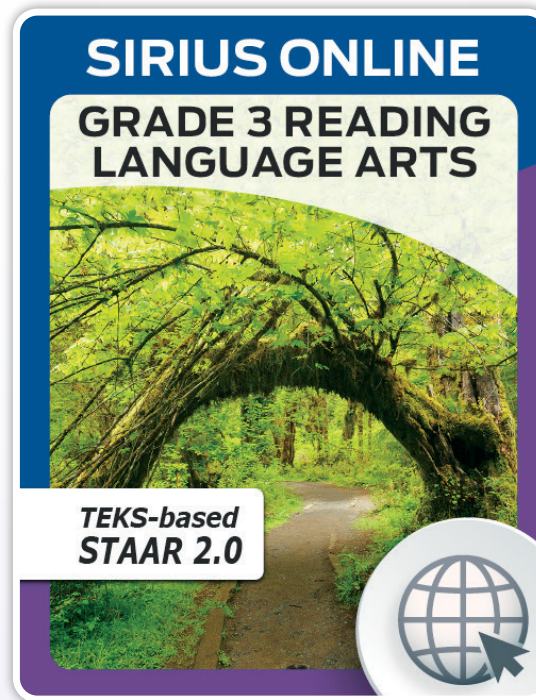


Sirius Online

GRADE 3 RLA ELPS TEACHER RESOURCE

and Lesson Planning Guide



Sampler

To The Teacher

Sirius has developed comprehensive resources to support students in their journey to proficiency in the Grade 3 RLA TEKS, including:

- This **RLA ELPS Teacher Resource and Lesson Planning Guide** that provides teachers with activities for differentiating lesson instruction for all four proficiency levels, scaffolding content, and supporting all language learners. The guide is structured consistently, making it quick and easy to use. The guide will provide 100% coverage of the ELPS by hitting every ELPS at least once in each course, including Reading and Writing.
- **Spanish translations and adaptations** that match one-to-one with the English content wherever possible, supporting English math TEKS and using the same content presented in both languages.
- **Content and language supports** that provide scaffolded definitions and images for language used in the selections and items in all assessments. Teachers can turn this on or off for any student, and they are especially helpful for Emergent Bilingual students.
- **Spelling assistance** that flags misspelled words in student writing and provides replacement options.
- **Text-to-speech** that allows students to have the computer read aloud the words on the screen while highlighting them. Teachers can turn this on or off for any student.
- **Translate** capability that gives students text translations in over 100 languages. Students can also have these translations spoken aloud using text-to-speech.

When used together, these resources provide robust scaffolding and support for all students, especially Emergent Bilingual students, from beginning to advanced high levels.



Contents

Included in Sampler

Using the ELPS Teacher Guide.....	iv	LESSON 15	Context Clues (3.3B, 3.3D).....	30	
English Language Proficiency Standards Correlations.....	ix	LESSON 16	Figurative Language (3.10D).....	32	
ELPS Lesson Plans					
READING					
LESSON 1	Characters (3.8B).....	2	WRITING		
LESSON 2	Plot and Setting (3.8C, 3.8D).....	4	Revising		
LESSON 3	Theme (3.8A).....	6	LESSON 1	Coherence and Clarity (3.11C).....	38
LESSON 4	Poetry (3.9B).....	8	LESSON 2	Introductions and Conclusions (3.11Bi).....	40
LESSON 5	Drama (3.9C).....	10	LESSON 3	Adding, Removing, and Organizing Details (3.11Bii).....	42
LESSON 6	Point of View (3.10E).....	12	Editing		
LESSON 7	Text Features and Images (3.10C).....	14	LESSON 4	Spelling (3.2Bi, 3.2Bii, 3.2Biii, 3.2Bvi, 3.2Bvii, 3.11Dxi).....	44
LESSON 8	Informational Texts (3.9Di, 3.9Dii, 3.9Diii).....	16	LESSON 5	Capitalization (3.11Dix).....	46
LESSON 9	Argumentative Texts (3.9Ei, 3.9Eii, 3.9Eii).....	18	LESSON 6	Nouns, Pronouns, and Adjectives (3.11Diii, 3.11Div, 3.11Dvii, 3.11Dix, 3.11Dx).....	48
LESSON 10	Author’s Purpose (3.10A, 3.10B).....	20	LESSON 7	Verbs and Adverbs (3.11Dii, 3.11Dv).....	50
LESSON 11	Inferences and Evidence (3.6F, 3.6G, 3.7C).....	22	LESSON 8	Punctuation (3.11Di, 3.11Dx).....	52
LESSON 12	Connected Ideas (3.6H).....	24	LESSON 9	Prepositions (3.11Dvi).....	54
LESSON 13	Summaries (3.7D).....	26	LESSON 10	Sentences (3.11Di, 3.11Dvii).....	56
LESSON 14	Prefixes, Suffixes, and Dictionary Entries (3.3A, 3.3C).....	28			



Copyright © by Sirius Education Solutions LLC. All rights reserved. No part of this work may be reproduced or distributed in any form or by any means, electronic, mechanical, photocopying, scanning, recording, or stored in a database or retrieval system, without the prior written permission of the publisher.

