



Grade 3

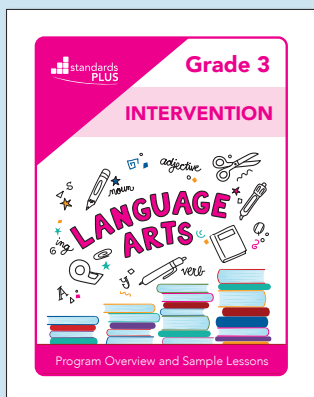
INTERVENTION



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 Intervention is Ideal for:

- Small group instruction
- After school programs
- Special Education settings to meet IEP goals
- Summer school programs

Standards Plus Intervention is Easy to Use:

1. Use your data or the included pre-assessments to identify students and intervention topics.
2. Find targeted lessons by topic in the lesson index.
3. Teach scaffolded direct instruction lessons to support student mastery of grade level standards.
4. Provide immediate feedback during each lesson, so errors don't become habits.
5. Measure student progress with post-assessments and performance tasks.

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.



BUILT ON RESEARCH

All Standards Plus lessons are designed according to proven educational research.

Standards Plus Intervention Includes:

Pre-Assessments

Administer pre-assessments to identify students and intervention topics if you don't have existing performance data.



Tier 2 & Tier 3 Intervention Lessons

100+ Lessons (DOK 1-2)

Students learn the prerequisite skills necessary for the mastery of grade-level standards.



Performance Tasks

8+ Tasks (DOK 3)

Formative assessments that build on earlier content knowledge and acquired skills. Performance tasks are strategically placed to enhance learning as students apply their knowledge and skills.

