDARD/SKILL**
Skills are presented in four to eight lessons, providing students multiple opportunities to practice and retain information.

☑ **IMMEDIATE FEEDBACK** after every lesson provides the most powerful single modification that enhances student achievement.

☑ **FORMATIVE ASSESSMENTS** are proven to be highly effective in providing information that leads to increased student achievement.

☑ **IMMEDIATE INTERVENTION**
Provides scaffolded instruction to assist students in mastering the standards.

☑ **BUILT ON RESEARCH AND BACKED BY EVIDENCE**
All Standards Plus lessons are designed according to educational research and meet ESSA evidence-based guidelines.

High Impact Standards Includes:

High Impact Grade Level Lessons and Assessments
56 Lessons and 34 Assessments (DOK 1-2)

Students learn essential grade level skills with targeted 15-20 minute lessons.
Brief formative assessments are provided to monitor student progress.

Tier 2 & Tier 3 Intervention Lessons
50+ Lessons (DOK 1-2)

Students learn prerequisite skills that scaffold below grade-level.
These lessons are for students that need more support and are available to print in the
Standards Plus Digital Platform. Printed student editions can be purchased separately.
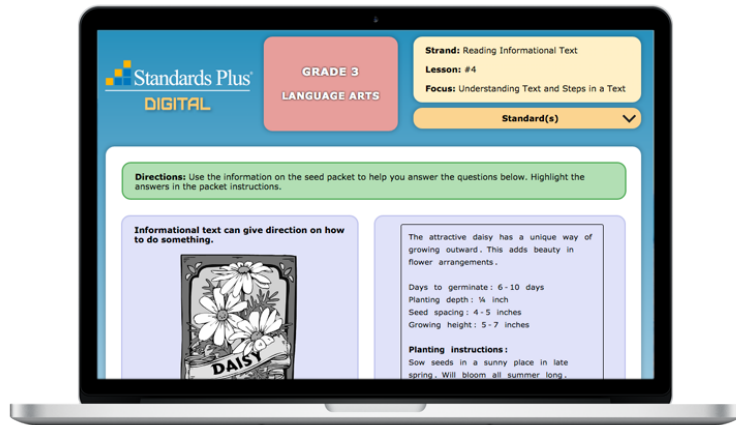
Performance Lessons
5+ Lessons (DOK 3)

Performance lessons require students to apply the skills they learned in previous
Standards Plus lessons. These lessons provide students the opportunity to incorporate
technology, text analysis, reflection and research.

Teach a Grade Level Concept with Four Concise Lessons

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

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

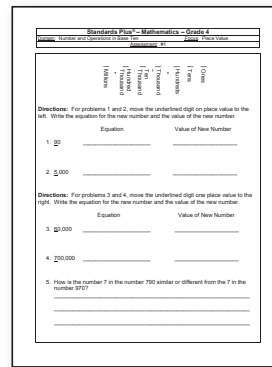| TEACH	TEACH	TEACH	TEACH	ASSESS
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Assessment 1

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

Assessments

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

Digital Assessment


Print Assessment

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

When students take the assessment online, the platform
will create groups of students that scored below 60%
and recommend intervention lessons.

Tier 2 & Tier 3 Intervention

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.

How the Intervention Lessons Work

ASSESS

Grade Level Skills

TEACH

ASSESS

TEACH

TEACH

TEACH

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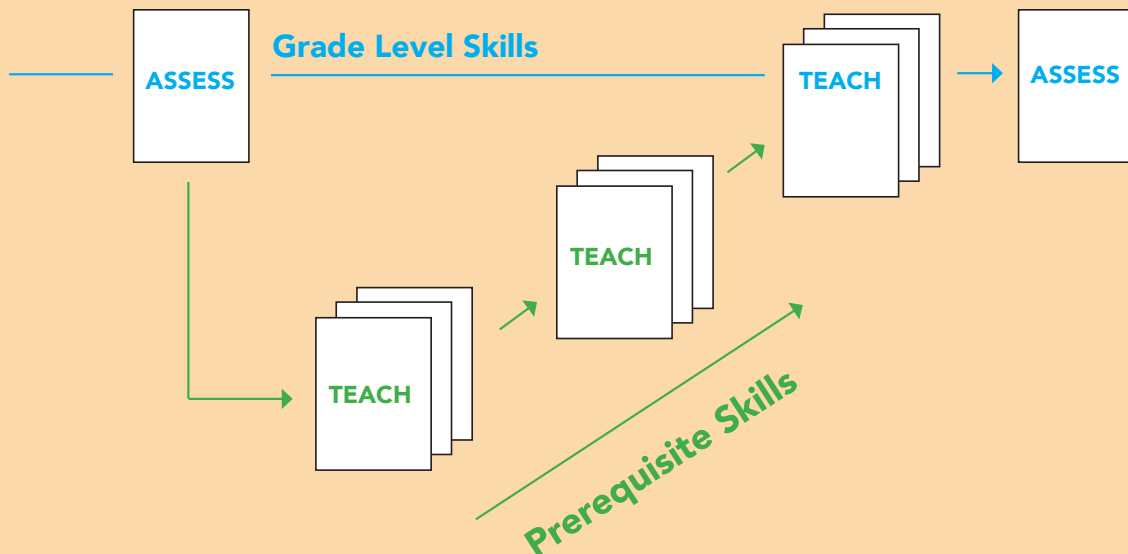
Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