STAAR® is a registered trademark of the Texas Education Agency. The Texas Education Agency does not endorse this program or its content. Sirius Education Solutions LLC is not affiliated with the Texas Education Agency or the State of Texas.

Using the ELPS Teacher Guide

To enhance learning and practice for Emergent Bilingual students across all proficiency levels, Sirius has developed enriched instructional content designed to meet the English Language Proficiency Standards (ELPS).

ELPS support includes differentiated instruction and research-based activities to cater to the diverse needs of Emergent Bilingual students of all levels, ranging from beginning to advanced high levels. These resources support students who are learning the Grade 3 RLA TEKS and preparing for the STAAR test.

Sirius has crafted activities to nurture both receptive skills—such as listening and reading—and productive skills—such as speaking and writing. The activities embrace a variety of learning styles, engaging students through visual, auditory, kinesthetic, and tactile modalities.

Key Features

ELPS support includes structured reading, writing, listening, and speaking activities to help students progress through different components of *Sirius Online* skill lessons, including **Introductions**, **Check-Ins**, **Guided Practices**, **Independent Practices**, and **Check-Outs**. Reading lessons focus on Key Terms from the **Introduction** sections. Writing lessons include targeted support for **Build Skills** sections.

Each ELPS support lesson provides suggestions for how teachers can differentiate instruction for different levels of English proficiency within the lesson.

Introduction

ELPS Guide

INTRODUCTION 5–8 min.

Whole Group (all levels)

KEY TERMS: actions, characters, relationships, narrator, dialogue

- Pronounce each Key Term from the Introduction activity and have students echo. For pronunciation, focus on the long and short vowel sounds /ā/ and /ă/ as well as syllable stress and intonation.
- Show students the letter *Aa* and explain *Aa* is a vowel that makes the short sound /ă/ (as in “cat”), the long sound /ā/ (as in “say”), and the schwa sound /ə/ (as in “bug”).
- Show each and describe the sound it makes, such as the long vowel sound /ā/ in “relationships” and “narrator.”
- Define and model each word. Have students complete spoken sentences:
A character in a movie or show I like is _____.

ELPS 1A
ELPS 2A
ELPS 2B
ELPS 3A

Introduction activities give students TEKS-based key terms and concepts in each skill lesson and provide listening and speaking activities

Emphasizes the key vocabulary terms in the lesson

Student Lesson

INTRODUCTION

CHARACTERS

The STAAR test will ask you questions about characters in the selections you read.

Move the correct word to complete each sentence.

dialogue characters actions relationships narrator

The are the people or other creatures in a story.

You can learn about the characters through their . This is what they say to the other characters.

You can also learn about the characters through their . These are the things they do in the story.

Check-In/Check-Out (Reading & Writing)

ELPS Guide

CHECK-IN 5–8 min. ELPS 2I
ELPS 3J

Have students respond verbally to the ideas or terms in the Check-In question based on their proficiency level. You may allow students time to plan their responses individually or in a group.

Beginner	Advanced
What is the name of a story you like? Who are the characters? Use a few words to describe them.	Who are the characters in your favorite story? What is their relationship?
Intermediate	Advanced High
Describe characters in your favorite story. Tell something surprising or exciting that the characters do in the story.	Describe the main characters of your favorite story. How does their dialogue help you know more about them?

Provides accommodated activities to help students build and bridge language in open-ended Check-In and Check-Out prompts

Differentiated activities offer appropriate models of discussion and expression for different English proficiency level

Student Lesson

CHECK-IN

Read the question carefully. Then enter your answer in the box provided.

Think about two characters in a book or story that you enjoy. How do their actions and dialogue help you understand their relationship?

Enter your text here

Save Answer

Build Skills (Writing)

ELPS Guide

BUILD SKILLS 15–20 min. ELPS 2A
ELPS 3A

- Vowel Teams:** Pronounce each example word and have students echo prior to completing the activity.
- Commonly Confused Words:** Display a two-column chart of the homophones used in the sentences below. Then read the sentences aloud and have students indicate with one or two fingers which homophone is correct in context. Clarify misunderstandings as needed.

We will write/right a letter in the dark.
Do you here/hear thunder?
The weather/whether has suddenly changed.
Now it is raining to/too hard to stay outside.