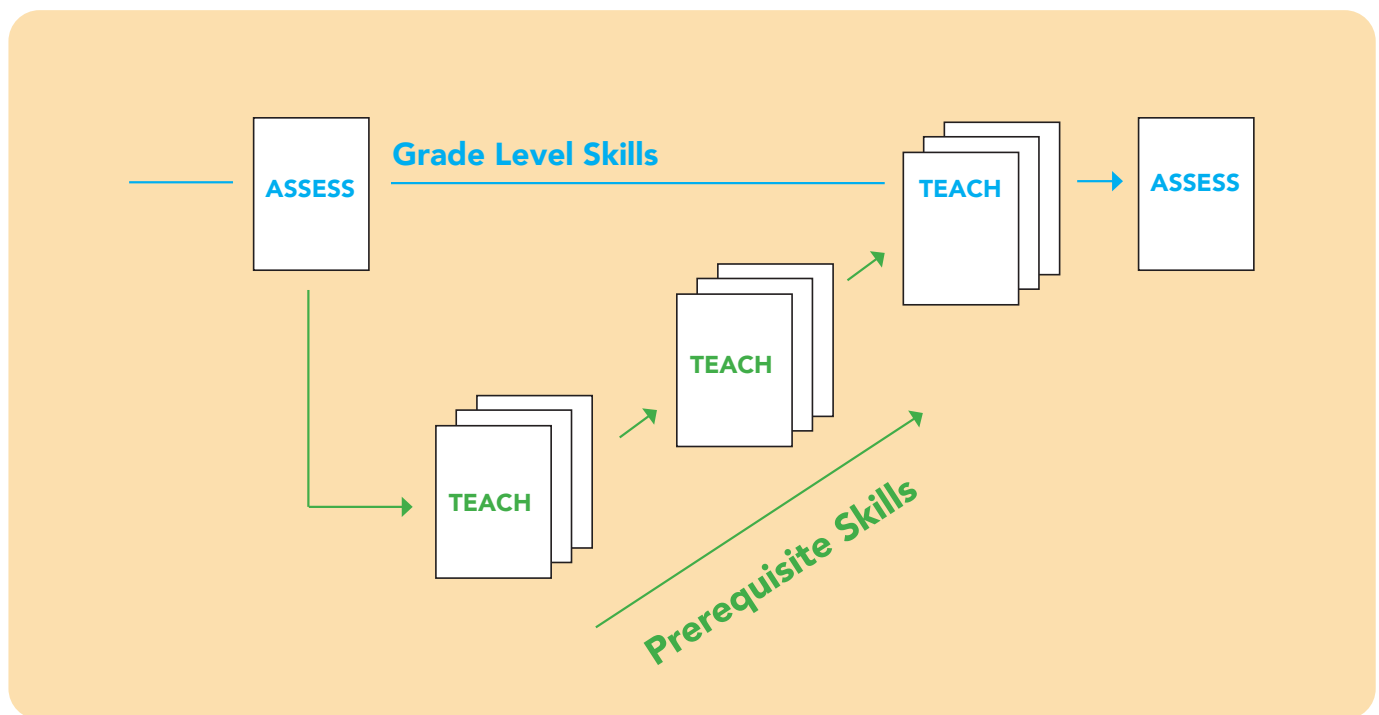


Post-Assessments

Administer a post-assessment to measure and validate student progress.

How Standards Plus Intervention Works

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



Each lesson includes a **step-by-step direct instruction lesson plan** that helps teachers effectively build readiness for grade level standards.

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 Intervention Language Arts Grade 3

Lesson Index

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



Standards Plus® Intervention - Language Arts Grade 3

Lesson Index

Strand	Lesson	Focus	Standard(s) References	TE pg.	St. Ed. pg.	DOK
Reading Literature	Pre-1	Pre-Assessment –Understanding Literature	RL.3.1, RL.3.2, RL.3.4, RL.3.7	12	3	1-2
	1	Understanding Text-Ask & Answer Questions	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	14	5	
	2	Understanding Text-Main Idea & Key Details		16	6	
	3	Understanding Text-Describe Characters		18	7	
	4	Understanding Text-Words and Illustrations		20	8	
	5	Point of View		22	9	
	P1	Performance Task #1 – Comic Strip (RL.3.1, RL.3.2, RL.3.4, RL.3.6)		24	10	3
	Post-1	Post-Assessment-Understanding Literature	RL.3.1, RL.3.2, RL.3.4, RL.3.7	26	11	1-2
	Pre-2	Pre-Assessment –Elements of Literature	RL.3.3, RL.3.5, RL.3.6	28	13	1-2
	6	Retelling Familiar Stories	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	30	15	
Writing	7	Plot, Main Events, Theme		32	16	
	8	Characters and Setting		34	17	
	P2	Performance Task #2 – A New Ending (RL.3.3, RL.3.5, RL.3.6)		36	18	3
	Post-2	Post-Assessment-Elements of Literature	RL.3.3, RL.3.5, RL.3.6	38	19	1-2
	Pre-3	Pre-Assessment –Forming a Paragraph	W.3.1, W.3.2, W.3.3	44	21	1-2
	1	Selecting a Focus	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	46	23	
	2	Topic Sentences		48	24	
	3	Using Description		50	25	
	4	Supporting Details		52	26	
	5	Conclusions		54	27	
	6	Topic Sentence and Purpose		56	28	
	7	Topic Sentence and Purpose		58	29	
	8	Extraneous Sentences		60	30	
	9	Topic Sentences		62	31	
	10	Supporting Details		64	32	
	11	Conclusions		66	33	
	P3	Performance Task #3 – Opinion Writing (W.3.1)		68	34-36	3
	Post-3	Post-Assessment-Forming a Paragraph	W.3.1, W.3.2, W.3.3	72	37	1-2
	Pre-4	Pre-Assessment –Revising Written Work	W.3.1-W.3.3, W.3.4, W.3.5	74	39	1-2
	12	Revising to Improve Sequence	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	76	41	
	13	Revising to Improve Detail		78	42	
	14	Revising to Improve Detail		80	43	
	15	Revising to Improve Coherence/Progression		82	44	
	16	Revising to Improve Coherence/Progression		84	45	
	P4	Performance Task #4 – Scoring Writing (W.3.1-W.3.3, W.3.4, W.3.5)		86	46-49	46
	Post-4	Post-Assessment-Revising Written Work	W.3.1-W.3.3, W.3.4, W.3.5	92	50	1-2

