

LANGUAGE ESSENTIALS for California

Lessons and Activities Grade 3

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Teacher's Guide (8 pages)

Student Book (4 pages)

ELPAC Best Practices Guide (2 pages)

Note: Teacher's Guide and Student Book sample pages are paired by task type.



LANGUAGE ESSENTIALS

for California



3

Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



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Write About an Experience

Teacher Directions: Have students look at page 10 in the student book as you read aloud the directions. Tell students that for this task type, they will write about something that has happened to them. When they take the ELPAC, they will answer a question that asks them to explain what happened and how they felt or what they learned.

Directions: Write a paragraph in English about a personal experience.

- **SAY:** This is a writing task with directions for what to include in your writing. Let’s talk about them.
 - ➔ **SAY: Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.** Tell a partner one reason why complete sentences help readers understand your writing better.
 - ➔ Allow time for students to discuss their reasons, and ask them to share with the whole group. Have students turn to partners and discuss what “at least three sentences” means. They can start by saying, *Including at least three sentences means _____.*
 - ➔ **SAY: Use descriptions, details, and examples to make your writing interesting.** Think about when you hear people tell good stories. There are usually fun details that make you want to hear more, right?
 - ➔ **SAY: Check your writing for correct grammar, capital letters, punctuation, and spelling.** This is important when you write, and we can check for all these things together.
 - ➔ **SAY: Please write neatly.** This makes it easier for people to read your writing.
- **SAY:** The writing prompt is **Write about a time you went to a new place or moved somewhere new like Riley does in the story. Describe what it was like, how you handled it, and what you learned from the experience.**
- **SAY:** Look at the sentence *I remember feeling _____ when I went to _____.*
 - ➔ Guide students as they complete the sentence frame. Encourage students to write a feeling they had when they went somewhere new. As students begin writing, remind them of the instructions.
 - ➔ Guide students to include details by describing something that happened when they went to this new place or moved somewhere new.
- Provide time for students to use page 11 in the student book to review and revise their paragraphs.
- **Note:** This task type is scored with a rubric on the ELPAC. See page 58 for an example rubric that can be discussed with students.

Modeling

You may choose to provide an example of a complete response for students where they can see it. Then, have students use page 10 in the student book to write a paragraph with you. Have students complete the activity by writing their own paragraphs on page 11 in the student book.

Sentence Frames

Provide these sentence frames to support students as they write about their experiences.

- *Something that happened was _____.*
- *This made me feel _____.*
- *Something I learned was _____.*

Name: _____ Date: _____

Write About an Experience

Directions: Write a paragraph in English about a personal experience.

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Please write neatly.



Writing Prompt: Write about a time you went to a new place or moved somewhere new like Riley does in the story. Describe what it was like, how you handled it, and what you learned from the experience.

I remember feeling _____ when I went to _____.





Read a Short Informational Passage

Teacher Directions: Have students look at page 15 in the student book as you read aloud the following directions.

Tell students that for this task type, they will read a short passage that gives information about a topic. When they take the ELPAC, they will answer questions that check if they understand the main idea and details. They will choose their answers using words or pictures.



Read the book aloud to students before completing the activities on pages 18–23.

Directions: Read the text. Then, answer the questions.

Caterpillars

The students at Clark Street School are studying bugs. They like to watch butterflies. They know that butterflies come from caterpillars. A caterpillar needs leaves to eat. That helps it grow plump. A caterpillar needs a safe place. Then it can start to make a chrysalis. This can be under a leaf. Just over a week later, a butterfly will emerge.

- **SAY:** This is a reading task, so you need to read the informational passage on your own. Give me a thumbs-up when you have finished reading.
 - ➔ Allow time for students to read the text.

1. SAY: What is the main idea of the text?

1 What is the main idea of the text?

- A why caterpillars need leaves
- B how caterpillars turn into butterflies
- C why students watch butterflies
- D how caterpillars use leaves to make chrysalises

- **SAY:** Is it *why caterpillars need leaves, how caterpillars turn into butterflies, why students watch butterflies, or how caterpillars use leaves to make chrysalises?* Show me one finger for A, two fingers for B, three fingers for C, and four fingers if you think the answer is D.