After listening, **Beginner/Intermediate** students can work in groups to practice writing simple sentences using the homophones. **Advanced/Advanced High** students can add their own examples of homophones. If time permits, students can display their examples and have classmates indicate whether the homophones are used correctly.
- Compound Words, Contractions, and Abbreviations:** Model forming contractions using examples such as “I am/I’m,” “she is/she’s,” “can not/can’t,” “have not/haven’t,” and “should have/should’ve.” Have students practice forming complete sentences aloud, pronouncing both the contracted and uncontracted words.

Provides individual and collaborative extension activities for STAAR-tested grammar, usage, and mechanics rules

Student Lesson

VOWEL TEAMS

A **vowel team** is a spelling pattern that uses two or more letters to make one vowel sound.

Move each word into the column that shows the sound the vowel team makes. An example word is given for each column.

pillow monkey fruit light play they tea goat blue dye

Long A	Long E	Long I	Long O	Long U
train	sleep	tie	toe	new

Submit Answer

Student Lesson

COMMONLY CONFUSED WORDS

On the STAAR test, you will have to choose between commonly confused words, including homophones. **Homophones** are words that sound the same but have different meanings. They may be spelled the same or differently, but on the STAAR test, they will always be spelled differently.

Complete the sentences by selecting the correct answers from the drop-down menus.

She filled the with water.

I stayed with my over the weekend.

Do you that hat every day?

You left book in the cafeteria.

good that we didn't stay up late.

Submit Answer Show Hint

Guided and Independent Practice (Reading and Writing)

ELPS Guide

GUIDED PRACTICE

10–15 min.

“More Masa”

Pre-Reading Strategies

- Help students recognize common print conventions, such as paragraph indents and reading from left to right.
- Preview the story and define the words “tamales,” “n” and “champurrado.”
- Show students the image of the tamales in the story and ask questions such as: Who has tasted tamales? What are the ingredients?

During-Reading Strategies

- Read the story aloud, pausing between chunks of text. Have students choral read together as you read aloud.
- After each chunk, ask questions about the characters’ actions, thoughts, feelings, and dialogue.

Paragraphs 1–9

- What are Jorge and Ryan doing? What are they saying? What do their actions show about their relationship? What does their dialogue tell about their relationship? (Jorge knows more about making tamales. Ryan is curious and asks questions. Jorge and Ryan are friends.)
- Reread paragraph 2. Do you notice any actions? Dialogue? (Ryan says “Like this?” to Jorge. Then he adds more masa.)

ELPS 2G
ELPS 3H
ELPS 4B
E1

Provides support before, during, and after reading to help students comprehend reading passages prior to answering test items

Focuses on helping students answer scaffolded STAAR items testing target TEKS

Student Lesson

GUIDED PRACTICE

Use this selection from the diagnostic test to complete the practice.



More Masa

- 1 “Use more masa,” Jorge said, as his friend Ryan showed him a corn husk with masa spread thinly over it. The two boys were at Jorge’s house making tamales for their holiday party at school. Ryan was new at school this year, but he and Jorge had quickly become friends. They had bonded over their love for science fiction movies.
- 2 “Like this?” Ryan asked, adding a little more masa.
- 3 Jorge looked at the masa again and nodded. He took the corn husk to add the filling.
- 4 “Now I put in the chicken, olives, almonds, carrots . . . and tie it.” Jorge folded the corn husk over itself to cover the masa and filling. Then he tied it all together with a thin piece of corn husk.
- 5 Just then, Jorge’s mom walked into the kitchen. “How’s it going, boys? Ready to cook your tamales?”

Read the STAAR question.

Paragraphs 8 through 12 show that Ryan is —

Complete the sentence by selecting the correct answer from the drop-down menu.

To answer this STAAR question, I should look for Choose...

Read the question carefully. Then enter your answer in the box provided.

What does Ryan ask Jorge in paragraphs 8 through 12?

Enter your text here

Characters: 0 / 475

Independent Practice (Reading and Writing)

ELPS Guide

INDEPENDENT PRACTICE

10–15 min.

“The Pigeons at the Zoo”

Pre-Reading Strategies

- Display “The Pigeons at the Zoo” and introduce the poem. Poems are written differently than stories. Poems are often shorter and the words are organized into lines and stanzas, or chunks of lines. The words are chosen carefully and tell a story in a different way. Like stories, poems may have characters who do and say things.
- Show students the picture of the pigeon at the end of this lesson.
- Use gestures to illustrate different verbs in the poem, such as “coo,” “launch,” “perch,” and “pecked.” Have students perform the gestures as they repeat the words.
- **Print Connection:** If you have the Sirius print workbook for Grade 3, circle the characters in the poem (the pigeons and elephants) and underline the pigeons’ and elephants’ dialogue.