Standards Plus® Intervention - Language Arts Grade 3

Lesson Index

Strand	Lesson	Focus	Standard(s) References	TE pg.	St. Ed. pg.	DOK
Reading Informational Text	Pre-5	Pre-Assessment –Understanding Text	RI.3.1-RI.3.2, RI.3.5-RI.3.8	98	51	1-2
	1	Understanding Text – Main Idea	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	100	53	
	2	Understanding Text – Key Details		102	54	
	3	Understanding Text – Connections		104	55	
	4	Using Illustrations & Text Features		106	56	
	5	Point of View		108	57	
	P5	Performance Task #5 – Informational Text (<i>RI.3.1, RI.3.2, RI.3.8</i>)		110	58	3
	Post-5	Post-Assessment-Understanding Text	RI.3.1-RI.3.2, RI.3.5-RI.3.8	112	59	1-2
	Pre-6	Pre-Assessment –Understanding Text	RI.3.1-RI.3.3, RI.3.5, RI.3.7-RI.3.8	114	61	1-2
	6	Understanding Text – Ask & Answer Questions	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	116	63	
	7	Understanding Text – Main Idea & Key Details		118	64	
	8	Understanding Text – Relating Concepts		120	65	
	9	Understanding Text – Connections		122	66	
	10	Using Illustrations & Text Features		124	67	
	11	Understanding Text – Ask & Answer Questions		126	68	
	12	Understanding Text – Main Idea & Key Details		128	69	
	13	Understanding Text – Relating Concepts		130	70	
	14	Understanding Text – Connections		132	71	
	15	Using Illustrations & Text Features		134	72	
	P6	Performance Task #6 – Writing Instructions (<i>W.3.2, RI.3.1- 3.3, RI.3.5, RI.3.7- 3.8</i>)		136	73-75	3
	Post-6	Post-Assessment-Understanding Text	RI.3.1-RI.3.3, RI.3.5, RI.3.7-RI.3.8	140	76	1-2

Standards Plus® Intervention - Language Arts Grade 3

Lesson Index

Strand	Lesson	Focus	Standard(s) References	TE pg.	St. Ed. pg.	DOK
Spelling	Pre-7	Pre-Assessment –Spelling Rules	L.3.2, L.3.2e, L.3.2f	10	3	1-2
	1	Ending Rules	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	12	5	
	2	Ending Rules		14	6	
	3	Ending Rules		16	7	
	4	Compound Words		18	8	
	5	Identifying Prefixes		20	9	
	6	Identifying Prefixes		22	10	
	7	Identifying Suffixes		24	11	
	8	Identifying Suffixes		26	12	
	P7	Performance Task #7 – Words with Prefixes and Suffixes (L.3.2, L.3.2e, L.3.2f)		28	NONE	3
	Post-7	Post-Assessment-Spelling Rules	L.3.2, L.3.2e, L.3.2f	30	13	1-2
Capitalization	Pre-8	Pre-Assessment –Capitalization Rules	L.3.2, L.3.2a	36	15	1-2
	1	Capitalize Sentence Beginnings	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	38	17	
	2	The Pronoun / is Always Capitalized		40	18	
	3	Capitalize People’s Names		42	19	
	4	Capitalize People’s Titles and Initials		44	20	
	5	Capitalize Days and Months		46	21	
	6	Capitalization – Proper Nouns		48	22	3
	P8	Performance Task #8 – Capitalization in an Opinion Paragraph (L.3.2, L.3.2a)		51	NONE	
	Post-8	Post-Assessment-Capitalization Rules	L.3.2, L.3.2a	52	23	1-2
Punctuation	Pre-9	Pre-Assessment –Punctuation Rules	L.3.2, L.3.2b, L.3.2c, L.3.2d	58	25	1-2
	1	Periods / Question Marks / Exclamation Points	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	60	27	
	2	Punctuation - Commas		62	28	
	3	Commas in Dates		64	29	
	4	Commas in the Greeting/Closing of a Letter		66	30	
	5	Using Quotation Marks		68	31	
	6	Apostrophes		70	32	3
	P9	Performance Task #9 – Punctuating a Business Letter (L.3.2, L.3.2b, L.3.2c)		72	33	
	Post-9	Post-Assessment-Punctuation Rules	L.3.2, L.3.2b, L.3.2c, L.3.2d	74	34	1-2

