



Grade 3

High Impact Standards



Program Overview and Sample Lessons

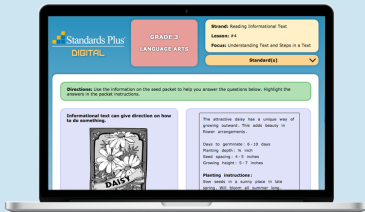


Teachers are the most important factor in student learning.

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.

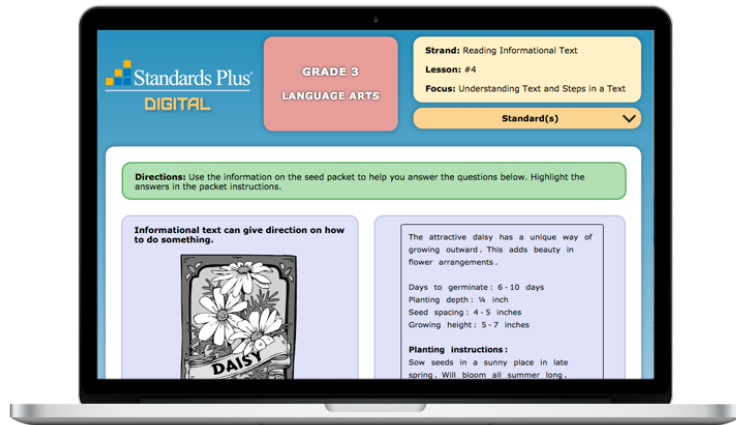


Performance Lessons

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

A screenshot of a print assessment form titled 'Standards Plus - Mathematics - Grade 4'. It contains a table with columns for 'Equation' and 'Value of New Number'. The table has four rows of problems. Problem 1: $100 \times 10 = 1,000$. Problem 2: $100 \times 100 = 10,000$. Problem 3: $100 \times 1,000 = 100,000$. Problem 4: $100 \times 10,000 = 1,000,000$. Problem 5: How is the number 7 in the number 700 similar or different from the 7 in the number 7007? The form also includes a section for 'Interactive story' with a 'DASH' character.

Print Assessment

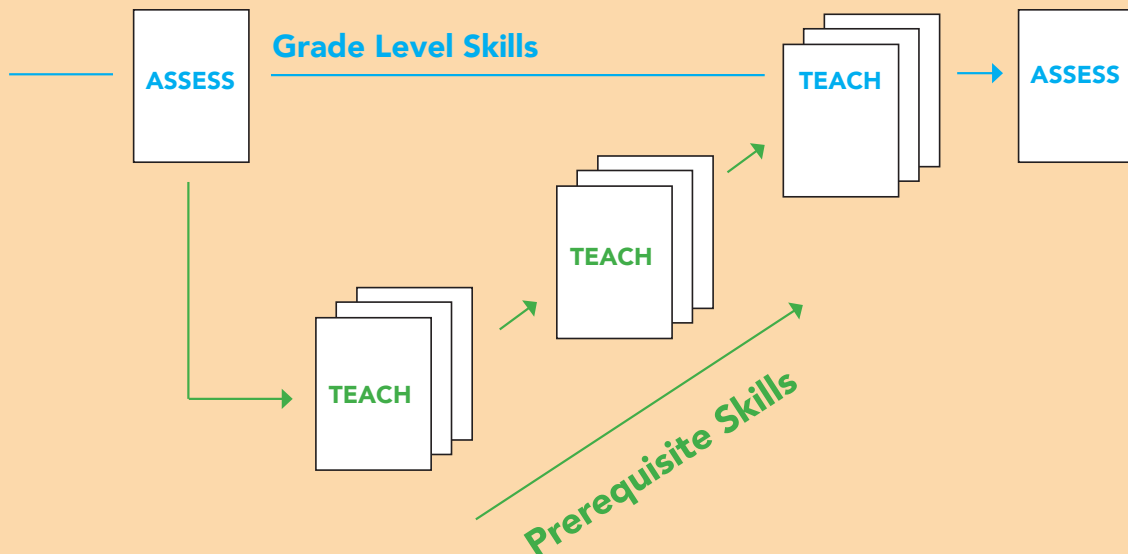
Assessments can be completed online in the Standards Plus Digital Platform or in the student edition

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.