During-Reading Strategies

- Ask students to read the poem in chunks with a partner or by choral reading. Plan to pause after each stanza to discuss the following prompts.
 - **Stanza 1:** Focus on dialogue. What does the dialogue of the pigeons tell you about them? (The dialogue tells me that the pigeons think they are better than the other animals.)
 - **Stanza 2:** Focus on actions. What does it mean that the pigeons “scavenge”? (It means that the pigeons eat food from the trash or leftover food that they find.)

ELPS 4F
ELPS 3H
ELPS 4G
ELPS 3B

Students continue skills practice with new selections or a deeper focus of the Guided Practice selection

Lessons support multi-modal learning with graphic elements and occasional connections to the Sirius print workbooks

Student Lesson

INDEPENDENT PRACTICE

Read the selection and choose the best answer to each question.

The Pigeons at the Zoo

- 1 The pigeons at the zoo arrive with attitude. “Yoo hoo,” they coo to the assembly of exotic beasts.
 - 5 “Look at all of you, cooped up in cages while we are free to launch, to land, to perch where we please!”
 - 10 They scavenge the snack bar floor for popcorn and crumbs. They peck at old pizza cheese curled atop a trash can. They fly off, their feathered bellies 15 still unfilled.
- Nearby, some very relaxed elephants in a very nice swimming pool behind a very tall fence 20 wonder, “What good is freedom, if you have to eat garbage?”

Read the STAAR question.

What do lines 5 through 9 show about the pigeons?

Move the correct words to complete the sentence.

pigeons elephants

To answer this STAAR question, I should look at what the say to the .

Tips for Classroom Implementation

Because successful integration of ELPS activities in the classrooms requires preparation and understanding, ELPS instruction and activities have been created to be easy for teachers of all experience levels to use. Additionally, the ideas and strategies below can help teachers support their students' progress with English-language proficiency and STAAR performance.

Supporting Fluency Development

Learning and practicing a new language in front of peers can feel scary or overwhelming, especially for Emergent Bilingual students. As such, it's important to find ways to lessen anxiety, promote participation, and effectively clarify misunderstandings. Emergent Bilingual students require planning time for responses and they benefit from structured support, such as sentence frames. Before calling on a student for a response, you might present a question and provide a brief interval of "thinking time," or allow students to discuss in pairs how to respond. Corrective feedback should be explicit and provide practice opportunities, as subtle corrections may go unnoticed by students who are concentrating on different language features. In reading activities, ensure language is segmented into manageable parts with regular comprehension checks. Revisiting texts to focus on reading or speaking speed at the end of a lesson can significantly aid fluency development and help build students' confidence.

Supporting Vocabulary Acquisition

Cognitive research shows that it's important to establish a sound/meaning connection when learning words for the first time. Model and have students practice pronunciation, stress, and intonation when new words are introduced. Provide clear definitions and relatable examples for new vocabulary, avoiding the need for students to independently find definitions. Often, the easiest way to teach the target meaning of an English word is to provide a translation from the student's home language. Help students connect sound to meaning by having them practice new vocabulary using personal or real-world examples. As you teach, remember to regularly recall this key vocabulary and create opportunities for students to use it in their responses. Sentence frames involving different forms or conjugations of a word can help students feel confident using new vocabulary in grammatical context.

Supporting Pair and Group Work

Collaborative work in any classroom has advantages and challenges. Planning collaborative work can be additionally challenging when students have varying levels of language proficiency or come from diverse cultural backgrounds. To help, make sure to set explicit expectations for collaboration and turn-taking in pair or group work. Design group activities to promote active listening and engagement, not just repetition among students. You may determine that grouping students with similar proficiency levels will optimize participation in some activities, while grouping students with different proficiency levels will create opportunities for peer learning in others. Finally, be mindful of cultural differences that might affect group interactions when planning such activities.

Supporting Understanding of Reading Genres

Every reading genre brings its own set of characteristics that can present challenges for Emergent Bilingual students. Before using a selection during instruction, review the text with such characteristics in mind. Some examples include cultural biases in fiction, figurative language in poetry, domain-specific vocabulary or prior curriculum content knowledge in informational texts, and the format of argumentative texts that may reflect a Western bias toward taking a single strong position. Identifying these features prior to instruction can help you to predict where students might struggle to comprehend part or all of a selection, and can help you plan pre- and during-reading activities to support these students.

