



# Grade 7

## High Impact Standards



### Program Overview and Sample Lessons

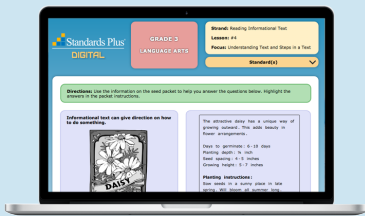


**Teachers are the most important factor in student learning.**

**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.

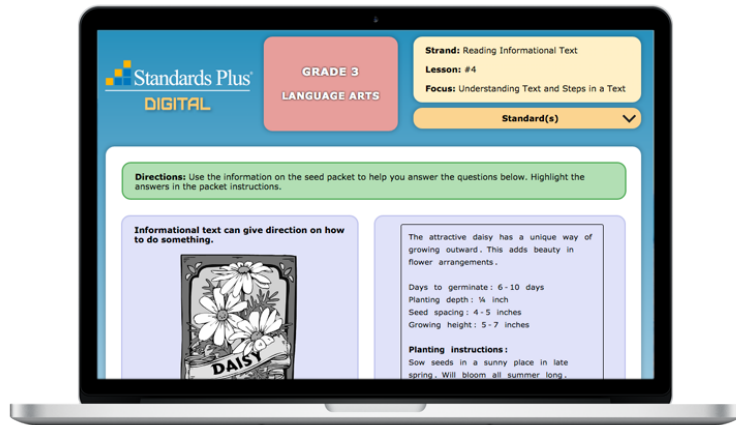


## Performance Lessons

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**

Lesson  
1

**TEACH**

Lesson  
2

**TEACH**

Lesson  
3

**TEACH**

Lesson  
4

**ASSESS**

Assessment  
1

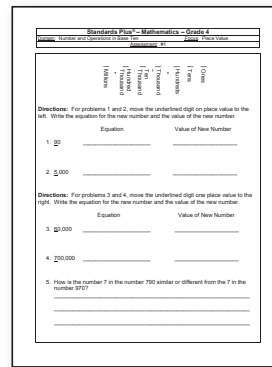
A Standards Plus **lesson set** includes 4 lessons and 1 assessment.

# Assessments

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



Digital Assessment



Print Assessment

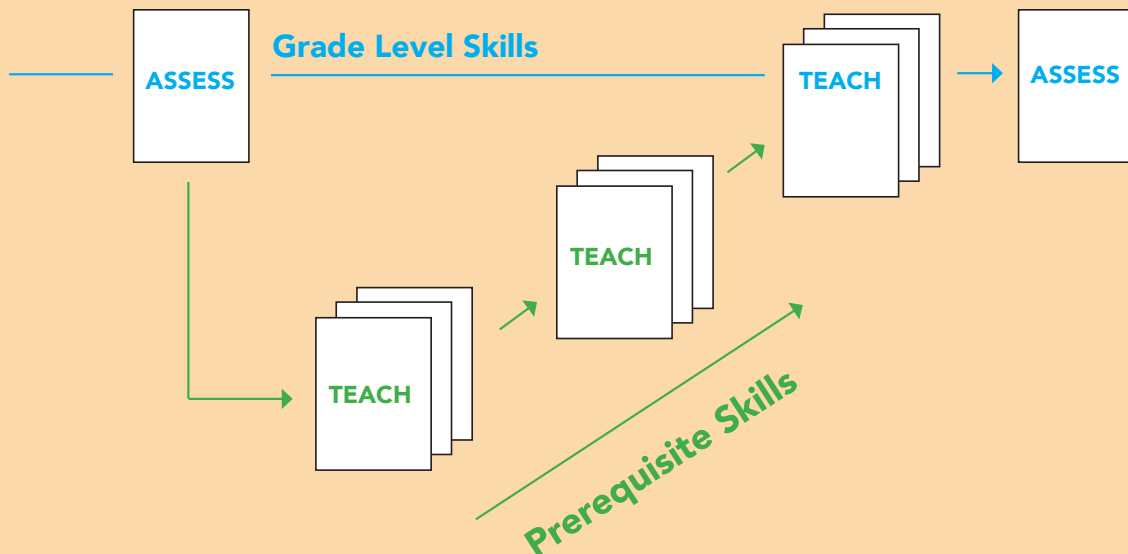
*Assessments can be completed online in the Standards Plus Digital Platform or in the student edition*

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



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.

<sup>7</sup>As she looked toward him, at that moment her courage failed her, and, turning away her head, she replied softly, "Oh! Do not ask me." The Beast then bade her goodnight, with a sad voice, and went away sighing as if his heart would break.