Reading Literature Terms and Strategies

Types of questions that can be asked and answered while reading:

- **Literal questions:** Who, What, When, Where, How, and Why questions
- **Literal answers:** Answers that can be found directly in the text.
- **Inferences (Think and Search):** The reader must think and search for answers by looking at clues in the story and considering his/her own ideas.

Characters: Who the story is about (the main players)

- **Characters can be described** by their physical appearance, behaviors, actions, and their own and others' feelings. Their behaviors can cause things to happen or not happen.
 - Pay attention to what the characters do, think, or say to help you figure out what kind of people they are.
 - Look for clues that tell you how the characters feel or how others feel about them.

Events: Things that happen in the story

Sequence of events: The order in which the main actions happen

Examples: First, second, third
In the morning, at lunch, after school
Yesterday, today, tomorrow
Last year, last month, last week, yesterday

Illustrations: Pictures that help to tell a story

Mood: The way a story makes us feel

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Julie's Rotten Day

Julie woke up late on Monday morning. She had to hurry to get ready. She couldn't find her favorite shoes, her red hair stood straight up, and she fell on the stairs. Julie yelled at her mom. It was not a good morning.

When Julie got to school, she couldn't find her homework. She slammed her book and had to sit out at recess. At lunch, Tommy sat on Julie's peanut butter sandwich, and he called her a goon! Julie's green eyes flashed, but she held back her tears.

After school, Julie missed the bus and had to walk all the way home. It started to rain, and she fell in a puddle. By the time she got home, she looked like something the cat had dragged in.

To top it all off, her mom made meatloaf and peas for dinner. Julie hates meatloaf and peas. "What a rotten day! I hope tomorrow is a better day," Julie sighed.

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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 3 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
Grammar and Usage	17	Compound Sentences and Coordinating Conjunctions	L.3.1h: Use coordinating and subordinating conjunctions. L.3.1i: Produce simple, compound, and complex sentences.	14	3
	18	Compound Sentences and Coordinating Conjunctions		16	4
	19	Complex Sentences and Coordinating Conjunctions		18	5
	20	Complex Sentences and Subordinating Conjunctions		20	6
	A5	Assessment – Compound and Complex Sentences		22	7
Vocabulary Acquisition & Use	1	Using Context Clues	L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	26	9
	2	Using Context Clues		28	10
	3	Using Context Clues		30	11
	4	Using Context Clues		32	12
	A1	Assessment – Using Context Clues		34	13
Reading Literature	1	Understanding Text, Character Traits, and Actions	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. RL.3.3: Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.	38	15
	2	Understanding Text, Character Traits, and Actions		40	16
	3	Understanding Text, Character Traits, and Actions		42	17
	4	Understanding Text, Character Traits, and Actions		44	18
	A1	Assessment – Understanding Text, Character Traits, and Actions		46	19
	13	Fables, Folktales, Myths, and Word Meanings	RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	48	21
	14	Fables, Folktales, and Myths		50	22
	15	Fables, Folktales, and Myths		52	23
	16	Fables, Folktales, and Myths		54	24
	A4	Assessment – Fables, Folktales, Myths, and Vocabulary		56	25
	17	Point of View	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	58	27
	18	Point of View		60	28
	19	Point of View		62	29
	20	Point of View		64	30
	A5	Assessment – Point of View		66	31
	P6	Performance – Reading Literature: Point of View Movie Poster			68

