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**New York State Assessment
Language Arts
Grade 3**

This sample includes the following:

Teacher's Guide pages (5 pages)

- Cover and Table of Contents
- Pacing Plan
- Teacher Notes page

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Grade

3

New York State Assessment

Teacher's Guide



Preparing for Next Generation Success in

English Language Arts

Table of Contents

Introduction	4
Next Generation Standards Success	4
What the Research Says	5
Practice Tests	5
Supporting All Learners.....	6
Small-Group Instruction.....	6
Multilingual Learners.....	6
Students with Diverse Abilities	6
References Cited	6
How to Use This Resource	7
Pacing Plan.....	9
Teacher Notes	10
Understanding Themes Through Characters (3R2 RL; 3R3 RL)	10
Comprehending Informational Text Through Signal Words and Text Features (3R3 RI; 3R5 RI)	14
Understanding Language Through Poetry and Context Clues (3R4 RL; 3L4).....	18
Using Repeating Ideas and Illustrations to Analyze Informational Texts (3R2 RI; 3R7 RI).....	22
Understanding the Author’s Point of View (3R6 RL & RI)	26
Using Context Clues and Illustrations to Comprehend Literature (3R4 RL; 3R7 RL)	30
Understanding Informational Text Through Context Clues and Evidence (3R4 RI; 3R8 RI)	34
Practice Test Answer Keys and Correlations	38
Practice Page Bubble Sheets	40

Pacing Plan

The following eight-week pacing plan is designed to provide students with a variety of strategies for analyzing literature and informational texts. Lessons in the student book appear in this order. You should customize this pacing plan according to your students' needs. Prepare your students in only 30 minutes a day.

	Day 1	Day 2	Day 3	Day 4	Day 5
Understanding Themes Through Characters	3R2 (RL) Guided Practice	3R2 (RL) Partner Practice	3R3 (RL) Guided Practice	3R3 (RL) Partner Practice	3R2 (RL) 3R3 (RL) Independent Practice
Comprehending Informational Text Through Signal Words and Text Features	3R3 (RI) Guided Practice	3R3 (RI) Partner Practice	3R5 (RI) Guided Practice	3R5 (RI) Partner Practice	3R3 (RI) 3R5 (RI) Independent Practice
Understanding Language Through Poetry and Context Clues	3R5 (RL) Guided Practice	3R5 (RL) Partner Practice	3L4 Guided Practice	3L4 Partner Practice	3R5 (RL) 3L4 Independent Practice
Using Repeating Ideas and Illustrations to Analyze Informational Texts	3R2 (RI) Guided Practice	3R2 (RI) Partner Practice	3R7 (RI) Guided Practice	3R7 (RI) Partner Practice	3R2 (RI) 3R7 (RI) Independent Practice
Understanding the Author's Point of View	3R6 (RL) Guided Practice	3R6 (RL) Partner Practice	3R6 (RI) Guided Practice	3R6 (RI) Partner Practice	3R6 (RL) 3R6 (RI) Independent Practice
Using Context Clues and Illustrations to Comprehend Literature	3R4 (RL) Guided Practice	3R4 (RL) Partner Practice	3R7 (RL) Guided Practice	3R7 (RL) Partner Practice	3R4 (RL) 3R7 (RL) Independent Practice
Understanding Informational Text Through Context Clues and Evidence	3R4 (RI) Guided Practice	3R4 (RI) Partner Practice	3R8 (RI) Guided Practice	3R8 (RI) Partner Practice	3R4 (RI) 3R8 (RI) Independent Practice
Practice Tests	Test 1	Test 1 Review	Test 2	Test 2 Review	Celebration

Notice What Characters Do

This lesson guides students as they work on pages 10–11.

Lesson Focus

Reading Standard 3R3—In literary texts, describe character traits, motivations, or feelings while drawing on specific details from the text.

Guided Practice

1. Explain that strong readers pay attention to how writers create characters, noticing what characters do and how they act, talk, and think.
2. Tell students to annotate different characters' actions and dialogue to identify their traits as you read the passage aloud.



Teacher Tip

Help students pay attention to character actions, dialogue, and inner-thinking by providing a model of each in either a handout or chart. Create annotation symbols for both you and students to use as you read the texts (e.g., a lightning bolt for action, quotation marks for dialogue, and a thought cloud for inner-thinking).

After reading paragraphs 1–7, model step 1 of “Noticing What Characters Do” by directing students’ attention to the different ways the characters act. Think aloud step 2 of “Noticing What Characters Do” by pointing out how different Eugene’s actions and personality are from the other characters. Model step 3 of “Noticing What Characters Do” by identifying the characters’ motivation: they want to go to the opera.

Such Singing, Such Music

1 Silhouette, Minuette, and Eugene had always wanted to go to the Paris Opera.

2 Silhouette gave a deep purr. “Such singing!” she said.

3 “Such music!” Minuette’s voice tinkled.

4 “Oui! Yes!” bellowed Eugene.

5 The other cats promptly clapped their paws over their ears. “Softer, Eugene, please,” said Silhouette.

6 “You’ll need to be much quieter when we go to the opera,” scolded Minuette.

7 “Being quiet isn’t fun,” sighed Eugene.

8 Silhouette stroked her whiskers. “We need money to buy tickets for the opera,” she said. “Couldn’t we sing for money?” asked Silhouette. “Others do.”

9 Minuette loved the idea. “Oh, oui, oui!”

10 “Can I sing, too?” asked Eugene.

11 Minuette and Silhouette looked at each other. Silhouette took a deep breath. “Yes, of course, Eugene. You’re our friend.”