Performance Lessons (DOK 3)

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

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

The *Exxon Valdez* oil spill occurred on March 24, 1989 in Prince William Sound, Alaska after the *Exxon Valdez* tanker departed from the Trans-Alaska Pipeline terminal. The supertanker was 986 feet long and bound for Long Beach, California with a full load of oil. The accident happened when the ship ran aground on Bligh Reef in Prince William Sound on March 24, 1989. The supertanker had moved out of the sea-lanes to avoid icebergs and failed to return to the shipping lanes before hitting the reef.

The *Exxon Valdez* carried approximately 55 million gallons of oil. The experts were unable to account for all the oil that was discharged from the supertanker or to measure the amount of oil in the supertanker. Exactly how much oil was actually spilled is unknown but most estimates are that around 11 million gallons were spilt. The spilled oil dispersed into the ocean and along the coastline areas.

However, the estimate that 11,000,000 gallons of oil were spilled is widely accepted. The oil spill eventually covered 1,300 miles of coastline and 11,000 square miles of ocean. Prince William Sound's remote location complicated the ability of the disaster teams and others to respond immediately. Prince William Sound can only be reached by plane, helicopter, or ship so response efforts were limited by the location. The massive amount of manpower, equipment, and materials needed to attack such a widespread disaster had to come in by air or sea. Nothing could come in by truck or train.

Once resources reached the disaster, the oil company, government, and scientists in charge of the oil spill clean-up efforts employed a variety of methods. Mechanical methods included using booms and skimmers to remove the oil from the surface of the ocean and along the coastline. Crews also used high pressure hoses to spray the beaches with water so the oil would run down to the water; then the oil would be trapped and scooped up or collected using absorbent material. Crews tried to use hot water in the high pressure hoses, but returned to cold water when they found the hot water was harmful to wildlife.

The *Exxon Valdez* oil spill was disastrous for the animals in the area. The best estimates for animals damaged or killed by the oil spill are 250,00 seabirds, 2,800 sea otters, 300 harbor seals, 250 bald eagles, up to 22 orca whales, and billions of salmon and herring eggs. There was major destruction to the natural habitat of the wildlife impacted by the oil spill. Animals fed on other animals and plants that were exposed to the oil and were also damaged as a result. Thousands of people worked to clean and save as many animals as possible. Many of the animals had to be carefully washed by hand using soap and water. The oil covered the fur and feathers of animals. The oil caused the animals' fur and feather to lose their ability to insulate the animals from the cold climate.

The *Exxon Valdez* oil spill was one of the largest oil spills in United States history. In fact, it was the largest oil spill ever until the Deepwater Horizon Oil Spill in 2010. In addition to the damage to the ocean and animals, the local economy suffered greatly because of a decline in tourism. The economic impact was enormous and to date over $2.1 billion has been spent on cleanup efforts. The *Exxon Valdez* oil spill was a manmade disaster and was avoidable. There were several investigations conducted after the disaster to try to understand what caused the disaster. Based on the findings of the investigations safeguards were in place and enforced to avoid a similar event in the future.