Grade 3 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
Reading Informational Text	1	Understanding Text	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	76	37	
	2	Understanding Text and Using Sequence Words	RI.3.1, RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	78	38	
	3	Understanding Text and Cause and Effect		80	39	
	4	Understanding Text and Steps in a Text		82	40	
	A1	Assessment – Understanding Text and Relationships	RI.3.1, RI.3.3	84	41	
	P7	Performance – Reading Informational Text: Literal and Inferred Questions			86	43
	5	Main Ideas and Supporting Details	RI.3.2: Determine the main idea of a text; recount the key details, and explain how they support the main idea.	92	46	
	6	Main Ideas and Supporting Details		94	47	
	7	Main Ideas and Supporting Details		96	48	
	8	Main Ideas and Supporting Details		98	49	
	A2	Assessment – Main Ideas and Supporting Details		100	50	
	P8	Performance – Reading Informational Text: Main Idea Graphic Organizer and Poster			102	52
	9	Point of View	RI.3.6: Distinguish their own point of view from that of the author of a text.	108	55	
	10	Point of View		110	56	
	11	Text Connections	RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).	112	57	
	12	Text Connections		114	58	
	A3	Assessment – Point of View and Text Connections	RI.3.6, RI.3.8	116	59	
	13	Text Features	RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	118	61	
	14	Text Features		120	62	
	15	Search Tools		122	63	
	16	Search Tools		124	64	
	A4	Assessment – Text Features and Search Tools		126	65	
	P9	Performance – Reading Informational Text: Point of View and Text Connections			128	67
	17	Using Illustrations	RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	132	69	
	18	Using Illustrations		134	70	
	19	Using Illustrations		136	71	
	20	Using Illustrations		138	72	
	A5	Assessment – Using Illustrations		140	73	

Grade 3 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
Writing	1	Opinion Pieces – Supporting Reasons	W.3.1a: Introduce the topic or text they are writing about; state an opinion, and create an organizational structure that lists reasons. W.3.1b: Provide reasons that support the opinion.	144	75	
	2	Opinion Pieces – Topic Sentences and Supporting Reasons	W.3.1a, W.3.1b, W.3.1d: Provide a concluding statement or section.	146	76	
	3	Opinion Pieces – Linking Words and Phrases	W.3.1a, W.3.1b, W.3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1d	148	77	
	4	Opinion Pieces – Paragraphs	W.3.1a, W.3.1b, W.3.1c, W.3.1d	150	78	
	A1	Assessment - Opinion Pieces		152	79	
	5	Opinion Pieces – Expanding Ideas	W.3.1a, W.3.1b, W.3.1c, W.3.1d	154	81	
	6	Opinion Pieces – Expanding Ideas		156	82	
	7	Opinion Pieces – Linking Words and Phrases	W.3.1a, W.3.1b, W.3.1c	158	83	
	8	Opinion Pieces – Concluding Paragraph	W.3.1a, W.3.1b, W.3.1c, W.3.1d	160	84	
	A2	Assessment – Opinion Pieces		162	85	
	P10	Performance – Writing: Opinion – The Best Super Power			164	87
	9	Informative/Explanatory Texts – Topic Sentence and Illustrations	W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	168	89	
	10	Informative/Explanatory Texts – Topic Sentence and Details	W.3.2a, W.3.2b: Develop the topic with facts, definitions, and details.	170	90	
	11	Informative/Explanatory Texts – Details, Illustrations, and Conclusions	W.3.2a, W.3.2b, W.3.2d: Provide a concluding statement or section.	172	91	
	12	Informative/Explanatory Texts – Paragraph		174	92	
	A3	Assessment – Informative/Explanatory Texts		176	93	
	13	Informative/Explanatory Texts – Linking Words and Phrases	W.3.2a, W.3.2b, W.3.2c: Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information. W.3.2d	178	95	
	14	Informative/Explanatory Texts – Expanding Ideas		180	96	
	15	Informative/Explanatory Texts – Linking Words and Phrases		182	97	
	16	Informative/Explanatory Texts – Conclusions		184	98	
	A4	Assessment – Informative/Explanatory Texts		186	99	
	P11	Performance – Writing: Informative/Explanatory – Compare 2 nd and 3 rd Grade			188	102



