

LANGUAGE ESSENTIALS

for Texas

Lessons and Activities

Grade 3

Table of Contents

Teacher's Guide (7 pages)

Student Book (4 pages)

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



Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



Table of Contents

Introduction	4	Read a Literary Passage	36
Practicing for Success	4	Justify an Opinion	37
What the Research Says	5	Grammar and Conventions	38
Language Acquisition	5	Listen and Repeat	40
Test Preparation	6	Test Practice	41
References Cited	6	Preparing for Test Practice	41
How to Use This Resource	7	Using Data for Instructional Insight	41
What's Included?	7	Express an Opinion	42
Accessing the Digital Learning Resources	7	Justify an Opinion	43
Practice Activities for Task Types	8	Tell a Narrative	44
Pacing Plan	9	Write About an Experience	45
Task Type Practice	10	Summarize an Academic Presentation	46
Read-Aloud Activity:		Present Information	48
<i>The Pandas Next Door</i>	10	Write About Academic Information	49
Listen to a Story	11	Oral Reading	50
Write About an Experience	13	Ask Questions	51
Choose a Word	14	Describe Pictures	52
Listen to a Short Exchange	16	Appendix	54
Express an Opinion	17	Assessed ELPS Correlations	54
Read-Aloud Activity:		Practice Activity Data Chart	55
<i>Our School Garden</i>	18		
Ask Questions	19		
Listen to an Oral Presentation	20		
Present Information	21		
Summarize an Academic Presentation	23		
Tell a Narrative	24		
Read an Informational Passage	25		
Vocabulary	26		
Write About Academic Information	28		
Describe Pictures	30		
Listen to a Classroom Conversation	32		
Oral Reading	34		



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. For this practice activity, students can use scratch paper to plan and draft a response. They should also use the checklist to make sure they responded to the prompt correctly.

Directions: Write 3–4 sentences in English about a personal experience.

- **SAY:** This is a writing task. There are directions for what to include in your writing.
 - ➔ **SAY:** Your paragraph should **include at least three complete sentences that address the prompt.** 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 complete sentences” means. They can start by saying, *Including at least three complete sentences means _____.*
 - ➔ **SAY:** Use **descriptions, details, and examples to make your writing interesting.** Think about when you read 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 **In the story, Riley moves to a new place and goes to a new school. Write about a time you went to a new place or moved somewhere new. Describe what it was like, how you handled it, and what you learned from the experience.**
 - ➔ Guide students in annotating the prompt. Have them identify the nouns and verbs. (*you, new place; went, moved, learned, handled*) Then, have them write a topic sentence for the paragraph by rewriting the nouns and verbs in the first person. (*I felt _____ when I went to _____ for the first time.*)
 - ➔ Point out the last sentence of the prompt and encourage students to add sentences to their paragraphs to tell about these aspects of their experiences.
 - ➔ Allow time for students to respond to the prompt.
- 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. See page 45 for an example rubric.

Modeling

You may choose to provide an example of a complete response for students. 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 3–4 sentences in English about a personal experience.

In the story, Riley moves to a new place and goes to a new school. Write about a time you went to a new place or moved somewhere new. Describe what it was like, how you handled it, and what you learned from the experience.

Be sure to:

- Include at least three complete sentences that address the prompt.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Write neatly.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Read an Informational Passage

Teacher Directions: Have students look at page 22 in the student book as you read aloud the following directions.

Tell students that for this task type, they will read a nonfiction passage that gives facts or explains something. When they take their exam, they will answer questions about the passages they read.

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

- **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 does pollen stick to?

- **SAY:** Is it A *honey*, B *insects*, C *rain*, or D *wind*? 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, have them skim the passage for the word *stick*, then reread the sentence. (Answer: B)

2. SAY: What is the main idea of the passage?

- **SAY:** Let's look at each of the answer choices and talk about them before we decide on the best answer.

➡ **SAY:** A *Bees like to drink nectar from flowers*. I remember reading this, but the title of the passage is "Pollen," so I don't think this is the main idea.

➡ **SAY:** B *Pollen can be many different colors*. I remember reading this, but the colors are only mentioned once, so it's not the most important detail.