- ➔ If students choose any answer other than B, remind them that the main idea is what the whole text is about.
- ➔ Ask for a volunteer to read the informational text aloud.
- ➔ Point out that caterpillars do need leaves, but this is just one detail describing how they change from caterpillars into butterflies. Students watching butterflies and caterpillars forming chrysalises under leaves are also details, but the overall main idea of the text includes all these details.
(Answer: B)



Read a Short Informational Passage (cont.)

2. **SAY:** Read this sentence from the text: “That helps it grow plump.” What does the word *plump* mean here?

- **SAY:** Let’s look at each of the answer choices and talk about them before we decide on the best answer.
 - ➔ **SAY:** A *thin*. Do you think a caterpillar will grow thin when it eats? That doesn’t make sense.
 - ➔ **SAY:** B *small*. Do insects get smaller when they eat? What do you think?
 - ➔ **SAY:** C *fast*. Eating may help a caterpillar grow fast, but I don’t know this for sure.
 - ➔ **SAY:** D *big*. I know when animals eat, they can get big. This is probably also true for insects. This is the best choice. (Answer: D)

2 Read this sentence from the text: “That helps it grow *plump*.” What does the word *plump* mean here?

- A thin
- B small
- C fast
- D big

3. **SAY:** Which sentence from the text explains what caterpillars need to grow? Read each of the sentence choices and whisper your answer to a neighbor.

- Give students time to share their answers.
 - ➔ **SAY:** The students *like to watch butterflies*, and *they know butterflies come from caterpillars*, but do either of these choices explain what caterpillars need to grow?
 - ➔ **SAY:** The text says the chrysalis *under a leaf* may be a safe place for caterpillars. This doesn’t explain what caterpillars need to grow, either.
 - ➔ **SAY:** The best choice is C because it explains that *a caterpillar needs to eat leaves*. This will help it grow plump. (Answer: C)
 - ➔ Have students explain the reasons for the correct answer, in their own words.

3 Which sentence from the text explains what caterpillars need to grow?

- A “They like to watch butterflies.”
- B “They know that butterflies come from caterpillars.”
- C “A caterpillar needs leaves to eat.”
- D “This can be under a leaf.”

Sentence Frames

Provide these sentence frames to support students as they discuss the answers.

- *The main idea of the text is _____.*
- *The word plump means _____ because _____.*
- *Caterpillars need _____ to eat, which helps them _____.*

Name: _____ Date: _____

Read a Short Informational Passage

Directions: Read the text. Then, answer the questions.

Caterpillars

The students at Clark Street School are studying bugs. They like to watch butterflies. They know that butterflies come from caterpillars. A caterpillar needs leaves to eat. That helps it grow plump. A caterpillar needs a safe place. Then it can start to make a chrysalis. This can be under a leaf. Just over a week later, a butterfly will emerge.



- 1** What is the main idea of the text?
 - A why caterpillars need leaves
 - B how caterpillars turn into butterflies
 - C why students watch butterflies
 - D how caterpillars use leaves to make chrysalises

- 2** Read this sentence from the text: "That helps it grow plump." What does the word *plump* mean here?
 - A thin
 - B small
 - C fast
 - D big

- 3** Which sentence from the text explains what caterpillars need to grow?
 - A "They like to watch butterflies."
 - B "They know that butterflies come from caterpillars."
 - C "A caterpillar needs leaves to eat."
 - D "This can be under a leaf."



Listen to a Classroom Conversation

Directions: Have students complete page 35 in the student book. For this activity, read the conversation aloud or play the recording of the conversation, which is provided in the digital resources.

Process

- 1 Provide page 35 in the student book, scratch paper, and pencils.
- 2 **SAY:** You are going to listen to a conversation and answer questions about what you hear.
- 3 Give students time to get ready to listen.
- 4 Share these reminders as relevant:
 - Students should take notes while they're listening.
 - Students are allowed to ask you to pause the conversation so they can write their notes.

SAY: Listen to a conversation between two students. Listen carefully. You will hear the conversation only once. After listening, answer the questions.

Boy There are a lot of great instruments to choose from. I'm not sure if I want to play the triangle or the tambourine.

Girl Those are both great instruments because you can tap them. I prefer something that shakes, like the maracas.

Boy You can shake a tambourine, too. The harder you shake it, the louder it jingles!