Supporting Writing

Emergent Bilingual students may seem to lack focus and coherence in their writing, repeating ideas due to a lack of vocabulary and structures. This does not reflect poor student thinking, but rather their inexperience in expressing ideas in a new language. Allow time for verbal planning and post-writing verbal checks to enhance writing clarity and organization. Offer sentence frames and paragraph models to support structured writing. Encourage students who are literate in their home language to draft in it before translating to English, ensuring not to assume home-language literacy, especially among younger students. Students might transfer rules from their home language into English, so teachers can call explicit attention to how these features differ in English. For example, students whose home language is Spanish may struggle with different rules in English regarding adjective placement or verb conjugation. Remember, too, that English regularly features non-phonetic spellings and irregular verb tenses that can confuse students.

English Language Proficiency Standards Correlations

	Learning Strategies	Lesson Correlation
1A	Use prior knowledge and experiences to understand meanings in English.	Reading: 1, 2, 4, 7, 8, 9, 10, 11, 12, 14, 15, 18, Writing: 5, 10
1B	Monitor oral and written language production and employ self-corrective techniques or other resources.	Reading: 4, 10, 18, 19 Writing: 4, 6
1C	Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.	Reading: 3, 4, 8, 9, 18 Writing: 3, 7, 9
1D	Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).	Reading: 3, 7 Writing: 2, 5, 7
1E	Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.	Reading: 2, 3, 4, 5, 6, 9, 11, 12, 14 Writing: 9, 10
1F	Use accessible language and learn new and essential language in the process.	Reading: 1, 2, 5, 6, 10, 15 Writing: 9, 10
1G	Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.	Writing: 5, 6, 8
1H	Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.	Reading: 2, 9, 11, 14, 16 Writing: 2, 7

	Listening	Lesson Correlation
2A	Distinguish sounds and intonation patterns of English with increasing ease.	Reading: 1, 2, 3, 4, 5, 6, 10 Writing: 4
2B	Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.	Reading: 1, 6, 8
2C	Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.	Reading: 2, 14, 15, 17 Writing: 5
2D	Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.	Reading: 8, 11 Writing: 1, 6, 9, 10
2E	Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborate spoken language.	Reading: 2, 7, 8, 9, 10, 12, 16, 17, 18 Writing: 5, 7, 9
2F	Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CDROM to build and reinforce concept and language attainment.	Reading: 5, 11 Writing: 5
2G	Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	Reading: 1, 2, 4, 9, 13, 17 Writing: 2, 3, 9
2H	Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations.	Reading: 10, 11, 12, 17 Writing: 8
2I	Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	Reading: 1, 5, 10, 13, 17, 18 Writing: 9, 10

	Speaking	Lesson Correlation
3A	Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.	Reading: 1, 3, 4, 5, 8, 15, 17 Writing: 2, 4, 7, 8
3B	Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.	Reading: 1, 6, 8, 13 Writing: 5, 6, 9
3C	Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.	Reading: 2, 9, 11, 12, 18 Writing: 7, 10
3D	Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.	Reading: 3, 7, 9, 12, 13, 14, 15, 18 Writing: 5, 6, 9, 10
3E	Share information in cooperative learning interactions.	Reading: 1, 2, 4, 5, 6, 11, 12, 13, 14, 17, 18 Writing: 1, 10
3F	Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.	Reading: 3, 5, 8, 13, 16 Writing: 3
3G	Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.	Reading: 9, 11, 12 Writing: 1, 3, 6, 9

3H	Narrate, describe, and explain with increasing specificity and detail as more English is acquired.	Reading: 1, 2, 3, 4, 10, 11, 13, 18 Writing: 3, 8
3I	Adapt spoken language appropriately for formal and informal purposes.	Reading: 6, 17 Writing: 8
3J	Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	Reading: 1, 5, 6, 10, 11, 16 Writing: 1, 2

	Reading	Lesson Correlation
4A	Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.	Reading: 14 Writing: 1, 4, 5
4B	Recognize directionality of English reading such as left to right and top to bottom.	Reading: 1, 16
4C	Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.	Reading: 8, 14 Writing: 6
4D	Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.	Reading: 5, 7, 8, 10, 12, 13, 18 Writing: 1, 6, 9, 10
4E	Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned.	Reading: 2, 5, 9 Writing: 5, 9
4F	Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.	Reading: 1, 2, 3, 4, 8, 12, 14, 15, 18 Writing: 1, 5, 9, 10

	Reading (continued)	Lesson Correlation
4G	Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.	Reading: 1, 2, 4, 5, 6, 13, 18 Writing: 1, 6, 7
4H	Read silently with increasing ease and comprehension for longer periods.	Reading: 6, 18 Writing: 6, 8, 9
4I	Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.	Reading: 1, 2, 5 Writing: 2, 3, 5, 7, 9
4J	Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.	Reading: 3, 4, 7, 11, 18 Writing: 10
4K	Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	Reading: 9, 17, 18 Writing: 1