Standards Plus® Intervention - Language Arts Grade 3

Lesson Index

Strand	Lesson	Focus	Standard(s) References	TE pg.	St. Ed. pg.	DOK
Grammar & Usage	Pre-10	Pre-Assessment –Words We Use	L.3.1, L.3.1a-g	82	35	1-2
	1	Nouns	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	84	37	
	2	Pronouns		86	38	
	3	Adjectives		88	39	
	4	Verbs		90	40	
	5	Singular and Plural Nouns		92	41	
	6	Singular and Plural Nouns		94	42	
	P10	Performance Task #10 – Parts of Speech (L.3.1, L.3.1a, L.3.1b)		96	43	3
	7	Verb Tenses	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	98	44	1-2
	8	Verb Tenses		100	45	
	P11	Performance Task #11 – Verb Tenses (L.3.1, L.3.1d, L.3.1e, L.3.1f)		102	46	3
	9	Comparatives & Superlatives		104	47	1-2
	Post-10	Post-Assessment-Words We Use	L.3.1, L.3.1a-g	106	48	
	Pre-11	Pre-Assessment –Writing Sentences	L.3.1, L.3.1h, L.3.1i	108	49	1-2
	10	Writing Complete Sentences	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	110	51	
	11	Declarative Sentences		112	52	
	12	Interrogative Sentences		114	53	
	13	Imperative Sentences		116	54	
	14	Exclamatory Sentences		118	55	
	15	Simple Sentences/Independent Clauses		120	56	
	16	Compound Sentences		122	57	
	P12	Performance Task #12 – Different Types of Sentences (L.3.1, L.3.1h, L.3.1i)		124	58	3
	Post-11	Post-Assessment-Writing Sentences	L.3.1, L.3.1h, L.3.1i	126	59	1-2

Standards Plus® Intervention - Language Arts Grade 3

Lesson Index

Strand	Lesson	Focus	Standard(s) References	TE pg.	St. Ed. pg.	DOK	
Vocabulary Acquisition & Use	Pre-12	Pre-Assessment –Word Meanings	L.3.4, L.3.5	132	27	1-2	
	1	Multiple Meaning Words	Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.	134	28		
	2	Multiple Meaning Words		136	29		
	3	Synonyms		138	30		
	4	Synonyms		140	31		
	5	Antonyms		142	32		
	6	Antonyms		144	33		
	P13	Performance Task #13 – Synonyms & Antonyms (L.3.4)			146	34	3
	7	Context Clues	Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.	148	35		
	8	Context Clues		150	36		
	9	Idioms		152	37		
	10	Shades of Meaning		154	38		
	P14	Performance Task #14 – Context Clues (L.3.5)			156	39	3
	Post-12	Post-Assessment- Word Meanings	L.3.4, L.3.5	158	40	1-2	



Sample Lessons



Grammar & Usage

The highlighted lessons are provided as samples.