➡ **SAY:** C *Insects and wind help pollen move from one plant to another*. This sounds correct, but let me check the last answer choice.

➡ **SAY:** D *Wind is the only way pollen travels*. This isn't true. The passage also talks about insects moving pollen. (Answer: C)

3. SAY: How are wind and bees similar?

- Explain to students that the word *similar* in the question is asking students to identify what is the same about bees and the wind.
- Read each answer choice aloud. Have students choose the best answer.
- If students choose A *Both change the color of pollen*, point out that this is not a true statement.
- If students choose C *Both land on flowers to drink nectar*, or D *Both make pollen stick to their wings*, point out that these statements are true of insects but not wind. (Answer: B)

Read an Informational Passage

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

Pollen

- 1 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.
- 2 They carry the pollen on them as they fly. Some of that pollen falls off onto other flowers. This helps plants make seeds.
- 3 Also, the pollen can be caught by the wind or rain. The breeze can blow it far away. Either way, the pollen's journey begins!



- 1 What does pollen stick to?

☐ (A) honey	☐ (C) rain
☐ (B) insects	☐ (D) wind
- 2 What is the main idea of the passage?

☐ (A) Bees like to drink nectar from flowers.
☐ (B) Pollen can be many different colors.
☐ (C) Insects and wind help pollen move from one plant to another.
☐ (D) Wind is the only way pollen travels.
- 3 How are wind and bees similar?

☐ (A) Both change the color of pollen.
☐ (B) Both carry pollen to help flowers grow.
☐ (C) Both land on flowers to drink nectar.
☐ (D) Both make pollen stick to their wings.





Listen to a Classroom Conversation

Teacher Directions: Have students look at page 28 in the student book. For this activity, play the recording of “Recess Dilemma,” which is provided in the digital resources. Remind students to ask you to pause the conversation so they can take notes.

Tell students that for this task type, they will hear a conversation between two people in a classroom setting. When they take their exam, they will listen to the conversation and then answer questions about it. The questions may ask what someone said, meant, or did.

Directions: Listen to a conversation between two students. Read the questions, and then listen to the conversation again. Finally, answer the questions.

- **SAY:** As you listen to the conversation, take notes using the graphic organizer by writing or drawing what happens at the beginning, middle, and end of the conversation.
- Play the recording. Then, read each question from the student page. Play the recording again, encouraging students to raise their hands to have you pause it so they can take notes.

Recess Dilemma

- Boy** We're getting players together to shoot hoops during recess. Would you like to join us?
- Girl** I was going to ask if you all want to play soccer. But we only have the one playground ball to use.
- Boy** We could play rock-paper-scissors to see who gets the ball.
- Girl** Sure, but then some of us will end up not playing either basketball or soccer.
- Boy** We can all play basketball during the first half of recess and soccer the second half of recess.
- Girl** That's a good compromise! Let's play soccer the first half of recess and basketball the second!



Listen to a Classroom Conversation (cont.)

1. SAY: The boy says they want to shoot hoops. What does that phrase mean?

- **SAY:** The phrase *shoot hoops* is an example of figurative language. What does it actually mean?
- **SAY:** Is it A *to throw hoops into the air*, B *to play tag with hoops*, or C *to play basketball*?
 - ➔ **SAY:** Turn to a partner and read each answer choice again. Talk about each option and decide if you think it might be the right answer. Try to remember details from the conversation to support your thinking. (Answer: C)

2. SAY: What does compromise mean in this conversation?

- **SAY:** The girl said, “That’s a good compromise! Let’s play soccer the first half of recess and basketball the second!” What is a good strategy for figuring out an unfamiliar word?
- Discuss looking for clues in the sentences around the unfamiliar word. Identify the compromise in the passage. Read each answer choice and have students discuss their merits. (Answer: B)