	Writing	Lesson
5A	Learn relationships between sounds and letters of the English language to represent sounds when writing in English.	Reading: 13, 14, 16
5B	Write using newly acquired basic vocabulary and content-based grade-level vocabulary.	Reading: 2, 4, 6, 12, 14, 15, 16, 17 Writing: 8, 10
5C	Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired.	Reading: 8, 17 Writing: 4
5D	Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.	Writing: 7
5E	Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly.	Reading: 17 Writing: 4, 6, 7, 8, 10
5F	Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.	Reading: 3, 7, 10 Writing: 9, 10
5G	Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	Reading: 2, 5, 16 Writing: 2

READING LESSON 1 – Characters (3.8B)

INTRODUCTION

5–8 min.

Whole Group (all levels)

KEY TERMS: actions, characters, relationships, narrator, dialogue

ELPS 1A
ELPS 1F
ELPS 2A
ELPS 2B
ELPS 3A

- Pronounce each Key Term from the Introduction activity and have students echo. For pronunciation, focus on the long and short vowel sounds /ā/ and /ă/ as well as syllable stress and intonation.
- Show students the letter *Aa* and explain *Aa* is a vowel that makes the short sound /ă/ (as in “cat”), the long sound /ā/ (as in “say”), and the schwa sound /ə/ (as in “bug”).
- Show each and describe the sound it makes, such as the long vowel sound /ā/ in “relationships” and “narrator.”
- Define and model each word. Have students complete spoken sentences:

A character in a movie or show I like is _____.

CHECK-IN

5–8 min.

Have students respond verbally to the ideas or terms in the Check-In question based on their proficiency level. You may allow students time to plan their responses individually or in a group.

ELPS 2I
ELPS 3J

Beginner	Advanced
What is the name of a story you like? Who are the characters? Use a few words to describe them.	Who are the characters in your favorite story? What is their relationship?
Intermediate	Advanced High
Describe characters in your favorite story. Tell something surprising or exciting that the characters do in the story.	Describe the main characters of your favorite story. How does their dialogue help you know more about them?

GUIDED PRACTICE

10–15 min.

“More Masa”

Pre-Reading Strategies

- Help students recognize common print conventions, such as paragraph indents and reading from left to right.
- Preview the story and define the words “tamales,” “masa,” and “champurrado.”
- Show students the image of the tamales in the story and ask questions such as: **Who has tasted tamales? What are the ingredients?**

ELPS 2G
ELPS 3H
ELPS 4B
ELPS 4I

During-Reading Strategies

- Read the story aloud, pausing between chunks of text. Have students choral read together as you read aloud.
- After each chunk, ask questions about the characters’ actions, thoughts, feelings, and dialogue.

Paragraphs 1–9

- **What are Jorge and Ryan doing? What are they saying? What do their actions show about their relationship? What does their dialogue tell about their relationship?** (Jorge knows more about making tamales. Ryan is curious and asks questions. Jorge and Ryan are friends.)
- **Reread paragraph 2. Do you notice any actions? Dialogue?** (Ryan says “Like this?” to Jorge. Then he adds more masa.)

INDEPENDENT PRACTICE

10–15 min.


“The Pigeons at the Zoo”

Pre-Reading Strategies

- Display “The Pigeons at the Zoo” and introduce the poem.

Poems are written differently than stories. Poems are often shorter and the words are organized into lines and stanzas, or chunks of lines. The words are chosen carefully and tell a story in a different way. Like stories, poems may have characters who do and say things.

ELPS 4F
ELPS 3H
ELPS 4G
ELPS 3B

- Show students the picture of the pigeon at the end of this lesson.
- Use gestures to illustrate different verbs in the poem, such as “coo,” “launch,” “perch,” and “pecked.” Have students perform the gestures as they repeat the words.
-  **Print Connection:** If you have the Sirius print workbook for Grade 3, circle the characters in the poem (the pigeons and elephants) and underline the pigeons’ and elephants’ dialogue.

