

LANGUAGE ESSENTIALS

Lessons and Activities

Grade 3

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Teacher's Guide (14 pages)

Student Book (12 pages)



LANGUAGE ESSENTIALS

3

Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



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Read-Aloud Activity: Our School Garden

Teacher Directions: Read aloud the book *Our School Garden*. This read-aloud can take place over one or more days. Then, have students look at page 19 in the student book as you read aloud the directions and questions.

Tell students that in this first activity, they will answer questions about how informational books are organized. This book will lay the foundation for the math tasks to follow. Monitor students' work, checking to make sure they know how to fill in the bubbles. If students skip any responses, point them out to students and invite them to try again.



Directions: Answer the questions about the book *Our School Garden*.

1. **SAY:** Let's look at the first question on page 19. **Use the Table of Contents to answer the question. What is the purpose of a table of contents in a book?**

- Discuss the nonfiction genre and how nonfiction books are typically organized into sections or chapters. Define this vocabulary.
- Read each answer option aloud.
- **SAY:** We can eliminate option A *to list the names of the characters* because this refers to fiction books.
- Point to the title and author on the cover, and explain that option B can be eliminated because this information is found on the cover, not the table of contents.
- Allow time for students to discuss the correct answer. Reread the table of contents, and show students the content on those pages to eliminate C and select D as the best answer option. (*Answer: D*)

2. **SAY:** Use the Table of Contents to answer the question. **Which page would you turn to for information about insects you might see in the garden?**

- Have partners look at the answer options and use the table of contents to determine which topics are covered on each page.
- Allow wait time as students think about and choose their answer. Have a student volunteer share their answer with the group. (*Answer: C*)

3. **SAY:** Read the text. Then, answer the question. **How is the text organized?**

- Allow time for students to read the passage independently or have a volunteer read it aloud.
- Review the answer options together as a group. Define difficult terms, such as *cause* (why something happens), *effect* (what happens), and *chronological* (time order).
- Allow time for partners to discuss which answer option best describes the structure of the text. If students are struggling, guide them to eliminate one to two answer options, such as B and C.
- Share the correct answer and explain that the effect is that students have insects to study and the insects stay away from other plants. The cause is kindergartners and fifth graders plant plants that attract insects. (*Answer: A*)



Read About Mathematics

Patterns

Teacher Directions: Have students look at pages 20–22 in the student book as you read aloud the directions.

Tell students that for this task type, they will read the visual and written information on their own. When they take their exam, they will also read the questions and choose the correct answers on their own. But for this practice activity, the class will discuss the questions and answer options.

Directions: Read the texts on pages 20–22. Then, answer the questions.

- Ask students to read the text, charts, and visuals on their own. For additional support, underline and explain key words such as *buy*, *sell*, and *profit*. Have students give you a thumbs-up when they have finished reading the text on page 20.
- **SAY:** Now that you have read the text, you will answer a question about it. Give me a thumbs-up when you have finished reading the question.

1. SAY: What is the profit for 25 seed packs? *Profit* means money you make from selling something.

- **SAY:** Is it A \$45, B \$50, or C \$55? Turn to a partner, whisper your answer, and tell them why you think your answer is correct.
- Allow time for students to discuss their answers, and then ask them to share.
 - ➔ If students choose A or C, prompt them to observe the pattern in the profit as the seed packs increase by 5 (the profit increases by \$10). Pointing to the table, have students identify the next 10 after 40. (50)
 - ➔ For students who struggle to count by 10, do a choral counting practice, where students start at 0 and count by 10s to 100.
- Explain that reading questions carefully is an important part of test-taking. (Answer: B)
- **SAY:** Give me a thumbs-up when you have finished reading the text and the question on page 21.

2. SAY: If the pattern continues, what type of plant starts the next row?

- Lead students in a discussion about the repeating pattern shown in the chart. (BHHD) As a group, determine where the pattern ends (D) and what should come next when the pattern begins again (B). Therefore, the answer is burdock. (Answer: A)
- **SAY:** Give me a thumbs-up when you have finished reading the text and the question on page 22.