Pre-11	Pre-Assessment –Writing Sentences	L.3.1, L.3.1h, L.3.1i	108	49	1-2
10	Writing Complete Sentences	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	110	51	
11	Declarative Sentences		112	52	
12	Interrogative Sentences		114	53	
13	Imperative Sentences		116	54	
14	Exclamatory Sentences		118	55	
15	Simple Sentences/Independent Clauses		120	56	
16	Compound Sentences		122	57	
P12	Performance Task #12 – Different Types of Sentences (L.3.1, L.3.1h, L.3.1i)		124	58	3
Post-11	Post-Assessment-Writing Sentences	L.3.1, L.3.1h, L.3.1i	126	59	1-2

Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - L13 - L14 - L15 - L16 -- Post-11

Sample Pre-Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Intervention Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Writing Sentences	Pre-Assessment: 11

Procedure: Each assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices.

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

Answers:

1. Interrogative
2. Declarative
3. Imperative
4. Exclamatory
5. Mr. Jenkins washed the car on Friday.
6. Diana knows how to use a pogo stick.
7. C
8. A
9. B

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Sample Lesson Set - Grammar & Usage
Pre-11 - L10 - L11 - L12 - L13 - L14 - L15 - L16 - Post-11

Sample Pre-Assessment - Student Page

Student Page

Standards Plus® – Intervention Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Writing Sentences	Pre-Assessment: 11

Directions: Circle the word that identifies the type of sentence.

1. Where are the other students?

declarative interrogative imperative exclamatory

2. Howard found the book at the library.

declarative interrogative imperative exclamatory

3. Pick up your shoes, please.

declarative interrogative imperative exclamatory

4. Clean your room!

declarative interrogative imperative exclamatory

Directions: Read each sentence. Circle the subject in each sentence. Underline the predicate in each sentence.

5. Mr. Jenkins washed the car on Friday.

6. Diana knows how to use a pogo stick.

Directions: Circle the word that identifies the type of sentence.

7. Amy didn't go to school because she had the flu.

A. simple B. compound C. complex

8. Henry Randolph is my favorite coach at the recreation center.

A. simple B. compound C. complex

9. Michael has a piano, but he doesn't know how to play it.

A. simple B. compound C. complex

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Sample Lesson Set - Grammar & Usage

Pre-11 - **L10** - L11 - L12 - L13 - L14 - L15 - L16 - Post-11

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Intervention Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Writing Complete Sentences	Lesson: # 10

Lesson Objective: *Identify and write simple sentences.*

Introduction: Today students will identify and write simple sentences.

Instruction: “A sentence is a group of words that express a complete thought. Every sentence has two parts, the subject and the predicate. The subject of a sentence tells *who or what did something or what the sentence is telling us*. The predicate of the sentence tells *what the subject did, what the subject is, or what happened*. A group of words is not a sentence unless it has a subject and predicate.”

Guided Practice: “We will identify and write complete sentences today. First, let’s identify complete sentences together in the example. Let’s write two sentences. For each sentence, we need to use a subject, a verb, and a location.” Write two sentences together. These need to be unique sentences. You may discuss all of the possibilities, but write two on the lines. Make sure the students do the same.

Independent Practice: “Now you have a new set of subjects, verbs, and locations to use. Choose a subject, a verb, and a location to write three different sentences.”

Review: After a few minutes, review possibilities together.

Closure: “A sentence expresses a complete thought and contains a subject and a predicate. This knowledge will help you when you are writing.”

Answers: Answers will vary, but the students must write three unique sentences.

Each lesson
includes
a step by
step lesson
plan.

Sample Lesson Set - Grammar & Usage

Pre-11 - **L10** - L11 - L12 - L13 - L14 - L15 - L16 - Post-11

Sample Student Lesson

Student Page

Standards Plus® – Intervention Language Arts – Grade 3

Strand: Grammar & Usage

Focus: Writing Complete Sentences

Lesson: # 10

A **sentence** is a group of words that express a complete thought.

Every sentence has two parts, the **subject** and the **predicate**. The **subject** of a sentence tells *who or what did something or what the sentence is telling us*.