During-Reading Strategies

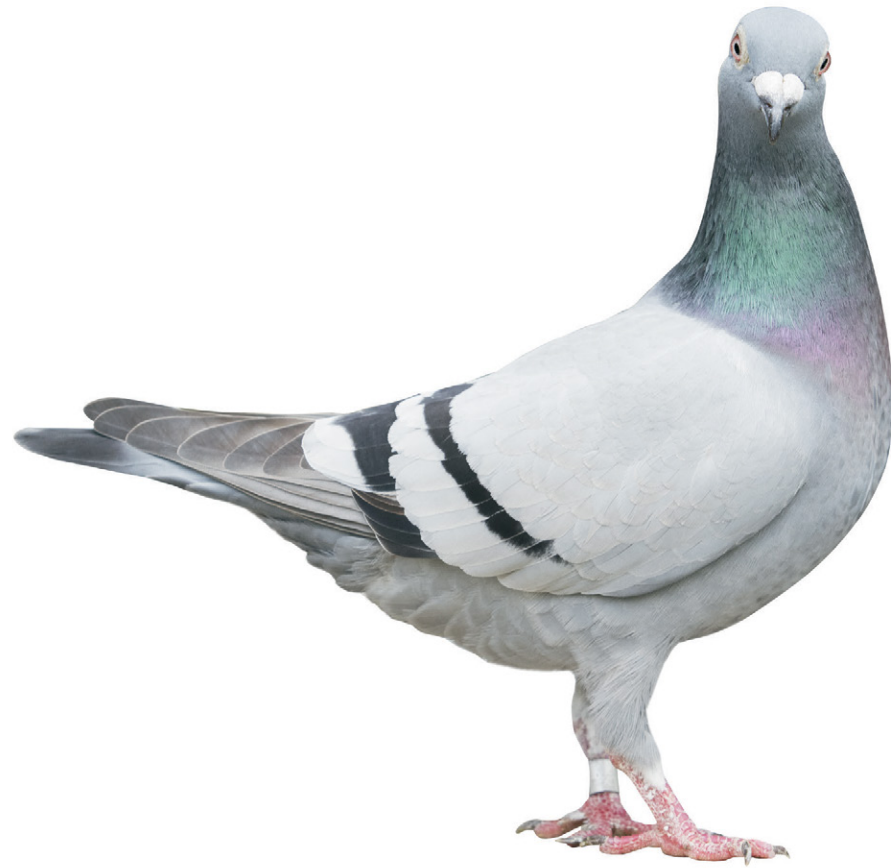
- Ask students to read the poem in chunks with a partner or by choral reading. Plan to pause after each stanza to discuss the following prompts.
 - **Stanza 1:** Focus on dialogue.
What does the dialogue of the pigeons tell you about them?
(The dialogue tells me that the pigeons think they are better than the other animals.)
 - **Stanza 2:** Focus on actions.
What does it mean that the pigeons “scavenge”?
(It means that the pigeons eat food from the trash or leftover food that they find.)

CHECK-OUT

5–8 min.

Have students work individually or in pairs to respond verbally to the Check-Out question.

ELPS 3E
ELPS 3J



ELPS Lesson Plans

Writing

Note to teachers: Editing Lessons include selected Build Skills support but do not address Check-In or Check-Out components. Teachers are encouraged to allow students to collaborate verbally in pairs or small groups to complete these components and to share responses verbally.

WRITING

Included in Sampler

Revising

LESSON 1	Coherence and Clarity (3.11C)	38
LESSON 2	Introductions and Conclusions (3.11Bi)	40
LESSON 3	Adding, Removing, and Organizing Details (3.11Bii)	42

Editing

LESSON 4	Spelling (3.2Bi, 3.2Bii, 3.2Biii, 3.2Bvi, 3.2Bvii, 3.11Dxi)	44
LESSON 5	Capitalization (3.11Dix)	46
LESSON 6	Nouns, Pronouns, and Adjectives (3.11Diii, 3.11Div, 3.11Dvii, 3.11Dix, 3.11Dx)	48
LESSON 7	Verbs and Adverbs (3.11Dii, 3.11Dv)	50
LESSON 8	Punctuation (3.11Di, 3.11Dx)	52
LESSON 9	Prepositions (3.11Dvi)	54
LESSON 10	Sentences (3.11Di, 3.11Dvii)	56

WRITING LESSON 1 – Coherence and Clarity (3.11C)

INTRODUCTION

5–8 min.

Whole Group (all levels)

ELPS 2D
ELPS 4A
ELPS 4F

- Show the words “clear” and “clarity.” Define “clear” as “easy to understand.” Pronounce the word “clarity” and have students echo. Explain that “clarity” is the noun form of “clear.” For Spanish speakers, show the cognate “claridad.”
- Give an example of two sentences: **He wanted them. The boy wanted the strawberry candies.**

Ask students to give a thumbs-up to show which sentence is clearer. Students then respond using the following sentence frame:

The sentence _____ has a clearer meaning because _____.

- Ask students to respond to the question in a complete sentence:
Is a clear sentence easy to understand or hard to understand? Why?

A clear sentence is easy to understand because _____.

- Show and pronounce the word “coherent” and have students echo. Define “coherent” as “connected.” For Spanish speakers, show the cognate “coherencia.”
- Have students use the following sentence frames:
Two ideas are connected if they _____. (go together; match)
Two similar ideas are coherent if they _____. (are connected)

CHECK-IN

5–8 min.