3. SAY: How do the boy and girl solve the dilemma?

- **SAY:** Let’s look at each of the sentences and talk about them before we decide on the best choice.
 - ➔ **SAY:** A *They toss the ball to each other*. I don’t remember that happening during their conversation.
 - ➔ **SAY:** B *They play rock-paper-scissors to decide who gets the ball*. I do remember the boy and girl are going to play rock-paper-scissors to decide, so I will keep that answer as a maybe. But let’s read all the answer options before we choose.
 - ➔ Have a student read aloud choice C. Point out that the boy and girl end up not playing rock-paper-scissors. Instead, they reach a compromise. A *compromise* is a solution to a problem where everyone gets some of what they want. What happens when they share the ball?
- Lead students in a discussion about reading answer choices carefully, especially when there seems to be more than one possible answer. (Answer: C)

4. SAY: What might the girl say to invite other students to join the recess games?

- Have students act out the scenario and practice what they might say to invite someone to join a recess game.
- Read each answer choice. Have students role-play using each answer choice and decide which one is appropriate for the situation.
- Point out that choice B is too demanding and choice C is too formal. (Answer: A)

Name: _____ Date: _____

Listen to a Classroom Conversation

Directions: Listen to a conversation between two students. Read the questions, and then listen to the conversation again. Finally, answer the questions.

Recess Dilemma

Beginning	Middle	End

- The boy says they want to shoot hoops. What does that phrase mean?
 - to throw hoops into the air
 - to play tag with hoops
 - to play basketball
- What does compromise mean in this conversation?
 - One person wins and the other loses.
 - Everyone gets some of what they want.
 - People promise the games will end early.
- How do the boy and girl solve the dilemma?
 - They toss the ball to each other.
 - They play rock-paper-scissors to decide who gets the ball.
 - They decide to play both games.
- What might the girl say to invite other students to join the recess games?
 - Do you want to play soccer and basketball with us?
 - Play with me, now!
 - I would like to extend an invitation for you to participate in a recess game.

Ask Questions



Directions: Have students complete page 45 in the student book.

Process

- 1 Provide page 45 in the student book, scratch paper, and pencils.
- 2 **SAY: Look at the table. The table has information about National Parks in Arizona. Some of the information is missing.**
- 3 Give students time to observe the chart. Read the text aloud.
- 4 **SAY: Ask three questions that will help you find the information that is missing from the table.**
- 5 Share these reminders as relevant:
 - Students should ask questions in complete sentences.
 - Students should not say what they learn from the tables.
 - There are more than three pieces of missing information. Students only need to ask three questions.
 - Students can write notes to help them with everything they want to say.

Test Practice

Ask Questions

Directions: Look at the table. The table has information about National Parks in Arizona. Some of the information is missing.

Arizona National Parks

	Grand Canyon	Saguaro	Pinnacles
location	?	Southern Arizona	Northwestern Arizona
attractions	huge canyon, colorful rock walls, Colorado River	?	petrified wood, painted desert, fossils
activities	hiking, sightseeing, rafting	hiking, taking photos, stargazing	?
yearly visitors	4.5 million people	?	500,000 people

Ask three questions that will help you find the information missing from the table.

© TCM Teacher Created Materials

Presentation Rubrics (0–3 points total)

Content

Score	Descriptors
1	• The response clearly asks questions based on missing information from the visual.
0	• The response repeats only what is shown on the visual or is mostly in a language other than English.

Language and Expression

Score	Descriptors
2	• The response utilizes grammar, sentence structure, and pronunciation that make the meaning clear.
1	• The response is partially clear, but there's some confusion due to grammar, sentence structure, or pronunciation.
0	• The response is unclear, mostly unintelligible, or mostly in a language other than English.

Note: The total score is the sum of the Content and the Language and Expression scores.

Name: _____ Date: _____

Ask Questions

Directions: Look at the table. The table has information about National Parks in Arizona. Some of the information is missing.

Arizona National Parks

	Grand Canyon 	Saguaro 	Petrified Forest 
location	?	Southern Arizona	Northeastern Arizona
attractions	huge canyon, colorful rock layers, Colorado River	?	petrified wood, painted desert, fossils
activities	hiking, sightseeing, rafting	hiking, taking photos, stargazing	?
yearly visitors	4.9 million people	?	500,000 people

Ask three questions that will help you find the information that is missing from the table.