The **predicate** of the sentence tells *what the subject did, what the subject is, or what happened*.

Example:

Subject	Verb	Location
Sally	walks slowly	at the store
The tiger	sleeps	in the tree
Mr. Fisher	reads all day	on the bench

Directions: Choose a subject, a verb, and a location to write three different sentences.

Subject	Verb	Location
Fred	eats a hot dog	under the bushes
Mrs. Callum	washes the car	by the river
The monkey	brushes her hair	in the garden
Katie	waters the plants	beside the tree
A man	paints the wall	with a spoon

1. _____

2. _____

3. _____

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Each lesson
also has
an easy to
follow
student
page.

Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - **L13** - L14 - L15 - L16 - Post-11

Lessons 11-12
are not shown.

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Intervention Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Imperative Sentences	Lesson: # 13

Lesson Objective: *Identify and write imperative sentences.*

Introduction: “Let’s read the four different types of sentences together.”

Instruction: “Today we will work with imperative sentences, or commands. The subject in an imperative sentence is always you because the sentence is commanding or requesting that you do something. Imperative sentences are the ones where you are being told what to do: *Take out the trash. Do your homework. Leave your brother alone.* You will identify imperative sentences and write imperative sentences in today’s lesson.”

Guided Practice: Complete the examples together.

Independent Practice: “For items 1-4, select the sentence that is an imperative sentence. Circle the letter for your answer choice. For items 5 and 6, write an imperative sentence for the given situation.”

Review: After a few minutes, review together. You may select a few students to their sentences from items 5 and 6. You may also model writing a sentence for the students.

Closure: “Imperative sentences make requests or command something. They have periods as their ending punctuation.”

Answers:

1. B
2. A
3. D
4. A

Answers will vary. Possible answers include:

5. Give me the book. Hand me the book. Let me see the book.
6. Listen to me. Look at me. Pay attention to me.

Each lesson
plan includes
the following
direct
instruction
components:

Introduction

Instruction

Guided
Practice

Independent
Practice

Review

Closure

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Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - **L13** - L14 - L15 - L16 - Post-11

Lessons 11-12
are not shown.

Sample Student Lesson

Student Page

Standards Plus® – Intervention Language Arts – Grade 3

Strand: Grammar & Usage

Focus: Imperative Sentences

Lesson: # 13

Declarative - tells something.

Interrogative - asks a question.

Imperative - makes a command or a request.

Exclamatory - shows surprise or a strong feeling of fear, excitement, joy, or shock.

Example A: Determine which of the given sentences is an imperative sentence.

Circle the letter for your answer choice.

A. Hand me the blanket.

B. May I go to the store?

C. This ball is blue.

D. Yes, I love to eat cookies!

Example B: Write an imperative sentence requesting help with something.

Directions: For items 1-4, select the sentence that is an imperative sentence. Circle the letter for your answer choice. For items 5 and 6, write an imperative sentence for the given situation.

1. A. Where is Maria going?

B. Give me the screwdriver.

C. We have three puppies.

D. Get out of the way!

2. A. Bring me the newspaper.

B. This is my mother.

C. I don't remember her name.

D. What is wrong with him?

3. A. My name is Benjamin.

B. When is the party?

C. You made a mess!

D. Please clean your room.

4. A. Give me your answer.

B. Leave me alone!

C. Why is the door closed?

D. I'm really hungry.

5. Write an imperative sentence requesting a book.

6. Write an imperative sentence commanding attention.

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Each student
page includes
examples
for
Guided
Practice...

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

Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - L13 - L14 - L15 - **L16** - Post-11

Sample Teacher Lesson Plan

Lessons 14-15
are not shown.

Teacher Lesson Plan

Standards Plus® – Intervention Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Compound Sentences	Lesson: # 16

Lesson Objective: *Identify and write compound sentences.*

Introduction: “A sentence is a group of words that express a complete thought. There are many types of sentences. Today we will write compound sentences.”