Answers for page 11—1. D; 2. A; 3. C; 4. B

After reading paragraphs 8–11, model step 1 of “Noticing What Characters Do” by directing students’ attention to what the characters do and say. Think aloud step 2 of “Noticing What Characters Do” by focusing on how the characters are kind to Eugene, even if he does not sing well like them. Model step 3 of “Noticing What Characters Do” by focusing on Silhouette’s and Minuette’s two motivations: to earn money for the opera and to not exclude Eugene.

Putting It All Together

After you read the final paragraph, ask students how the author shows the characters are different.

Partner Practice

This lesson guides students as they work on pages 12–13.

1. Remind students to use the steps from “Noticing What Characters Do” on page 10.
2. Direct students to use the guiding questions to help them identify character actions, dialogue, and inner-thoughts.

Direct students to pay attention to Kingii’s motivation.

The Adventures of Kingii

- 1 Kingii the frilled lizard settled on a large rock and let the sunshine warm his body, until he heard a strange sound. In an instant, he was up on all fours.
- 2 What was it? It made a dry crackling noise and sent bright red sparks into the sky. It was fire!
- 3 Kingii was a fast runner, faster than most, but suddenly the wind changed. In a second, he was trapped in a circle of fire. His heart was pounding. What could he do?
- 4 Finally, Kingii was through the wall of fire, but he kept running. His tail and frill were burned, but he was safe. He looked across to where his home had once been, but it was now a smoky ruin. Kingii would have to find a new home.
- 5 Kingii needed to rest. He climbed a tree, and his skin quickly changed color to match the branch. Predators wouldn’t be able to find him now!
- 6 The next day was a fine day. The air was fresh and clear. Best of all, breakfast was close by. Kingii quickly snatched a spider from its web and captured a moth that landed on his branch.
- 7 “Delicious!” he declared. *Now, I have found my new home,* Kingii thought.
- 8 When Kingii looked down from his branch, he noticed another frilled lizard. Startled, he flicked up his frill, opened his yellow mouth, and hissed. “This is my land,” said Kingii. “Leave now!” The other frilled lizard hissed back. “Do not hiss at me! I was here first!”
- 9 Kingii jumped down from his branch. His frill was tattered from the fire. The tip of his tail throbbed as he thumped it on the ground, but nothing he did would make the other lizard leave.
- 10 Kingii would have to be stronger. He stretched his frill wider. He hissed louder. Just when he thought he couldn’t hold on any longer, the other lizard wriggled free and scuttled off.
- 11 “Finally!” cried Kingii. “Now, go and find your own place!”

As you circulate, note students’ annotations. If necessary, reteach how to identify and analyze actions, dialogue, and inner-thinking. Use this time to collect data as you listen to student conversations to prepare for one-on-one or small-group instruction during Independent Practice.

 **Answers for page 13**—1. C; 2. A; 3. D; 4. B

Putting It All Together

Wrap up this lesson by directing students to pay attention to how Kingii’s needs cause him to do what he does in the story.

Independent Practice

This lesson guides students as they work on pages 16–17.

1. Tell students that this will be an opportunity to apply their new skills on their own.


Notice if students pay attention to the word *greedy* in the title. Reteach the meaning of this word if needed.

As you circulate, notice if students have annotated the characters’ actions, dialogue, inner-thoughts, and motivation. Use this time to support students in one-on-one or small-group instruction.

Tiddalick the Greedy Frog

- 1 There once lived a giant frog named Tiddalick. He was bigger than the mountains. One morning, Tiddalick woke up in a very grumpy, greedy mood. He went down to the lake to drink; he drank and drank until he had drunk all the water in the lake.
- 2 The land dried out and cracked. The rivers turned to dust. The trees lost their leaves. The flowers did not bloom. The animals cried, “We have nothing to drink. We have nothing to eat. There is no rain and no water. What can we do?”
- 3 Wise old Wombat said, “We need to ask Tiddalick to give us back our water.”
- 4 Kangaroo was bravest. “Tiddalick,” he cried, “I am the jumping kangaroo. I cannot jump anymore because I am so weak. All I can do is lie in the dust of the dry riverbed. Please, give us back our water.”
- 5 Tiddalick did not stir. He didn’t even open one of his big yellow eyes.
- 6 The animals looked around. There was little Bandicoot, happing his big rat ears. “If we could make Tiddalick laugh, I’m sure the water would flow from his mouth,” Bandicoot squeaked. “Maybe we can tickle him. Let’s find a branch.” But Tiddalick didn’t seem impressed by the tickling.
- 7 “Come on, Tiddalick! Laugh, you big, squeelchy frog. If you could see yourself, you would laugh until you cried,” the animals said. All seemed lost. The animals were sure they were doomed.
- 8 As the animals gathered for the last time, they heard a strange, tiny voice calling. “Let me try! Let me try to make him laugh.” It was Eel, who had slithered up from a dry lake. He began to dance. First, he moved slowly, but soon he danced faster and faster. He wriggled, twisted, and turned himself into strange shapes. Then, he jumped onto Tiddalick’s tummy, spinning around like a tornado.
- 9 Tiddalick began to shiver. Tiddalick began to quiver. Tiddalick began to giggle. Tiddalick’s giggle became a gurgle. Tiddalick’s gurgle became louder until the Earth trembled. Then, all of a sudden, he began to laugh. Water gushed out of his mouth like a huge waterfall. He laughed until every drop of water was out of his stomach.

As you circulate, notice if students are annotating for Tiddalick’s actions and motivation. Redirect students back to the steps for “Noticing What Characters Do” and any anchor charts or notes you modeled with.

 **Answers for page 17**—1. C; 2. A; 3. C; 4. C; 5. Answers will vary but should include how characters can help readers understand stories.