<sup>8</sup>In fact, Beauty was the Queen of this splendid palace. She had only to wish for anything to have it, and she would have been quite contented if she could have had some company. Except at suppertime, she was always alone! Then the Beast would come in and behave so agreeably, that she liked him more and more. When he would say to her, "Dear Beauty, will you marry me?" in his soft and tender way, she could hardly find it in her heart to refuse him.

<sup>9</sup>Now, although Beauty had everything that heart could wish, she could not forget her father and sisters. At last, one evening she begged so hard to go home for a visit, which the Beast consented to her wish, on her promising not to stay more than two months. He then gave her a ring, telling her to place it on her dressing table, when she wished either to go home or return to the palace; and showed her a wardrobe filled with the most elegant clothes, as well as a quantity of splendid presents for her father and sisters.

<sup>10</sup>The poor Beast was sadder than ever after he had given his consent to her absence. It seemed to him that he could not look at her enough, nor muster courage to leave her. She tried to cheer him, saying, "Be of good heart, I will soon return," but nothing seemed to comfort him, and he went sadly away.

<sup>11</sup>Beauty felt very badly when she saw how much the poor Beast suffered. She tried, however, to dismiss him from her thoughts, and to think only of the joy of seeing her dear father and sisters on the morrow. Before retiring to rest, she took good care to place the ring upon the table, and great was her joy, on awaking the next morning, to find herself in her father's house, with the clothes and gifts from the palace at her bedside!

<sup>12</sup>At first she hardly knew where she was, for everything looked strange to her; but soon she heard the voice of her father, and, rushing out of the room, threw her loving arms around his neck. Beauty then related all the kindness and delicacy of the Beast toward her, and in return discovered that he had been as liberal to her father and sisters. He had given them the large and handsome house in which they now lived, with an income sufficient to keep them in comfort.

<sup>13</sup>For a long time Beauty was happy with her father and sisters; but she soon discovered that her sisters were jealous of her, and envied her the fine dresses and jewels the Beast had given her. She often thought tenderly of the poor Beast, alone in his palace; and as the two months were now over, she resolved to return to him as she had promised. Her father could not bear to lose her again, and he coaxed her to stay with him a few days longer; which she at last consented to do, with many misgivings, when she thought of her broken promise to the lonely beast.

<sup>14</sup>At last, on the night before she intended to return, she dreamed that she saw the unhappy beast lying dead on the ground in the palace garden! She awoke, all trembling with terror and remorse, and, leaving a note on the table for her dear father; placed the ring within her bosom, and wished herself back again in the palace. As soon as daylight appeared, she called her attendants, and searched the palace from top to bottom. The Beast was nowhere to be found! She then ran to the garden, and there, in the very spot that she had seen in her dream, lay the poor Beast, gasping and senseless upon the ground; and seeming to be in the agonies of death! At this pitiful sight, Beauty clasped her hands, fell upon her knees, and reproached herself bitterly for having caused his death.

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<sup>15</sup>"Alas! Poor Beast!" she said, "I am the cause of this. How can I ever forgive myself for my unkindness to you, who were so good and generous to me, and mine, and never even reproached me for my cruelty?"

<sup>16</sup>She then ran to a fountain for cold water, which she sprinkled over him, her tears meanwhile falling fast upon his hideous face. In a few moments, the Beast opened his eyes, and said, "Now, that I see you once more, I shall die contented." "No, no!" she cried, "You shall not die; you shall live, and Beauty will be your faithful wife!" The moment she uttered these words, a dazzling light shone around—the palace was brilliantly lighted up, and the air was filled with delicious music.

<sup>17</sup>In place of the terrible and dying Beast, she saw a young and handsome Prince, who knelt at her feet, and told her that he had been condemned to wear the form of a frightful Beast, until a beautiful girl should love him in spite of his ugliness! The grateful Prince now claimed Beauty for his wife; and she who had loved him, even under the form of the Beast, was now tenfold more in love with him, as he appeared in his rightful form. The very next day, Beauty and the Prince were married with great splendor, and they lived happily together forever after.

**Directions Part I:** Carefully reread the story. Use **text evidence** to **paraphrase** each element of the plot.

**Paraphrase:** A restatement of the text in your own words.

- A condensed version of the text.
- Does **not** include quotes or the author's words.