Instruction: “Today we will write compound sentences. Compound sentences are sentences that contain two or more independent clauses. We will connect the independent clauses using coordinating conjunctions today. The coordinating conjunctions are: *and, but, for, nor, or, so, yet*. Let’s look at some examples of simple sentences that we can combine into one sentence using a coordinating conjunction. Look at the compound sentences. There is a comma right before the coordinating conjunction. You must include the comma right before the coordinating conjunction in a compound sentence.”

Guided Practice: “Now let’s try one together. There are two simple sentences here. We need to combine them to make one compound sentence. *Doug loves music. He sings whenever he gets a chance.* What coordinating conjunction should we use to combine these sentences? (*So* is the best choice for this sentence.) Let’s combine these sentences with the coordinating conjunction *so*. *Doug loves music, so he sings whenever he gets a chance.* Make sure you place a comma before *so*.”

Independent Practice: “Now complete four more items just like this one. Read the following independent clauses. Combine them to make a compound sentence. Choose a coordinating conjunction and place a comma before the coordinating conjunction as you write the sentence.”

Review: After a few minutes, review together. Ask the students which coordinating conjunction they used in each sentence. Have students check to be certain they remembered to place the comma after the first independent clause.

Closure: “A sentence expresses a complete thought. A compound sentence combines two or more related independent clauses. We used coordinating conjunctions to combine the clauses today.”

Answers:

Answers will vary. Possible answers include:

1. Drew flew to Seattle, so he could visit his grandparents.
2. The girls were home alone, yet they weren’t afraid at all.
3. I would like to go to Spain, or I would like visit Italy.
4. My shirt was too short, and my pants were too long.

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Each lesson
plan
includes
an answer
key

Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - L13 - L14 - L15 - **L16** - Post-11

Sample Student Lesson

Lessons 14-15
are not shown.

Student Page

Standards Plus® – Intervention Language Arts – Grade 3

Strand: Grammar & Usage

Focus: Compound Sentences

Lesson: # 16

A **compound sentence** combines two or more related independent clauses into one sentence. One way to combine the sentences is to use a coordinating conjunction.

Coordinating Conjunctions:

and but for nor or so yet

Examples:

Independent Clause 1: I like tomatoes.

Independent Clause 2: I don't like eggplant.

Compound Sentence: I like tomatoes, but I don't like eggplant.

Independent Clause 1: Mitch is great at skateboarding.

Independent Clause 2: He knows lots of tricks.

Compound Sentence: Mitch is great at skateboarding, for he knows lots of tricks.

Doug loves music. He sings whenever he gets a chance.

Directions: Read the following simple sentences. Combine them to make a compound sentence. Choose a coordinating conjunction and place a comma before the coordinating conjunction as you write the sentence.

1. Drew flew to Seattle. He could visit his grandparents.

2. The girls were home alone. They weren't afraid at all.

3. I would like to go to Spain. I would like visit Italy.

4. My shirt was too short. My pants were too long.

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

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Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - L13 - L14 - L15 - L16 - **Post-11**

Sample Post-Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Intervention Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Writing Sentences	Post-Assessment: D2

Procedure: Each assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices.

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

Answers:

1. Declarative
2. Exclamatory
3. Interrogative
4. Imperative
5. Some people dressed in costumes for the party.
6. James threw the ball to the catcher for the third out.
7. B
8. C
9. A

Sample Lesson Set - Grammar & Usage

Pre-11 - L10 - L11 - L12 - L13 - L14 - L15 - L16 - **Post-11**

Sample Post-Assessment - Student Page

Student Page

Standards Plus® – Intervention Language Arts – Grade 3

Strand: Grammar & Usage

Focus: Writing Sentences

Post-Assessment: D2

Directions: Circle the word that identifies the type of sentence.