3. SAY: How much profit will the gardeners make from selling 6 large pumpkins?

- **SAY:** Let's look at the pattern in the profit in the second row of the chart.
- Guide students to identify that the pattern is increasing by \$5. Have partners determine the next number in the pattern, which is the profit from selling 6 large pumpkins. Have students explain their thinking and their answers using complete sentences. (Answer: A)

Talk About a Presentation

School Cafeteria



Teacher Directions: Have students look at pages 38–41 in the student book. For this activity, play the tracks for “School Cafeteria,” which are provided in the digital resources. If possible, set up recording stations, and have students record themselves when they hear the tone. Alternatively, monitor students as they talk to partners.

Tell students that for this task type, they will listen to a presentation while looking at pictures. They will hear a student named Nico answer a question as an example. Then, they will answer a similar question.

Directions: Look carefully at the pictures on pages 38–41. Then, listen to the recordings. When it is your turn to answer questions, speak clearly in English.

- **SAY:** In this task, you will look carefully at pictures and listen to presentations. You will only hear them one time. Then, you will listen to a student named Nico answer a question. Listen to his model answer. Next, the teacher will ask you a question. Finally, you will [record yourself/speak to a partner]. Speak clearly so you can be heard, and answer in complete sentences.
- Have partners practice summarizing what will happen in this lesson, using transition words such as *first*, *then*, *next*, and *finally*. Monitor students to see if they understand the task.
- Model what complete-sentence answers sound like.
 - ➔ **SAY:** Listen as I give a complete answer to the question *What is your favorite subject in school?* I am going to use parts of the question in my answer.
 - ➔ Display the sentence, underline the subject *favorite subject*, and circle the verb *is*. First, provide an unsatisfactory response to the question (e.g., *math*). Next, have students rate you using the speaking rubric on page 93 of the student book. Then build a more satisfactory response to the question (e.g., *My favorite subject in school is math*).
 - ➔ Have partners practice asking and answering the same question with complete sentences.
 - ➔ Encourage students to add descriptive details to their answers (e.g., *My favorite subject to learn about in school is reading because I love listening to stories*).



Talk About a Presentation (cont.)

School Cafeteria (cont.)

- Play the first recording.

Track 1

Female Teacher Let's talk about the picture on page 38. This picture shows students eating lunch in the school cafeteria.

Nico, tell me what you see happening in this picture.

Nico I see students sitting at tables, talking, and eating. I notice that some students brought lunchboxes and other students have lunch trays from school.

Female Teacher Now it's your turn. What other things do you see happening in this picture?

- Tell students the tone means it's time to speak.
- 1. **SAY:** The recording asked, **What other things do you see happening in the picture?** Record yourself or turn to a partner, and answer the question.
 - Monitor students and model for them how to answer in complete sentences. If students provide a short or incomplete-sentence answer (e.g., *milk*), encourage them to provide a more detailed or complete-sentence answer (e.g., *I see a boy cleaning up spilled milk*).
 - List varied sentence frames for answering the question:
 - ➡ *I see _____ in the cafeteria.*
 - ➡ *In the cafeteria, there is _____.*
- **Note:** Speaking tasks are scored with a rubric. (See page 51.) Guide students in using the speaking rubric on page 93 of the student book to evaluate their work and track their progress over time.



Talk About a Presentation *(cont.)*

School Cafeteria *(cont.)*

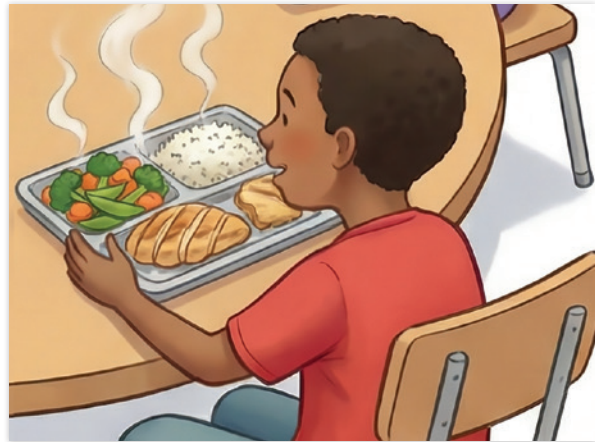
- Play the second recording.