<i>Beauty and the Beast</i>	
1. Exposition:	    
2. Rising Action:	          
3. Climax:	    

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# 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 7 Language Arts High Impact Standards Review

## Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
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.	14	3	
	2	Interactions		16	4	
	3	Interactions		18	5	
	4	Text Evidence		20	6	
	A1	Assessment – Text Evidence		22	7	
	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).	24	9	
	6	Interactions		26	10	
	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.	28	11	
	8	Word Meaning		30	12	
	A2	Assessment – Interactions and Word Meaning	RI.7.1, RI.7.4	32	13	
	Text for Lessons 9-12, Assessment 3: Clouds				34	15
	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.	36	16	
	10	Central Ideas		38	17	
	11	Summary		40	18	
	12	Summary		42	19	
	A3	Assessment – Central Ideas and Objective Summary		44	20	
	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.	46	22	
	14	Text Structure		48	23	
	15	Text Structure		50	24	
	16	Text Structure		52	25	
	A4	Assessment – Text Structure		54	26	
	P5	Performance Lesson 5 – The Day that Changed Everything			56-57	28-33
	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.	64	34	
	18	Author’s Purpose and Point of View		66	35	
	19	Word Choice / Meaning and Tone	RI.7.4	68	36	
	20	Word Choice / Meaning and Tone		70	37	
	A5	Assessment – Author’s Purpose; POV; Word Choice, Meaning and Tone	RI.7.4, RI.7.6	72	38	

# Grade 7 Language Arts High Impact Standards Review

## Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Writing	1	Planning an Argument from a Prompt	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.	76	40
	2	Writing an Introductory Paragraph	W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	78	41
	3	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.	80	42
	4	Supporting Claims with Logic and Evidence		82	43
	A1	Assessment – Argument	W.7.1, W.7.1a, W.7.1b	84	44
	5	Conclusion from an Argument Prompt	W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.	86	46
	6	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	88	47
	7	Establish and Maintain Formal Style	W.7.1d: Establish and maintain a formal style.	90	48
	8	Clarifying Claims, Reasons, and Evidence in Formal Style	W.7.1, W.7.1c, W.7.1d	92	49
	A2	Assessment – Self-Check	W.7.1, W.7.1c, W.7.1d, W.7.1e	94	50
	P7	Performance Lesson 7 – Cell Phones at School			96-97
Vocabulary Acquisition and Use	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.	104	57
	2	Multiple Meanings and Context		106	58
	3	Context Clues		108	59
	4	Context Clues		110	60
	A1	Assessment – Context Clues		112	61
	17	Connotation/Denotation	L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	114	63
	18	Connotation/Denotation		116	64
	19	Connotation/Denotation		118	65
	20	Connotation/Denotation		120	66
	A5	Assessment – Connotation/Denotation		122	67
	P11	Performance Lesson 11 – King Arthur			124-125
Reading Literature	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.	132	73
	2	Text Evidence		134	74
	3	Text Evidence		136	75
	4	Text Evidence		138	76
	A1	Assessment – Text Evidence		140	77

# Grade 7 Language Arts High Impact Standards Review

## Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Reading Literature (Reading Literature Standards: RL.7.1–RL.7.6)	Text for Lessons 5-8, Assessment 2: The Dragon's Tail			142-143	79-80
	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).	144	81
	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.	146	82
	7	Theme		148	83
	8	Story Elements	RL.7.3	150	84
	A2	Assessment – Story Elements and Theme	RL.7.2, RL.7.3	152	85
	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.	154	87
	10	Point of View		156	88
	11	Summary	RL.7.2	158	89
	12	Summary		160	90
	A3	Assessment – Point of View and Summary	RL.7.2, RL.7.6	162	91
	P12	Performance Lesson 12 – <i>The Fisherman and His Wife</i>		164-165	93-101
	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.	176	102
	14	Word Meaning in Text		178	103
	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.	180	104
	16	Structure in Poetry		182	105
	A4	Assessment – Word Meaning and Structure		184	106
	17	Sound in Poetry	RL.7.4	186	108
	18	Sound in Poetry		188	109
	19	Sound and Structure in Poetry	RL.7.4, RL.7.5	190	110
	20	Sound in Poetry		192	111
	A5	Assessment – Sound and Structure in Poetry		194	112