1. We could play basketball after school.

declarative

interrogative

imperative

exclamatory

2. Leave that dog alone!

declarative

interrogative

imperative

exclamatory

3. Who has the best costume?

declarative

interrogative

imperative

exclamatory

4. Put your homework in the basket.

declarative

interrogative

imperative

exclamatory

Directions: Read each sentence. Circle the subject in each sentence. Underline the predicate in each sentence.

5. Some people dressed in costumes for the party.

6. James threw the ball to the catcher for the third out.

Directions: Circle the word that identifies the type of sentence.

7. Johnny built a sandcastle, and Darcy knocked it down.

A. simple

B. compound

C. complex

8. Surprisingly, the movie seemed short since it was more than three hours long.

A. simple

B. compound

C. complex

9. Betty and Veronica had hamburgers and milkshakes for lunch.

A. simple

B. compound

C. complex

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Sample Performance Task (DOK 3)

Formative assessments that build on earlier content knowledge and acquired skills. Performance tasks are strategically placed to enhance learning as students apply their knowledge and skills.

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

**Standards Plus® – Intervention Language Arts – Grade 3
Grammar & Usage Performance Task #D3**

Simple sentence: A sentence with a subject and a predicate composed of one independent clause.

Compound sentence: A sentence composed of two or more independent clauses. The clauses may be joined by a coordinating conjunction (for, and, nor, but, or, yet, so).

Complex sentence: A sentence composed of one or more dependent clause that begins with a subordinating conjunction (after, although, as, because, if, since, unless, until, when, where, while) and one independent clause.

Directions: Write a simple sentence for each subject. On a separate sheet of paper, expand the simple sentence to a compound sentence and a complex sentence.

1. Subject: _____

2. Subject: _____

3. Subject: _____

4. Subject: _____

5. Subject: _____



What Educators Say About Standards Plus Intervention...



"Our school ordered the Standards Plus Intervention Materials. We have used it for re-teaching in small groups, after-school intervention groups, English Learner Support groups and Intervention groups during the school day.

I love these materials because they offer re-teaching guidance to help all students (even struggling students) obtain mastery. Many of the intervention students took off academically. Several are on the Honor Roll as 6th and 7th graders and when asked the students believe Standards Plus Intervention was the reason. Everyone agrees Standards Plus is the simple-to-use missing piece that helped guide all our students to better learning.

Thank you Standards Plus for making such a focused well designed, easy to teach program that keeps our teachers and students focused on the standards."

- Academic Coach/Literacy Specialist

Lemonwood Elementary, Oxnard School District



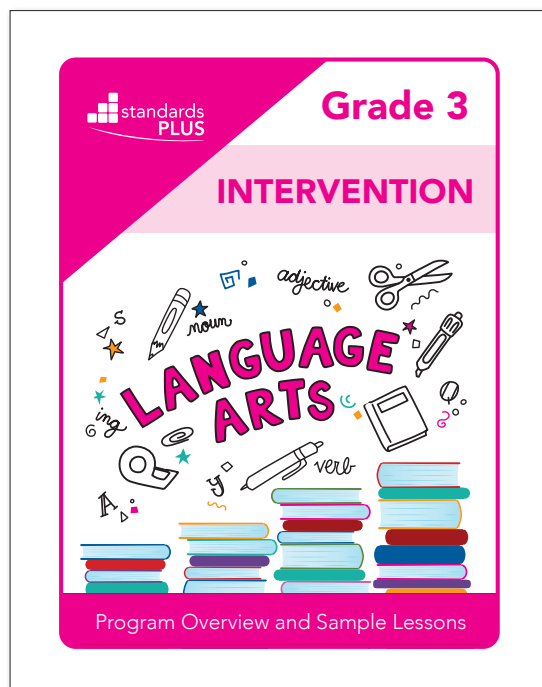
"The 140 teachers using Standards Plus Intervention in our district program are very happy with the materials. We also appreciate all of the attention Standards Plus has given our district over the years. Our students will be the ones who benefit."

- Coordinator of Educational Options

Ceres USD



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



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