Track 2

Female Teacher Now let's talk about the lunches that students brought from home and the ones they bought at school. Both kinds of lunches can be yummy and nutritious.

Look at picture A. Some students eat lunches that were packed at home, like sandwiches, fruit, and juice. The food is mostly cold. It is placed in bags or lunchboxes.

Look at picture B. Some students eat lunches that they bought at school, like hot chicken, rice, and veggies. Students carry their lunches to tables on trays.

A**B**



Talk About a Presentation (cont.)

School Cafeteria (cont.)

- Play the third recording.

Track 3

Female Teacher	Nico, tell me how the lunches from home and school are similar and different.
Nico	The lunches are similar because they both have nutritious food. The lunches are different because the lunches from school have mostly hot food and the lunches from home have mostly cold food.
Female Teacher	Now it's your turn. Tell me how the lunches from home and school are similar and different.

2. **SAY:** The recording said, **Tell me how the lunches from home and school are similar and different.** Record yourself or turn to a partner, and answer the question.

- Monitor students and model for them how to answer the prompt.
- List varied sentence frames for answering the question:
 - ➡ *The home lunches and school lunches are similar because _____.*
 - ➡ *The lunches are different because _____.*
- **Note:** Speaking tasks are scored with a rubric. (See page 51.) Guide students in using the speaking rubric on page 93 of the student book to evaluate their work and track their progress over time.

Using the Speaking Rubric

To understand how student responses are evaluated, review the WIDA® Speaking Scoring Rubric, which is available on the WIDA® website (tcmpub.digital/le-speakingrubric). You can also reference *Interpreting Student Scores* on pages 78–79 of this book.



Support students in understanding and using the student-friendly speaking rubric on page 93 of the student book to reflect on their performance, evaluate their work, and monitor their growth over time.

Introduce the rubric. Provide examples that match each description of speaking proficiency. Be respectful and positive when providing examples. Highlight the progression of the descriptors (e.g., *a few words, words or phrases, sentences*) so students see how their speaking can grow. Remind students to speak about the topic, not just use English words. Tell them that *clarity* means how easy the message is to understand. It can also refer to speaking delivery—speaking loud enough and saying words clearly.

Guide students to listen to their recordings and point to the row that matches their speaking, for example: “I spoke using words and phrases, and it was mostly clear, so my score is a 2.” Show where to record scores and comments. Model example comments: “I used sentences,” or “Next time, pick better words.”

Name: _____

Student Speaking Rubric

Your teacher will help you understand and use these charts.

Score	Comment	My English	Clarity
4	Outstanding	Detailed sentences	Very clear
3	Very good	Sentences	Mostly clear
2	Good	Words or phrases	Partly clear
1	Keep trying	A few words	Not clear
0	Try some English	No English yet	—

My Score

Date and Comments

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Listen to a Conversation

Science Fair

SCIENCE



A

Directions: Have students complete pages 49–50 in the student book. For this activity, play the tracks for “Science Fair A,” which are provided in the digital resources.

Process

- 1 Provide pages 49–50 in the student book and pencils.
- 2 **SAY: Look at the pictures on pages 49–50. Then, listen to the recordings. Listen carefully because you will hear the recordings only once. On each page, you will answer some questions. You will fill in the circle that matches what you hear.**
- 3 Make sure students are on the correct page before you play the tracks.
- 4 Share these reminders as relevant:
 - Students can take notes while they’re listening to each track.
 - Each track will play a conversation, ask a question, and play a tone.
 - After the tone, give students 20 seconds to answer each question.