High Impact Standards

Sample Lessons

Strand	Lesson	Focus	Standard(s)
Grammar and Usage	17	Compound Sentences and Coordinating Conjunctions	L.3.1h: Use coordinating and subordinating conjunctions. L.3.1i: Produce simple, compound, and complex sentences.
	18	Compound Sentences and Coordinating Conjunctions	
	19	Complex Sentences and Coordinating Conjunctions	
	20	Complex Sentences and Subordinating Conjunctions	
	A5	Assessment – Compound and Complex Sentences	

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Compound Sentences, Coordinating Conjunctions	Lesson: #17
Language Standards: L.3.1h: Use coordinating and subordinating conjunctions.		
L.3.1i: Produce simple, compound, and complex sentences.		

Lesson Objective: Students will demonstrate an understanding of compound sentences and the use of coordinating conjunctions.

Introduction: Students will begin connecting simple sentences using coordinating conjunctions to create compound sentences.

Instruction: “Look at the top of your page. Today we will practice writing compound sentences. Compound sentences are sentences that contain two or more simple sentences. One way to combine simple sentences is to use coordinating conjunctions. The coordinating conjunctions are: *for, and, nor, but, or, yet, and so*. Look at the two simple sentences on the top of your page. *I walk my dog. I do not walk my cat.* Look at the compound sentence. *I walk my dog, but I do not walk my cat.* *But* is the coordinating conjunction because it combines the two simple sentences. Notice that there is a comma right before the word *but*. You must include the comma right before the coordinating conjunction in a compound sentence.”

Guided Practice: “Now let’s try one together. Look at your example. There are two simple sentences at the top of your page. We need to combine them to make one compound sentence. *Emily ate pancakes for breakfast. She ate pizza for lunch.* Which coordinating conjunction should we use to combine these sentences? Let’s combine these sentences with a coordinating conjunction. (Give students the opportunity to complete the example on their own before reviewing.) *Emily ate pancakes for breakfast, and she ate pizza for lunch. or Emily ate pancakes for breakfast, but she ate pizza for lunch.*”

Independent Practice: “Complete the four items below on your own. Remember the rules for using a comma, and choose one of the coordinating conjunctions that makes the most sense when you combine the two simple sentences.”

Review: Review each item with students after giving them a few minutes to work on their own.

Closure: “What does a coordinating conjunction do?”

Answers: Use of different conjunctions may vary. Possible answers include:

1. I have to do a lot of work this weekend, so I am going to wake up early.
2. I ordered a hamburger, but the server brought me a hot dog.
3. My little brother plays with cars, and my little sister plays with dolls.
4. I hate scary rides, yet I rode the roller coaster five times yesterday.

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Each lesson
includes
a step by
step lesson
plan.

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 3

Strand: Grammar & Usage **Focus:** Compound Sentences, Coordinating Conjunctions **Lesson:** #17

Language Standards: L.3.1h: Use coordinating and subordinating conjunctions.

L.3.1i: Produce simple, compound, and complex sentences.

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

Coordinating Conjunctions: for and nor but or yet so

Simple Sentence 1: I walk my dog.

Simple Sentence 2: I do not walk my cat.

Compound Sentence: I walk my dog, but I do not walk my cat.

Example: Combine the following simple sentences with a coordinating conjunction.

Emily ate pancakes for breakfast. She ate pizza for lunch.

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. I have to do a lot of work this weekend. I am going to wake up early.