# High Impact Standards

## 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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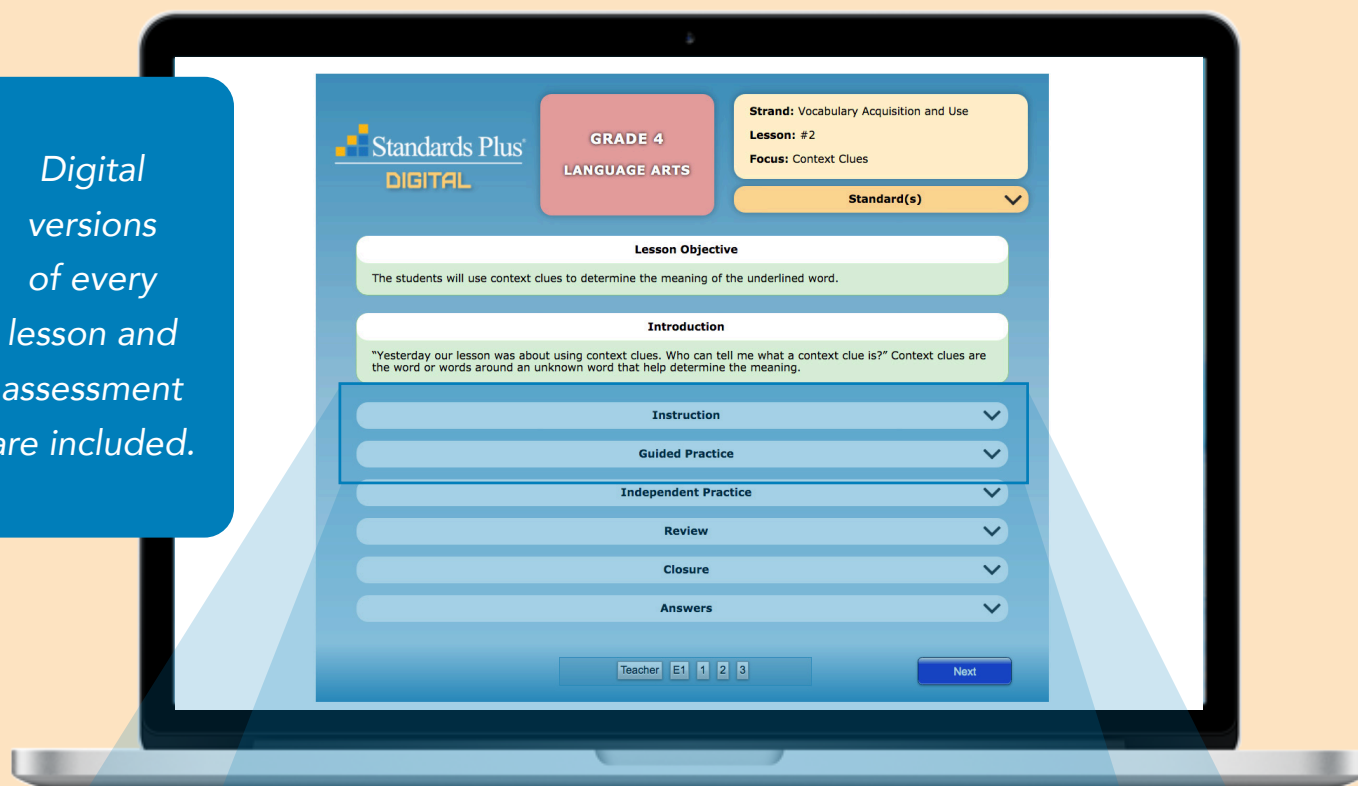
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Each lesson  
also has  
an easy to  
follow  
student  
page.

# 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)



### 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.

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# 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?

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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?

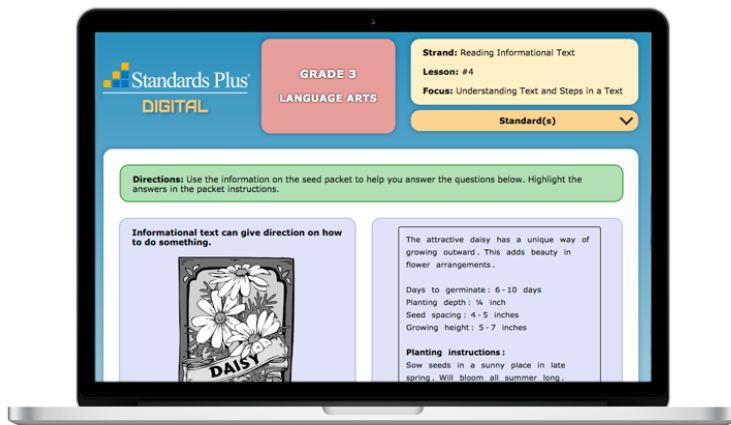
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