Deepwater Horizon Oil Spill
(Also referred to as the British Petroleum – BP Oil Spill)

Location	Gulf of Mexico 41 miles off the Louisiana coast 5,100 feet below the surface of the water, estimated
Date	April 20, 2010 to July 15, 2010 Oil well officially closed on September 19, 2010
Discovered	Oil slick on surface at site of former rig
Discharge	210 million gallons, estimated
Causes of Explosion and Spill	Wellhead blowout Oil rig exploded and sank in the Gulf of Mexico Oil leak from well on the sea floor U.S. Government eventually fixed the blame on faulty cement work on well
Casualties	11 oil rig crew members
Area	2,500 – 68,000 square miles (ocean and coastal areas)
Habitat Impacted	Beaches, wetlands, inlets
Cleanup Methods	Skimmer ships, floating booms, controlled burns, chemicals
Solution	Oil well was sealed on September 19, 2010 after several failed attempts
Damage	Ocean and wildlife habitats Gulf of Mexico's fishing and tourism industries Human health problems
Cost	BP Fines and other payments for cleanup and damages: $37.2 - $90 billion Loss of fishing and tourism income: $25.2 billion, estimated

Pacing Options

14-Week Implementation

Teach one lesson per day.

7-Week Implementation

Teach two lessons per day.

Intensive / Bootcamp Implementation

Catch up on the high impact standards in three weeks.
Teach four lessons per day.

Grade 5 Language Arts High Impact Standards
Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Reading Informational Text	1	Inferences and Relationships/Interactions	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	14	3
	2	Inferences and Relationships/Interactions		16	4
	3	Making Inferences		18	5
	4	Making Inferences		20	6
	A1	Assessment – Inferences and Relationships/ Interactions		22	7
	5	Main Idea and Supporting Evidence	RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	24	9
	6	Main Idea and Supporting Evidence		26	10
	7	Support for Main Ideas		28	11
	8	Support for Main Ideas		30	12
	A2	Assessment – Main Idea and Supporting Evidence		32	13
	P2	**Performance Lesson #2** – *Exxon Valdez* Summary		34-35	15-17
	9	Structure Comparison	RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	40	18
	10	Structure Comparison		42	19
	11	Compare and Contrast Essay Structure		44	20
	12	Compare and Contrast Essay Structure		46	21
	E3	Assessment – Structure Comparison		48	22
	13	Multiple Accounts	RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	50	24
	14	Multiple Accounts		52	25
	15	Multiple Accounts		54	26
	16	Multiple Accounts		56	27
	A4	Assessment – Multiple Accounts		58	28
	P3	**Performance Lesson #3** – *Comparing Texts*		60-61	30-33
	17	Locating Information	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	66	34
	18	Locating Information		68	35
	19	Locating Information		70	36
	20	Locating Information		72	37
	A5	Assessment – Locating Information		74	38
	P4	**Performance Lesson #4** – *Locating Information in Two Texts*		76	40-42

Grade 5 Language Arts High Impact Standards
Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Writing	1	Identify and Write an Opinion	W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1b: Provide logically ordered reasons that are supported by facts and details.	82	43
	2	Facts and Details		84	44
	3	Concluding Statements	W.5.1d: Provide a concluding statement or section related to the opinion presented.	86	45
	4	Transitional Words, Phrases, and Clauses	W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).	88	46
	A1	Assessment – Opinion Paragraph	W.5.1a, W.5.1b, W.5.1c, W.5.1d	90	47
	5	Topic Sentence and Introductory Paragraph	W.5.1a, W.5.1b, W.5.1d	92	49
	6	Expanding Paragraphs		94	50
	7	Transitional Words, Phrases, and Clauses		96	51
	8	Concluding Paragraph	W.5.1a, W.5.1b, W.5.1c, W.5.1d	98	52
	A2	Assessment – Opinion		100	53
	P7	**Performance Lesson #7** – *The Best Technology for You*		102-103	55-56
Knowledge of Language	1	Expanding Sentences	L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	108	57
	2	Combining Sentences		110	58
	3	Combining Sentences with Modifiers		112	59
	4	Reducing Sentences for the Reader		114	60
	A1	Assessment – Expanding, Combining, and Reducing Sentences		116	61
Vocabulary Acquisition & Use	1	Context Clues – Cause/Effect	L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	120	63
	2	Context Clues – Cause/Effect		122	64
	3	Context Clues – Comparison		124	65
	4	Context Clues – Comparison		126	66
	A1	Assessment – Context Clues		128	67

