



Lessons and Activities

Grade 3

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Teacher's Guide (8 pages)

Student Book (4 pages)

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



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Teacher's Guide



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Listen to a Story



Teacher Directions: Have students look at page 9 in the student book as you read aloud the following directions. Play the audio recording of the story.

Tell students that for this task type, they will listen to a short fictional story. When they take the AZELLA, they may see a picture to go along with the story. They will answer questions about what happened in the story, choosing answers using words or pictures.

Directions: Look at the picture. Listen carefully to the story. You can take notes on scratch paper as you listen. After listening, you will answer some questions about the story.

Panda Play

Riley the panda was nervous as she walked into Mrs. Lopez's classroom for the first time.

Mrs. Lopez, a kind rabbit, smiled and said, "Class, we have a new student today—this is Riley!"

As Riley took her seat, a cheerful fox sitting right next to her whispered, "Hi, I'm Chloe. It's nice to meet you!"

Riley smiled shyly and nodded at Chloe. Mrs. Lopez began the morning lesson, but Riley still felt nervous.

During group work, Chloe invited Riley to join her and a small hedgehog named Claire. "Hey, Riley! Want to work with us? "Claire asked with a gentle smile.

Riley felt a little better and sat down with them. They talked about their favorite colors and drew pictures together for the project.

At recess, the three of them went outside together. Claire brought a colorful ball. They laughed and played, tossing the ball back and forth, getting to know each other better. Riley even showed them how to balance a book on her head, which made them all giggle.

By the end of the day, Riley felt like she had made real friends. "I'm glad we're friends," Riley said.

Chloe and Claire smiled. "We're glad, too!" they said together.



Listen to a Story (cont.)

Teacher Directions: Read each question and its answer choices. Then, play the recording again. Encourage students to raise their hands when they hear information that helps to answer one of the questions. Pause the recording to model the strategy for students to use on the AZELLA.

1. SAY: Which student welcomes Riley to the class when she first arrives?

- **SAY:** Is it *Mrs. Lopez, the rabbit, Chloe, the cheerful fox*, or *Claire, the gentle hedgehog*? Turn to a partner and whisper your answer.
- Allow time for students to discuss their answers, and then ask them to share.
 - If students choose Mrs. Lopez, remind them that the question is asking about a *student* welcoming Riley.
 - If students choose Claire, guide them to reread the last part of the question that clarifies *when* Riley is welcomed.
- Explain that reading questions carefully is an important part of test-taking. (Answer: B)

2. SAY: Which picture shows what Riley, Chloe, and Claire do at recess?

- **SAY:** Let's look at each of the answer choices and talk about them before we decide on the best answer.
 - **SAY:** A draw. I remember hearing that they drew pictures, but I'm not sure it was during recess.
 - **SAY:** B eat lunch together. I don't remember anything about lunch in the story.
 - **SAY:** C play with a colorful ball. This did happen in the story.
- Lead students in a discussion about choosing the best of the two possible answers (A or C). Reread the paragraph about recess to give students the opportunity to make the correct choice. (Answer: C)

3. SAY: What is the story mostly about?

• Emphasize the word *mostly* in the question. Have students discuss possible answers with partners before sharing with the group. Help guide students to the correct answer. (*Answer: A*)

Name: _____ Date: _____

Listen to a Story

Directions: Look at the picture. Listen carefully to the story. You can take notes on scratch paper as you listen. After listening, you will answer some questions about the story.



Panda Play

- 1 Which student welcomes Riley to the class when she first arrives?
 - Mrs. Lopez, the rabbit
 - B Chloe, the cheerful fox
 - © Claire, the gentle hedgehog
- Which picture shows what Riley, Chloe, and Claire do at recess?













- 3 What is the story mostly about?
 - making new friends
 - B feeling sad
 - c a day at school

Express an Opinion



Teacher Directions: Have students look at page 15 in the student book as you read aloud the directions and explain the task type.

Tell students that for this task type, the Test Administrator will ask their opinion, and then they will give reasons to support their answer.

Directions: Look closely at the pictures and listen. Then, respond to the questions. Use complete sentences to answer.





- **SAY:** This is a speaking task. It is important to give as many details as you can when answering each question. Speak in complete sentences.
- Have students turn to partners and discuss what "complete sentences" are.
- 1. SAY: You can have a new pet. You can have a turtle, or you can have a fish. Which animal makes a better pet, a turtle or a fish?
 - Wait for students' initial choices. Then, have students give their answers in complete sentences. Model as needed and have students repeat.
- 2. SAY: Use complete sentences to explain your choice. Why is it the better pet?
 - Guide students to think about what they would need to care for the animal, how much care the animal may need, or how the animal would make them feel. Allow time for students to take notes on their student pages. Emphasize that they can do this on scratch paper during the actual assessment.
 - Explain the importance of using complete sentences during the AZELLA speaking tasks. Have students share their reasoning with partners.
 - Have student volunteers share their reasoning with the group. Encourage students to add more details to the reasons given for their opinions.
- **Note:** This task type is scored with a rubric on the AZELLA. See page 42 for an example rubric that can be discussed with students.

Name: _____ Date: _____

Express an Opinion

Directions: Look closely at the pictures and listen. Then, respond to the questions. Use complete sentences to answer.





- Which animal makes a better pet, a turtle or a fish?
- Use complete sentences to explain your choice. Why is it the better pet?