2. I ordered a hamburger. The server brought me a hot dog.

3. My little brother plays with cars. My little sister plays with dolls.

4. I hate scary rides. I rode the roller coaster five times yesterday.

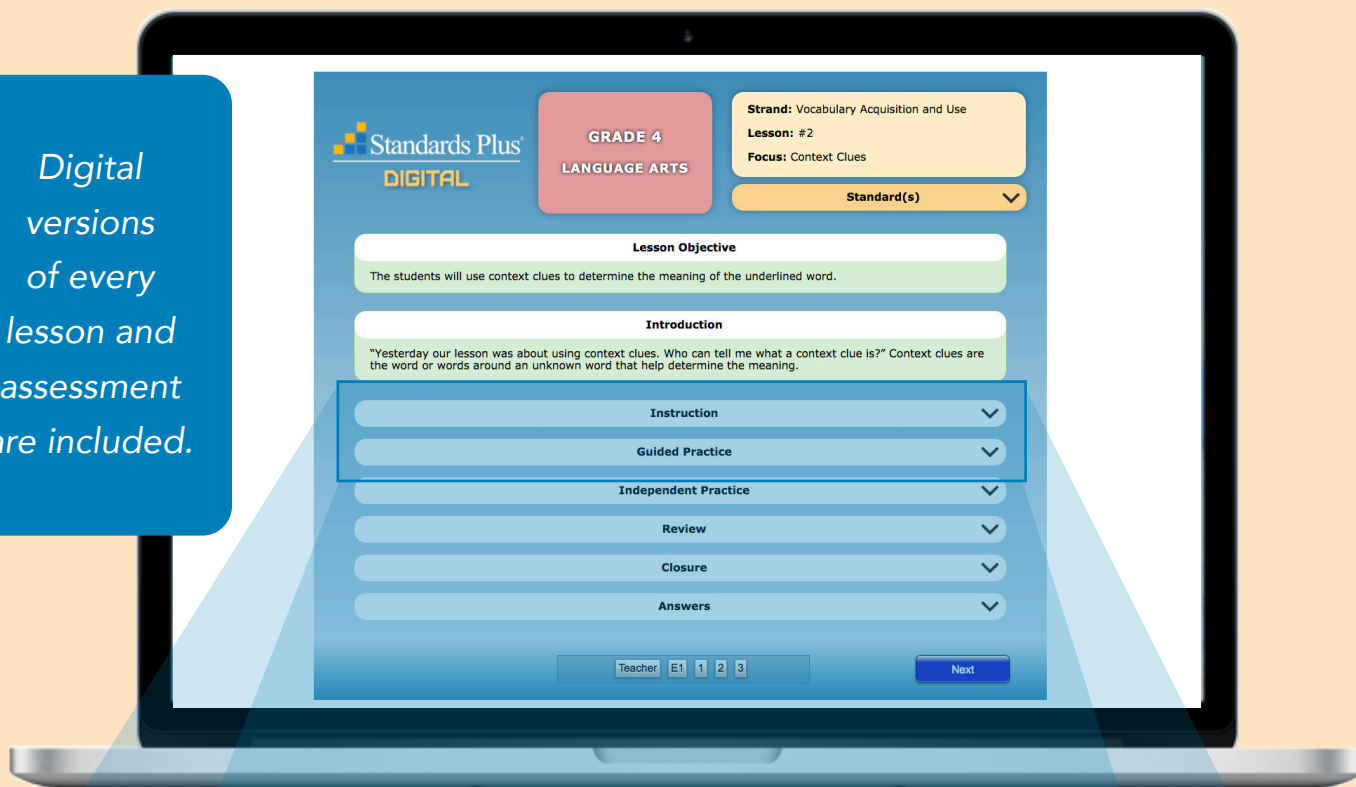
Each lesson
also has
an easy to
follow
student
page.

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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 3

Strand: Grammar & Usage **Focus:** Complex Sentences & Subordinating Conjunctions **Lesson:** #19

Language Standards: L.3.1h: Use coordinating and subordinating conjunctions.

L.3.1i: Produce simple, compound, and complex sentences.

Lesson Objective: Students will understand and use subordinating conjunctions and make complex sentences.