Grade 5 Language Arts High Impact Standards
Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Reading Literature	1	Using Context Clues	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	132	69
	2	Using Context Clues		134	70
	3	Using Context Clues		136	71
	4	Inferences, Similes, Personification		138	72
	A1	Assessment - Context Clues, Inferences, Similes, Personification		140	73
	5	Theme and Figurative Language	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	142	75
	6	Theme and Figurative Language		144	76
	7	Theme and Figurative Language		146	77
	8	Theme and Figurative Language		148	78
	A2	Assessment - Theme and Figurative Language		150	79
	P12	**Performance Lesson #12** – *Rumpelstiltskin*		152-153	81-84
	9	Compare and Contrast – Settings	RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	158	85
	10	Compare and Contrast – Events		160	86
	11	Compare and Contrast – Events		162	87
	12	Compare and Contrast – Characters		164	88
	A3	Assessment - Characters, Settings, Events		166	89
	13	Story Structure – Chapters	RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	168	91
	14	Structure – Poem		170	92
	15	Structure – Drama		172	93
	16	Story Structure – Chapters		174	94
	A4	Assessment - Elements of Literature		176	95
	P13	**Performance Lesson #13** – *Rumpelstiltskin Character Analysis*		178-179	97-99
	17	Point of View	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	184	100
	18	Point of View		186	101
	19	Point of View		188	102
	20	Point of View		190	103
	A5	Assessment - Point of View		192	104
	P14	**Performance Lesson #14** – *Rumpelstiltskin – A New Point of View*		194-195	106-108

standards PLUS

High Impact
Standards

Sample Lessons

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

Sample Teacher Lesson Plan

Teacher Lesson Plan

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Standards Plus® – Language Arts – Grade 5

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

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

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

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

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

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

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

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

Closure: "How do we know today's passage was informational text and not narrative?"

Answers:

Answers will vary. Possible answers include:
1. They gave him money to help him do his research.
2. They probably didn't get along
3. "Gray filed a caveat saying he was….; Bell and Gray actually filed on the same day, but Bell received his patent first; There were other inventors at the time who also claimed to have invented the telephone."

Each lesson includes a step by step lesson plan.

Sample Student Lesson

Standards Plus® – Language Arts – Grade 5

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

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

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

Inference: A conclusion based on information in the text.

Who Invented the Telephone?

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

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

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

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

_____

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

_____

_____

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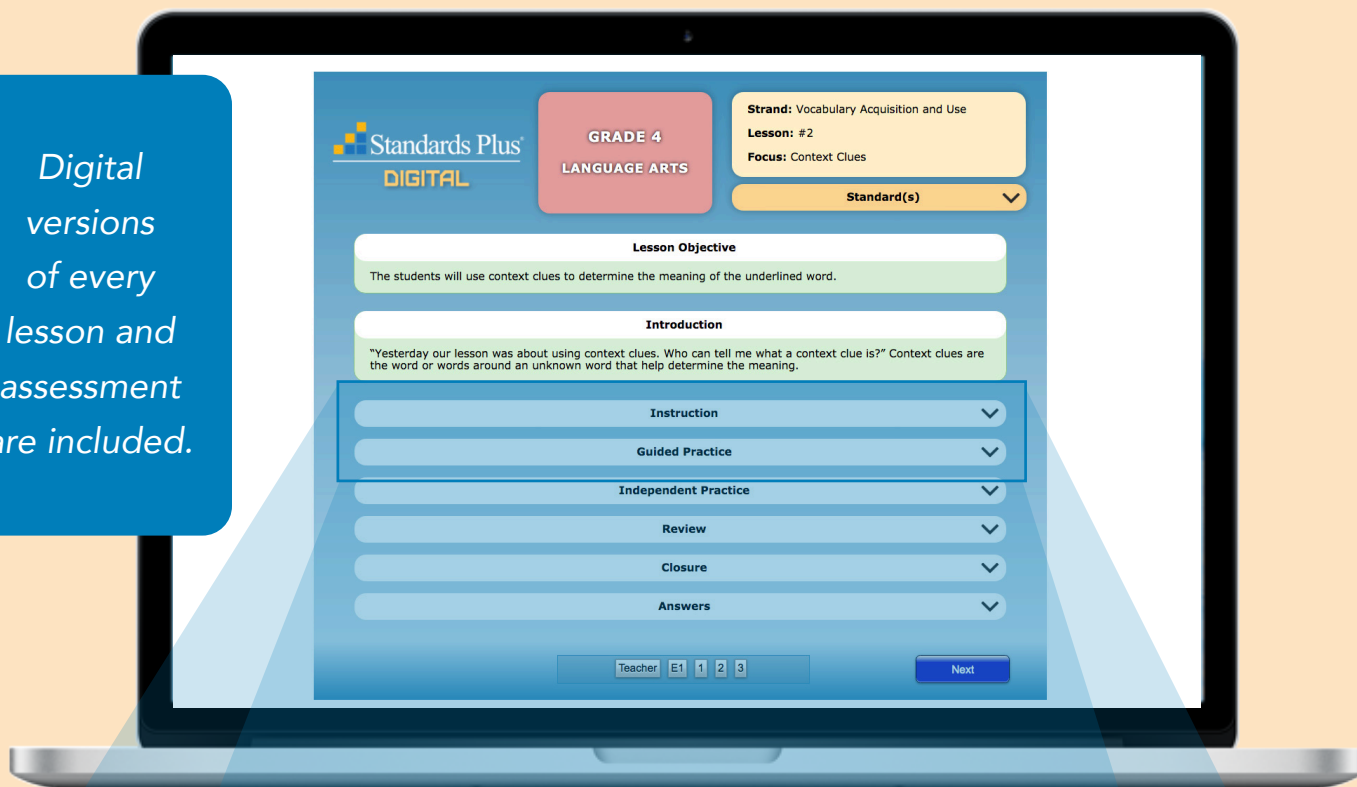
_____