Write About Academic Information

Teacher Directions: Have students look at page 24 in the student book as you explain the task and read aloud the directions. Students will also need to refer to the passage "Pollen" on page 22 of the student book.

Tell students that for this task type, they will listen to a short nonfiction text. Then, they will write a paragraph. Explain that they can take notes, make an outline, or write a draft of their paragraph. Then, they will write a final paragraph.

Directions: Listen to the information about pollen. Use the information to complete the prompt.

- **SAY:** This is a writing task. There are directions for what to include in your writing. Let's talk about each one.
 - SAY: Your paragraph should answer the question completely and use complete sentences. Tell a partner one reason why complete sentences help readers better understand your writing.
 - Allow time for students to discuss their reasons, and ask them to share with the whole group.
 - **SAY:** The next direction is to **use descriptions, details, and examples.** This gives information about the topic of your paragraph.
 - SAY: Use correct capitalization, spelling, and punctuation. This is important when you write, and you can check for all these things at the same time.
- SAY: The writing prompt is The passage tells all about how plants grow when pollen moves from one flower to another. How does pollen move? Write 3–4 sentences to describe how pollen travels from one plant to another.
- **SAY:** Now, listen to the passage, "Pollen." You will use the information you hear to write a paragraph that answers the prompt.

Pollen

Pollen is a fine dust that is found inside flowers. The powder can be yellow, orange, or even white. Pollen sticks to insects when they feed on flowers. These insects, like bees and butterflies, land on the flowers to drink sweet nectar. As they move around, pollen gets on their legs and bodies.

They carry the pollen on them as they fly. Some of that pollen falls off onto other flowers. This helps plants make seeds.

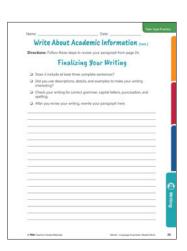
Or the pollen can be caught by the wind or rain. The breeze can blow it far away. Either way, the pollen's journey begins!



Write About Academic Information (cont.)



- Have students follow along on page 22 of the student book as you replay the passage.
- Reread the prompt and have students identify the part of the prompt their writing should address: *describe how pollen travels from one plant to another.*
- Guide students in using the prompt to write a topic sentence for their paragraphs. (*Plants make seeds when pollen moves from one flower to another.*)
- Have students brainstorm academic words they should use in their paragraphs. Record the words. Ensure that students understand the meaning of each term.



- **SAY:** Now, you can add sentences that explain and give details. What kinds of details should you include to answer the question?
 - Have students talk with partners. Guide them to understand that their sentences should include ways pollen travels. Have students verbalize two details from the passage that they plan to include in their paragraphs.
 - Remind students that their paragraphs need to include three to four sentences. Allow time for students to complete their paragraphs.
- Provide time for students to use page 25 in the student book to review and revise their paragraphs.
- **Note:** This task type is scored with a rubric on the AZELLA. See page 49 for an example rubric that can be discussed with students.

Write About Academic Information

Directions: Listen to the information about pollen. Use the information to complete the prompt.



The passage tells all about how plants grow when pollen moves from one flower to another. How does pollen move? Write 3–4 sentences to describe how pollen travels from one plant to another.

Be sure to:

- Answer the question completely.
- Use complete sentences.
- Use descriptions, details, and examples.
- Use correct capitalization, spelling, and punctuation.

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Oral Reading

Directions: Have students complete page 44 in the student book.

Process

- 1 Provide page 44 in the student book. Have each student complete the task individually.
- **SAY:** You are going to read this passage aloud for one minute. The text is about Smokey Bear. You might not finish reading the entire passage.
- 3 Share these reminders as relevant:
 - If students find themselves stuck on a word, they should try it. Then, they can skip the word and continue reading.
 - Students should try reading groups of words rather than reading them one by one.
 - Students should attend to pacing, punctuation, and expression.
- **SAY:** When you are ready, start reading the beginning of the text. I will tell you when to stop.



Score	Descriptors	
3	 The student reads in larger groups of words and demonstrates smooth reading with natural phrasing, good pacing, and expression. Reading shows a strong understanding of how to use punctuation cues. 	
2	 The student reads in 3–4 word phrases and has mostly smooth reading with some awkward pauses. Reading shows the development of expression and rhythm. 	
1	 The student reads in 1–2 word phrases. Reading is slow or choppy, with frequent pauses and little expression. Listener might struggle to follow. 	
0	The student reads fewer than 5 words or is silent. Reading is unintelligible or the response is off-task.	



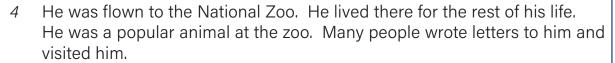
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Oral Reading

Directions: Read the text aloud.

Smokey Bear

- If you've been to a national forest, you may have seen a bear. Not a real bear—Smokey Bear! Smokey Bear wears a park ranger's blue jeans and a belt.
- 2 He is seen on many fire danger signs and posters. He reminds people to help prevent wildfires.
- 3 In 1950, a real bear cub became the symbol of Smokey Bear. Firefighters rescued a badly burned cub from a wildfire. They took him to a vet for treatment. There, they named him Smokey Bear.



- The U.S. Forest Service has a system for rating fire danger. There are five color-coded levels. The bottom level is green, which is the lowest rating. It means there is low risk for fires. Red is the top level. It means fires have a high risk of starting.
- 6 Remember, as Smokey says, "Only You Can Prevent Wildfires."