Introduction: Students will use subordinating conjunctions to make complex sentences.

Instruction: “Look at the top of your page. A simple sentence is a sentence with one subject and one predicate. A complex sentence is a simple sentence joined with another simple sentence with a subordinating conjunction. Look at the simple sentence *I swim every day*. *Swimming is good exercise* is another simple sentence. If you join these sentences together, you make a complex sentence. *I swim every day because swimming is good exercise*. Look at the complex sentence again: *I swim every day because swimming is good exercise*. Look at the list of subordinating conjunctions on your page. Find the word *because*. The word *because* is the subordinating conjunction. The word *because* joins the simple sentence *I swim every day* with the other simple sentence *Swimming is good exercise*.”

Guided Practice: “Look at your example. Look at the simple sentence *I was hungry*. Look at the other simple sentence *I missed breakfast*. Look at the list of subordinating conjunctions on your page. Find the word *after*. Write the subordinating conjunction *after* on the space provided. Use the word *after* to join the two simple sentences and make a complex sentence. Write the complex sentence on the space provided.” (*I was hungry after I missed breakfast*.)

Independent Practice: “For the first and second items, read the simple sentences.

- Select a subordinating conjunction and write it on the space provided.
- Use the subordinating conjunction and write a complex sentence.

For the third item write a complex sentence on the lines provided for you. Underline the coordinating conjunction you used to join the two simple sentences you wrote.”

Review: After a few minutes, review the items together.

Closure: “What is the difference between an independent clause and a dependent clause?”

Answers:

1. where
She could see the tile where the carpet had worn through.
Accept other answers if they make sense.
2. as
We drank hot cocoa as the snow continued to fall.
Accept other answers if they make sense.
3. Answers will vary. Mark sure the students used a subordinating conjunction to join the simple sentences.

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Each lesson plan includes the following direct instruction components:

Introduction

Instruction

Guided Practice

Independent Practice

Review

Closure

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 3

Strand: Grammar & Usage Focus: Complex Sentences & Subordinating Conjunctions Lesson: #19

Language Standards: L.3.1h: Use coordinating and subordinating conjunctions.

L.3.1i: Produce simple, compound, and complex sentences.

Each student page includes examples for Guided Practice...

Simple Sentence: a sentence with one subject and one predicate

Complex Sentence: a simple sentence joined to another simple sentence with a subordinating conjunction

Simple Sentence: I swim every day.

Clause: Swimming is good exercise.

Complex Sentence: I swim every day because swimming is good exercise.

Subordinating Conjunctions

after	although	as	because	if	since
unless	until	when	where	while	

Example:

Simple Sentence: I was hungry.

Simple Sentence: I missed breakfast.

Subordinating Conjunction: _____

Complex Sentence: _____

Directions: Read the two simple sentences. Choose a subordinating conjunction and write it on the space provided. Use the subordinating conjunction and write a complex sentence.

1. She could see the tile.

The carpet had worn through.

Subordinating Conjunction: _____

Complex Sentence: _____

2. We drank hot cocoa.

The snow continued to fall.

Subordinating Conjunction: _____

Complex Sentence: _____

3. Write a complex sentence. Make sure you join two simple sentences with a subordinating conjunction. Underline the subordinating conjunction.

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

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 3

Strand: Grammar & Usage **Focus:** Complex Sentences, Subordinating Conjunctions **Lesson:** #20

Language Standard: L.3.1h: Use coordinating and subordinating conjunctions.

L.3.1i: Produce simple, compound, and complex sentences.

Lesson Objective: Students will understand and use subordinating conjunctions to make complex sentences.

Introduction: Students will continue to practice using subordinating conjunctions to join two simple sentences and make a complex sentence.

Instruction: “Look at the top of your page. Remember that a simple sentence is a sentence with one subject and one predicate. A complex sentence is created when you join two simple sentences with a subordinating conjunction. *I run every morning because it keeps me in good shape.* is a complex sentence. The word *because* is the subordinating conjunction.”