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

_____

_____

_____

Each lesson also has an easy to follow student page.

Sample Digital Teacher Lesson Plan

(4th Grade ELA Sample)

Digital versions of every lesson and assessment are included.

Standards Plus DIGITAL

GRADE 4 LANGUAGE ARTS

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

Standard(s)

Lesson Objective

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

Introduction

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

- Instruction
- Guided Practice
- Independent Practice
- Review
- Closure
- Answers

Teacher E1 1 2 3

Next

Instruction

"Look at the left of your screen. When good readers come to an unknown word, they do the following:

- Look at the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence."

Guided Practice

"Let's practice one example together. Look at the example. What are the clue words? You are told they 'couldn't agree' and that mother 'put the toys away.' Those are hints that the girls weren't getting along. Let's highlight the context clues that helped us. Using the clues, what do you think bicker means?"

Each section of the digital lesson plan is expandable.

Sample Digital Student Lesson
(4th Grade ELA Sample)

Standards Plus DIGITAL

GRADE 4 LANGUAGE ARTS

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

Standard(s)

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

When good readers come to an unknown word, they do the following:
- Look at the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence.

Example 1:

The girls bickered about the toys. They couldn't agree on who would play with which of the little plastic animals, so their mother took all of the toys and put them away.

Previous   Teacher E1 1 2 3   Next

Example 1:

The girls <u>bickered</u> 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

<table>
<tr><td colspan="3" align="center">Standards Plus® – Language Arts – Grade 5</td></tr>
<tr><td><u>Strand</u>: Reading Informational Text</td><td><u>Focus</u>: Making Inferences</td><td><u>Lesson</u>: #3</td></tr>
<tr><td colspan="3"><u>Reading Informational Text Standards</u>: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td></tr>
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Lesson Objective: Students will make inferences about informational text and explain the relationship between two individuals and concepts in a scientific text.

Introduction: "Why would a journal written for doctors be considered instructional text?"

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

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

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

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

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

Answers:

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

Each lesson plan includes the following direct instruction components:

Introduction

Instruction

Guided Practice

Independent Practice

Review

Closure

Sample Student Lesson

Standards Plus® – Language Arts – Grade 5

Strand: Reading Informational Text   Focus: Making Inferences   Lesson: #3

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

Each student page includes examples for Guided Practice...

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

Inference: A conclusion based on information in the text.

Eliminating Germs in Schools

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

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

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

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

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

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

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

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

Sample Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 5
Strand: Reading Informational Text   Focus: Making Inferences   Lesson: #4
Reading Informational Text Standards: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

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

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

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

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

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

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

Each lesson plan includes an answer key

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

Sample Student Lesson

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Nutritional Guides

Healthy Medley Chicken Noodle Soup

Ingredients: **Chicken stock, enriched egg noodles (flour, eggs, niacin, riboflavin, folic acid), water, chicken meat (2%), carrots, celery, onion powder, salt, vegetable oil, parsley, dehydrated garlic, chicken flavor, ascorbic acid for flavor**

Questions or comments?
Healthy Medley Soups
Willow Gulch, CA 90100
(888)555-8642

Nutrition Facts
Serving Size 1 cup (240mL)
Servings per container 2

Amount Per Serving	
Calories **75** Calories from Fat 25	
	% Daily Value*
Total Fat **3g**	4.5%
Saturated Fat **1g**	6%
Trans Fat **0g**	0%
Sodium **750mg**	31%
Total Carb **10g**	3%
Fiber **0g**	0%
Sugars **0g**	
Protein **4g**	
Iron	3%
*Percent Daily Values are based on a 2,000 calorie diet.	