Girl The maracas are much quieter. I think shaking a tambourine might give me a headache.

Boy I'm glad our teacher has pictures of each instrument. We'll know when to play it when he taps on the pictures.

Girl I'm glad we get to practice before recording our top hit. It's going to be a great addition to the school's morning show tomorrow!

Listen to a Classroom Conversation (cont.)



1. SAY: What are the students doing?

SAY

- A—singing a new song
- B—preparing for a test
- C—getting ready to play instruments

2. SAY: What does the girl want to play?

SAY

- A—a new song
- B—something that shakes
- C—something loud

3. SAY: What will happen the next day?

SAY

- A—Their song will be played for the school.
- B—They will play their song on stage.
- C—The music teacher will change the instruments.

ELD: PI.A.1, PI.A.3, PI.B.5 Test Practice

Name: _____ Date: _____

Listen to a Classroom Conversation

Directions: Listen to a conversation between two students. Listen carefully. You will hear the conversation only once. After listening, answer the questions.

Notes

- 1** What are the students doing?
 - A singing a new song
 - B preparing for a test
 - C getting ready to play instruments
- 2** What does the girl want to play?
 - A a new song
 - B something that shakes
 - C something loud
- 3** What will happen the next day?
 - A Their song will be played for the school.
 - B They will play their song on stage.
 - C The music teacher will change the instruments.

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4. Have students discuss their answers with partners. For any answers that are different, have partners talk about how they made their choices.

5. Share the correct answers as a group: 1. C; 2. B; 3. A

Name: _____ Date: _____

Listen to a Classroom Conversation

Directions: Listen to a conversation between two students. Listen carefully. You will hear the conversation only once. After listening, answer the questions.

Notes

- 1** What are the students doing?
 - A** singing a new song
 - B** preparing for a test
 - C** getting ready to play instruments

- 2** What does the girl want to play?
 - A** a new song
 - B** something that shakes
 - C** something loud

- 3** What will happen the next day?
 - A** Their song will be played for the school.
 - B** They will play their song on stage.
 - C** The music teacher will change the instruments.





Speech Functions

Directions: Have students look at page 39 in the student book. Have a copy of the *Speaking Tasks Score Sheet* (page 62) ready to record student responses.

Process



- 1 Provide page 39 in the student book, scratch paper, and pencils.
- 2 **SAY:** I am going to tell you about a situation that could happen to you. Then, tell me what you would say.
- 3 Point to the picture at the appropriate time while reading the questions.
- 4 **SAY: Your pencil is broken, but you need one to write. What would you say to your teacher?**
 - Wait for response.
 - Function: making a request
 - Student might say, *“Could I please have a new pencil?”* or *“May I please sharpen my pencil?”*
- 5 **SAY: Your teacher asks you to move a plant, but you are not sure where to place it. What would you say to your teacher?**
 - Wait for response.
 - Function: asking for information
 - Student might say, *“Where should I put the plant?”* or *“Would you like the plant to go on your desk?”*
- 6 Share these reminders as relevant:
 - Students may write notes to help them with everything they want to say.
 - Students should take their time and give responses in complete sentences.
- 7 Have students share their responses with partners and with the whole group.

Rubric

Score 2	Score 1	Score 0
<ul style="list-style-type: none"> • Response clearly addresses the intended language function. • No effort is needed from the listener to understand the message. • Grammar, word choice, pronunciation, and intonation issues do not interfere with meaning. 	<ul style="list-style-type: none"> • Response partially meets the intended function. • Listener must make an effort to interpret the meaning. • Grammar, word choice, pronunciation, or intonation errors interfere with understanding. 	<ul style="list-style-type: none"> • Response does not address the intended language function. • Response contains no English. • No response, “I don’t know,” or response is not understandable.

Name: _____ Date: _____

Speech Functions

Directions: Listen carefully to the information while you look at the pictures. Then, you will talk about them.



- 1 Your pencil is broken, but you need one to write. What would you say to your teacher?



- 2 Your teacher asks you to move a plant, but you are not sure where to place it. What would you say to your teacher?



Speaking

Best Practices to Help

CALIFORNIA ENGLISH LEARNERS

Reclassify



Listening

Speaking

Reading

Writing

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