Guided Practice: “Look at your example. Look at the simple sentence, *I was late.* Look at the other simple sentence, *I missed the bus.* Look at the list of subordinating conjunctions. Find the word *after*. Write the subordinating conjunction *after* on the space provided. Use the word *after* to join the two simple sentences and make a complex sentence. Write the complex sentence on the space provided.” (I was late after I missed the bus.)

Independent Practice: “For the first and second items, underline the subordinating conjunction. For the third and fourth items correctly write a complex sentence on the lines provided for you. Underline the subordinating conjunction.”

Review: After a few minutes, review the items together.

Closure: “When do use a subordinating conjunction?”

Answers:

1. while
2. unless
3. Answers will vary. Make sure they underlined the subordinating conjunction.
4. Answers will vary. Make sure they underlined the subordinating conjunction.

Each lesson
plan
includes
an answer
key

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 3

Strand: Grammar & Usage Focus: Complex Sentences, Subordinating Conjunctions Lesson: #20

Language Standard: L.3.1h: Use coordinating and subordinating conjunctions.

L.3.1i: Produce simple, compound, and complex sentences.

Simple Sentence: a sentence with one subject and one predicate

Complex Sentence: a simple sentence joined to another simple sentence with a subordinating conjunction

Simple Sentence: I run every morning.

Clause: Running keeps me in good shape.

Complex Sentence: I run every morning because running keeps me in good shape.

Subordinating Conjunctions

after	although	as	because	if	since
unless	until	when	where	while	

Example:

Simple Sentence: I was late.

Simple Sentence: I missed the bus.

Subordinating Conjunction: _____

Complex Sentence: _____

Directions: For items 1 and 2 underline the subordinating conjunction.

1. The wind blew while the trees lost their leaves.
2. James will stay after school unless the teacher lets him leave.

Directions: For items 3 and 4 write a complex sentence on the lines provided for you. Underline the subordinating conjunction.

3. _____

4. _____

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

Sample Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 3		
Strand: Grammar & Usage	Focus: Compound and Complex Sentences	Assessment: #5

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: L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

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. (L.3.1h, L.3.1i) Answers will vary. Make sure the students' compound sentences make sense.
2. (L.3.1h, L.3.1i) Answers will vary. Make sure the students' compound sentences make sense.
3. (L.3.1h, L.3.1i) Answers will vary. Make sure the students' compound sentences make sense.
4. (L.3.1h, L.3.1i) Answers will vary. Make sure the students' compound sentences make sense.

Sample Assessment - Student Page

Student Page

Standards Plus® – Language Arts – Grade 3

Strand: Grammar & Usage

Focus: Compound and Complex Sentences

Assessment: #5

Directions: Read the following simple sentences. Choose a coordinating conjunction. Then rewrite the simple sentences to make a compound sentence on the lines below. Remember to put a comma before the coordinating conjunction.

1. Simple sentence: The dog ran around in circles.
Simple sentence: It didn't get dizzy.
Coordinating Conjunctions: for, and, nor, but, or, yet, so

Compound sentence: _____

2. Simple sentence: Jerry unlocked the door.
Simple sentence: Alice opened the door.
Coordinating Conjunctions: for, and, nor, but, or, yet, so

Compound sentence: _____

Directions: Read the following simple sentences. Choose a subordinating conjunction. Then rewrite the simple sentences to make a complex sentence on the lines below.

3. Simple sentence: I eat breakfast.
Simple sentence: My sister is getting ready for school.
Subordinating Conjunctions: after, although, as, because, if, since, unless, until, when, where, while

Compound sentence: _____

4. Simple sentence: I will go to the market.
Simple sentence: We are out of milk.
Subordinating Conjunctions: after, although, as, because, if, since, unless, until, when, where, while

Compound sentence: _____

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