Mrs. Pete's All Natural Chicken Noodle Soup

Ingredients: **Chicken stock, enriched egg noodles (whole wheat flour, eggs, niacin, ferrous sulfate, riboflavin, folic acid), chicken meat (4%), carrots, celery, salt, onion powder, canola oil, parsley, garlic powder, ascorbic acid for flavor**

Contact Us
Mrs. Pete's, Inc.
Garret's Fen, CA 95800
(888)555-6322

Nutrition Facts
Serving Size 1 cup (240mL)
Servings per container 2

Amount Per Serving	
Calories 70 Calories from Fat 20	
	% Daily Value*
Total Fat **2g**	3%
Saturated Fat **½ g**	3%
Trans Fat **0g**	0%
Sodium **900mg**	37%
Total Carb **16g**	5%
Fiber **1g**	5%
Sugars **0g**	
Protein **6g**	
Iron	6%
*Percent Daily Values are based on a 2,000 calorie diet.	

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

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

_____

1. Quote the part of the nutritional guides that would lead you to choose Healthy Medley if you were trying to choose a soup with less sodium. _____

_____

2. Quote the part of the nutritional guides that would lead you to choose Mrs. Pete's if you wanted more real chicken in your soup. _____

_____

3. Explain three things the two soups have in common. _____

_____

_____

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

Sample Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 5

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

This assessment may be used in the following ways:
- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

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

Procedure: Read the directions aloud and ensure that students understand how to respond to each item.
- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.

Additional Tips:
- All Standards Plus assessments are available in an **interactive digital format** in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends **additional printable intervention lessons.**
- You can also access the printable intervention lessons from the home screen in the digital platform.

Review: Review the correct answers with students as soon as they are finished.

Answers:

> 1. (RI.5.1) "They didn't want them in their part of the country."
> Answers will vary. Possible answers include:
> 2. (RI.5.3) The Teton Sioux Indians were not as friendly as the Yankton Sioux; Guns were drawn when they met the Teton Sioux
> 3. (RI.5.3) He was probably happy with them because they had done what he wanted them to do
> 4. (RI.5.1) "Jefferson wanted them to explore new land on the West Coast and find a water route to the Pacific Ocean."

Sample Assessment - Student Page

Standards Plus® – Language Arts – Grade 5

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

Informational Text teaches us or gives us information about a topic.
Inference: A conclusion based on information in the text.

Lewis and Clark

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

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

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

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

1. Quote the part of the text that tells you why many Indian tribes weren't happy to see Lewis and Clark. _____
   _____
   _____

2. Compare the relationship Lewis and Clark had with the Teton Sioux compared with the relationship Lewis and Clark had with the Yankton Sioux. _____
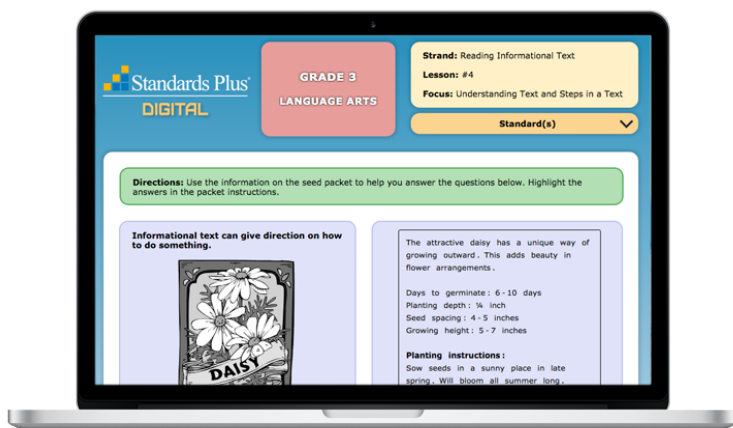   _____
   _____

3. Explain the relationship Lewis and Clark probably had with Jefferson when they finished their journey. _____
   _____
   _____

4. Quote the part of the text that tells you why Jefferson wanted Lewis and Clark to make the journey. _____
   _____
   _____