ELPS 3G
ELPS 4D

- Ask students about things that are difficult to understand in an English setting. Have students brainstorm in pairs or groups before drafting their Check-In replies.
- Encourage students to refer back to the terms learned in the Introduction by displaying the following sentence frames:
Something I have read that was hard to figure out was _____.
The ideas were not coherent because _____.

GUIDED PRACTICE

10–15 min.

“Birds Are Amazing!”

Pre-Reading Strategies

ELPS 4D
ELPS 4G

- Display the selection title and image from the selection. Ask students to describe the image. (There are two birds. One bird is flying. Both birds are white.)
- Have students predict what the selection might say about birds. Prompt students to combine ideas. For example, students could say, “The selection might say birds are amazing because they can fly *and* they are pretty.”
- Ask students why a title such as “Birds Are Good” would lack clarity. Solicit responses for words similar in meaning to “amazing.” Prompt students using this sentence frame:
The word _____ would be clearer than “good” because _____.

During-Reading Strategies

Beginner	Advanced
Use echo reading. Read a sentence, and have students reread the sentence aloud together. Have students indicate with a thumbs-up or thumbs-down if they think a sentence is clear and coherent.	Have students choral read or partner read. Have students indicate with a thumbs-up or thumbs-down if they think a sentence is not clear or coherent.
Intermediate	Advanced High
Have students read the text in pairs. Have students record on paper which sentences they think could be clearer or more coherent.	Have students read the text independently or in pairs. Have students record on paper which sentences they think could be clearer or more coherent. Then, students can revise the sentences to make them clearer or more coherent.

INDEPENDENT PRACTICE

10–15 min.

“Old Rip”

Pre-Reading Strategies

ELPS 4D
ELPS 4K

- Display the image of the horned lizard at the end of this lesson, and ask students what they notice about it. Model how to respond to the image in a complete sentence:

This is a lizard. It has big eyes.

- Have students continue to describe the picture with this sentence frame:

The lizard also has _____.

During-Reading Strategies

- Have students read the selection in pairs, trading sentences.
- Display sentences 3 and 4. Ask for student volunteers to read sentences 3 and 4 aloud.
 - Ask students to identify repeated words in sentences 3 and 4. Model using the Highlighter tool to highlight the repeated words “a safe place” in the selection.
 - Ask students if any other words can be removed from sentence 4. Highlight “It was.”
 - Ask students to write the new sentence. (The strong box was put in a safe place inside a new building.)
- Display sentence 6. Have students highlight repeated words in the sentence. Ask students to revise the sentence for coherence by writing a new sentence. (Workers there discovered the horned toad alive inside the strong box.)

After-Reading Strategies

- Ask students to respond whether they think the story of “Old Rip” is true or false using two complete sentences. Then ask students to rephrase their response in a single complete sentence. Allow planning time prior to soliciting responses.

CHECK-OUT

5–8 min.

Model your thought process to help students understand how to use the text to answer post-reading questions about the writing process:

ELPS 3E
ELPS 3J

Today we saw some examples of how to revise writing. You can revise writing for clarity and coherence. You can choose words that have a clearer meaning. You can combine sentences by removing repeated words. These revisions make writing easier to understand.



Sirius Companion Workbooks



Blended Learning That's Easy to Use

Sirius Online courses and our complementary print resources have similar organization and content so you can easily move between each medium, to adapt to best **serve the needs of your unique students**.

Many **struggling students often take greater ownership** of their learning when they can write in their OWN workbooks. Additionally, students are better able to transfer their thinking processes to an online format when they see and experience the same content in both the print and online formats.

Sirius Online's **comprehensive reading courses integrate all** the content from our print-based workbooks, and more: with digital Skills Review, authentic STAAR practice, and a full-length Practice Test. And with online resources, students get immediate feedback while teachers get auto scoring and powerful reporting.

You can register here to **examine our printed math workbooks** as eBooks. eBooks are not interactive, require internet access, and cannot be downloaded or printed.



Sirius Online is Research-Based

Sirius uses established research and design principles to ensure its resources are effective and easy to use to **support teachers in helping students succeed** in learning the essential TEKS and succeeding on STAAR tests.

Sirius has partnered with McREL International to research the following expected outcomes.



Increased student:

- STAAR test performance
- Engagement and motivation with STAAR content
- Confidence in answering complex STAAR questions
- Self-efficacy about improving STAAR test performance

Sirius Education Solutions is conducting **ongoing user-experience** and **efficacy research** to continuously improve the student and educator experience.



Contact us to learn more and partner with us!