Track 1

- | | |
|-----------------------|--|
| Narrator | Look at page 49. Students are at a science fair. They will present information about planets. The teacher talks about showing respect. |
| Female Teacher | How can we show respect when a student presentation is over? |
| Male Student | We can clap. |
| Female Teacher | Yes, that is respectful. |
| Narrator | What is a polite way to show respect? |

Track 2

- | | |
|---------------------|--|
| Narrator | Look at page 50, number 2. The students begin to share their presentations about the planets. |
| Male Student | I did research on the solar system. I learned that the sun is the center of our solar system. The other planets orbit around it. |
| Narrator | What is the center of the solar system? |

Listen to a Conversation *(cont.)*

Science Fair *(cont.)*

Track 3



A

Narrator	Look at number 3. After each presentation, students can ask questions.
Female Teacher	Who has questions about the presentation?
Female Student	How long does it take for Mars to orbit the sun?
Male Student	Well, a day on Mars is longer than a day on Earth. And it takes about two years for Mars to orbit the sun.
Narrator	How long does it take for Mars to orbit the sun?

- Discuss the test-taking experience with students. Ask students what they might do differently next time to be ready to listen.
- Review the practice test questions and unfamiliar vocabulary.

1. SAY: What is a polite way to show respect?

SAY

- A—talk
- B—clap
- C—shout

2. SAY: What is the center of the solar system?

SAY

- A—Mars
- B—Earth
- C—the sun

3. SAY: How long does it take for Mars to orbit the sun?

SAY

- A—two years
- B—two weeks
- C—one hour

- Have students discuss their answers with partners. For any answers that are different, have partners talk about how they made their choices.
- Share the correct answers as a group: 1. B; 2. C; 3. A.

SOCIAL STUDIES



A

Write About a Picture

United States Symbols

Directions: Have students complete page 83 in the student book.

Process

- 1 Provide page 83 in the student book and pencils.
- 2 **SAY:** This is a writing test. The directions say, **Look at the picture and follow the directions.** Look at the title. It says, **Write About a Picture.** The subtitle says, **United States Symbols.** Below the subtitle, it says, **A symbol is something that represents something else. This symbol represents the United States.** Now, put your finger on question number 1. It says **What do you see in the picture?** I see some arrows. Point to them. Notice the first word is done for you. It says **arrows.**
- 3 **SAY:** Now it's your turn to write! Point to something else in the picture. Write that on the next line. (Pause while students write.) Write the names of two more things that you see in the picture. When you are finished writing, put your pencil down.
- 4 **SAY:** Now, put your finger on question number 2. It says, **Describe the picture.** In this part, you will write about what you see in the picture. The first sentence is done for you. What does it say? (Invite students to respond, or read the example sentence aloud for students: **The eagle has a ribbon.**) Now, it's your turn to write! Write two sentences about what else you see in the picture.
- 5 Monitor students, and encourage struggling students by pointing to any part of the picture and saying, "What do you see here?" (Pause for student response.) "Now write that on the line."
- 6 Share these reminders as relevant:
 - Students may wish to circle details in the pictures that they feel confident describing and spelling.
 - Students should check their spelling and reread what they wrote to ensure it makes sense.
 - At the end of each section or where it says stop, students should put their pencils down.
- 7 Have students read aloud their responses with partners and share with the whole group.

B/C

- 1 Provide pages 85–87 in the student book and pencils.
- 2 **SAY:** This is a writing test. The directions say, **Look at the pictures and follow the directions.** Look at the title. It says, **Write About Social Studies.** The subtitle says, **United States Symbols.** Below the subtitle, it says, **A symbol is something that represents something else. The United States has many symbols. You will write about these American symbols.**
- 3 **SAY:** Look at picture A. It shows a bald eagle, which represents freedom and strength. Picture B shows a United States flag. One of its names is the Stars and Stripes. It represents the country and the individual states and territories. Now look at picture C. It shows the Statue of Liberty, a statue in New York that symbolizes freedom and hope for newcomers. How do you think these symbols represent the United States?
- 4 Allow time for students to discuss their answers to the question, guiding them to understand that the symbols represent important American values, such as freedom, independence, and rights.

Name: _____ Date: _____

Test Practice

Write About Social Studies

B/C

Directions: Look at the pictures and follow the directions.

United States Symbols

A symbol is something that represents something else. The United States has many symbols. You will write about these American symbols.

A

the bald eagle:
freedom and strength

B

the Stars and Stripes:
the United States and its states

C

the Statue of Liberty:
freedom and hope

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161853—Language Essentials Student Book

Writing

85

Write About Social Studies *(cont.)*

SOCIAL STUDIES

United States Symbols *(cont.)*



B/C

- 5 SAY:** The directions on page 86 say, **Plan your writing! On the next page, you will write about the three symbols on page 85. Think carefully about these questions to get ideas for your writing.**
- What do these symbols represent?
 - What do these symbols mean to you?
 - What other symbols would you choose to represent the United States?
 - Why did you choose them?
- 6 SAY:** Use this space to organize your ideas about the three U.S. symbols. You can make notes, an outline, a web, or any other kind of graphic organizer. Add details. (Give students a few minutes to organize their ideas.)
- 7 SAY:** Now it's your turn to write! Look at page 87. The directions say, **Write at least three complete sentences in English explaining what the three U.S. symbols represent and why they are important. Write more if you can.** Then it says, **You have seen U.S. symbols, or pictures, that represent this country. Write about what these symbols represent and mean to you. What other symbols would you choose to represent the United States and why? Use the pictures on page 85, the graphic organizer on page 86, and the Word Box to help you.**
- 8** Have students point to the words in the Word Box as you read them aloud.
- 9 SAY:** Look at the reminders. Follow along while I read this part aloud.
- Reread the directions.
 - Organize and connect your ideas.
 - Develop the topic with details, examples, and precise language.
- 10 SAY:** These reminders are important. When you finish writing, use them to check your work and make it better. You will have about 30 minutes to write. Remember, you will write about the U.S. symbols pictured on page 85.
- 11** Give students time to respond to the prompt.
- 12** Have partners share their responses and rate themselves using the writing rubric on page 94 of the student book.

Name: _____ Date: _____

Read-Aloud Activity: *Our School Garden*

Directions: Answer the questions about the book *Our School Garden*.

- 1 Use the Table of Contents to answer the question.

What is the purpose of a table of contents in a book?

- (A) to list the names of the characters
- (B) to show who wrote and illustrated the book
- (C) to explain difficult words
- (D) to show the topics and page numbers where they start

Table of Contents

The Lonely Tree	4
Insects in the Garden	8
Good Enough to Eat.....	16
Solve the Problem	28
Glossary	30
Index	31
Answer Key	32

- 2 Use the Table of Contents to answer the question.

Which page would you turn to for information about insects you might see in the garden?

- (A) page 30
- (B) page 4
- (C) page 8
- (D) page 44

- 3 Read the text. Then answer the question.

The fifth grade and kindergarten classes work together. Both grades study insects. They learn that some kinds of plants attract insects that like to eat the leaves. The students plant those kinds of plants. As a result, the students have insects to study. The insects also stay away from other plants.

How is the text organized?

- (A) It gives a cause and an effect.
- (B) It tells steps in chronological order.
- (C) It compares different insects.
- (D) It describes a problem and the steps to fix it.



Read About Mathematics

Directions: Read the texts on pages 20–22. Then, answer the questions.

Patterns

- 1 A garden club gives the school money to buy some tools. The students also raise money by selling seeds.
- 2 The school can buy each seed pack for \$1. The students can sell each seed pack for \$3. They make a profit of \$2 on each pack.

Number of seed packs sold	5	10	15	20	25	30	35	40	45
Total profit	\$10	\$20	\$30	\$40		\$60	\$70	\$80	

Hint: To find the profit, multiply the number of seed packs by 2.



- 1 What is the profit for 25 seed packs?

- (A) \$45
(B) \$50
(C) \$55



Talk About a Presentation

Directions: Look carefully at the pictures on pages 38–41. Then, listen to the recordings. When it is your turn to answer questions, speak clearly in English.

School Cafeteria



Name: _____ Date: _____

School Cafeteria *(cont.)*

Let's talk about the picture on page 38. This picture shows students eating lunch in the school cafeteria.

Nico, tell me what you see happening in this picture.



...



1 Now it's your turn.

What other things do you see happening in this picture?



Speaking

School Cafeteria *(cont.)*



Speaking

A**B**

Now let's talk about the lunches that students brought from home and the ones they bought at school. Both kinds of lunches can be yummy and nutritious.

Look at picture A. Some students eat lunches that were packed at home, like sandwiches, fruit, and juice. The food is mostly cold. It is placed in bags or lunchboxes.

Look at picture B. Some students eat lunches that they bought at school, like hot chicken, rice, and veggies. Students carry their lunches to tables on trays.



Name: _____ Date: _____

School Cafeteria *(cont.)*

Nico, tell me how the lunches from home and school are similar and different.



...



2 Now it's your turn.

Tell me how the lunches from home and school are similar and different.



Speaking

Name: _____ Date: _____

Listen to a Conversation

A

Directions: Look at the pictures on pages 49–50. Then, listen to the recordings. On each page, you will answer some questions. You will fill in the circle that matches what you hear.

Science Fair



1



A



B



C



Listening

Name: _____ Date: _____

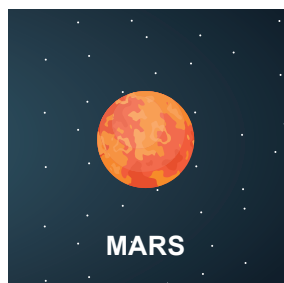
A

Science Fair (cont.)

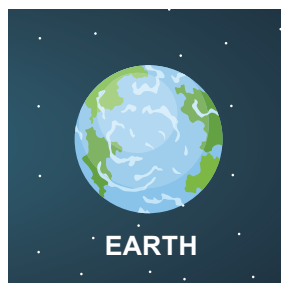
2



A



B



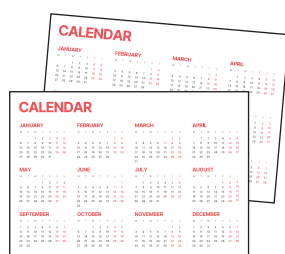
C



3

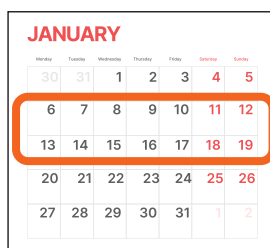


A



2 years

B



2 weeks

C



1 hour



Name: _____ Date: _____

A

Write About a Picture

Directions: Look at the picture and follow the directions.

United States Symbols

A symbol is something that represents something else. This symbol represents the United States.



1 What do you see in the picture?

1. arrows

3. _____

2. _____

4. _____

2 Describe the picture.

1. The eagle has a ribbon.

2. _____

3. _____



Writing



Name: _____ Date: _____

Write About Social Studies

B/C

Directions: Look at the pictures and follow the directions.

United States Symbols

A symbol is something that represents something else. The United States has many symbols. You will write about these American symbols.



the bald eagle:
freedom and strength



the Stars and Stripes:
the United States and its states



the Statue of Liberty:
freedom and hope



Writing

Name: _____

Student Writing Rubric

Your teacher will help you understand and use these charts.

Score	Comment	My English	Clarity
6-7	Outstanding	Varied sentences	Very clear
4-5	Very good	Detailed sentences	Clear
3	Good	Simple sentences	Mostly clear
2	Getting there	At least one sentence	Sometimes clear
1	Keep trying	Words and phrases	Not clear
0	Try some English	No English yet	—

My Score

Date and Comments

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____