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

This sample includes the following:

Student Book pages (9 pages)

- Cover and Table of Contents
- Guided Practice pages
- Partner Practice pages
- Independent Practice pages

To Create a World ⁱⁿ which
Children Love to Learn!

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Grade

3

New York State Assessment

Student Book



Preparing for Next Generation Success in

English Language Arts

Table of Contents

Welcome Letter	5
Understanding Themes Through Characters (3R2; 3R3 RL)	6
Characters Teach Us Lessons	6
Notice What Characters Do	10
Independent Practice	14
Comprehending Informational Text Through Signal Words and Text Features (3R3; 3R5 RI).....	18
Using Signal Words	18
Using Text Features	22
Independent Practice	26
Understanding Language Through Poetry and Context Clues (3R4 RL; 3L4).....	30
Narrative Poetry	30
Look Around the Words!.....	34
Independent Practice	38
Using Repeating Ideas and Illustrations to Analyze Informational Texts (3R2; 3R7 RI)	42
Repeating Ideas.....	42
Use the Illustrations.....	46
Independent Practice	50
Understanding the Author’s Point of View (3R6 RL & RI)	54
What’s the Problem?	54
What Does the Author Think?	58
Independent Practice	62
Using Context Clues and Illustrations to Comprehend Literature (3R4; 3R7 RL)	66
Look Around the Word	66
Stories and Their Illustrations.....	70
Independent Practice	74

Table of Contents

Understanding Informational Text Through	
Context Clues and Evidence (3R4; 3R8 RI)	78
Learning Technical Words	78
Show Me the Evidence	82
Independent Practice	86
Practice Tests	90
Practice Test Bubble Sheets	103

Noticing What Characters Do

1. Label character actions, dialogue, and inner thoughts.
2. Ask yourself, "What type of person does these things?"
3. Ask yourself, "What do they want?"

Notice What Characters Do

Lesson Focus

I can describe a character's personality traits by paying attention to their actions, dialogue, and inner thoughts.

1. What are we focusing on in today's lesson?
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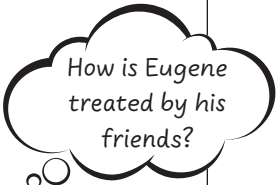
2. List three traits that describe your personality.
-
-

Guided Practice

Work with your teacher to identify a character's actions, dialogue, and inner-thinking.

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."



How is Eugene treated by his friends?

Notice What Characters Do

Directions: Use the text on page 10 to answer the questions.

- 1** Which quotation **best** shows how Minuette and Eugene act with each other?
- A** “We need money to buy tickets for the opera,’ she said.” (paragraph 8)
 - B** “You’ll need to be much quieter when we go to the opera,’ scolded Minuette.” (paragraph 6)
 - C** “Silhouette, Minuette, and Eugene had always wanted to go to the Paris Opera.” (paragraph 1)
 - D** “Silhouette took a deep breath. ‘Yes, of course, Eugene. You’re our friend.’” (paragraph 11)
- 2** What do lines 6–11 show about Silhouette?
- A** Silhouette does not want her friend to feel left out.
 - B** Silhouette does not think her friend is a good singer.
 - C** Silhouette is excited to sing with her friends.
 - D** Silhouette will let Eugene sing with her and Minuette.
- 3** What do lines 5–7 show about Eugene?
- A** Eugene does not know he is not a very good singer.
 - B** Eugene loves the opera just as much as his two friends.
 - C** Eugene shows his excitement differently than his friends do.
 - D** Eugene wants to sing and help make money for the opera tickets with his friends.
- 4** Why do the cats plan to sing?
- A** They want to have a singing contest.
 - B** They want to go to the opera.
 - C** They want to be opera singers.
 - D** They want to be good friends.

Notice What Characters Do

Partner Practice

Directions: Read the story “The Adventures of Kingii” with your partner. As you read, follow the steps for “Noticing What Characters Do” on page 10.

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.”

10 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.

11 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.

12 “Finally!” cried Kingii. “Now, go and find your own place!”



What do Kingii's actions and dialogue show you about him?

Notice What Characters Do Partner Practice

Directions: Use the text on page 12 to answer the questions.

- 1** Which quotation **best** shows what Kingii needs most?
- A** “Kingii needed to rest.” (paragraph 5)
 - B** “‘This is my land,’ said Kingii. ‘Leave now!’” (paragraph 8)
 - C** “Kingii would have to find a new home.” (paragraph 4)
 - D** “Finally, Kingii was through the wall of fire, but he kept running.” (paragraph 4)
- 2** Which quotation **best** shows how Kingii and the other frilled lizard act toward each other?
- A** “The tip of his tail throbbed as he thumped it on the ground, but nothing he did would make the other lizard leave.” (paragraph 10)
 - B** “Kingii jumped down from his branch. His frill was tattered from the fire.” (paragraph 10)
 - C** “Just when he thought he couldn’t hold on any longer, the other lizard wriggled free and scuttled off.” (paragraph 11)
 - D** “Startled, he flicked up his frill, opened his yellow mouth, and hissed.” (paragraph 8)
- 3** What does paragraph 8 show about Kingii?
- A** Kingii is looking for a new home.
 - B** Kingii is always thinking about his next meal.
 - C** Kingii needs to rest.
 - D** Kingii knows how to stay safe.
- 4** What does paragraph 11 show about Kingii?
- A** Kingii is in pain.
 - B** Kingii does not give up easily.
 - C** Kingii wants his new home for himself.
 - D** Kingii is willing to fight for his food.

Notice What Characters Do

Independent Practice

Read the story “Tiddalick the Greedy Frog” independently. As you read, practice the steps from “Noticing What Characters Do” on page 10 to understand the text structure.

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, flapping 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, squelchy 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.

Notice What Characters Do

Independent Practice

Directions: Use the text on page 16 to answer the questions.

1 What does paragraph 6 show about Tiddalick?

- A** He wants to take all the water from the world.
- B** When he is in a bad mood, he is very thirsty.
- C** He doesn't care about what the other animals do.
- D** He is very tired and needs to take a nap.

2 Which sentence **best** shows how the animals treated each other?

- A** They listened to each other's ideas.
- B** They all tried different ways to wake up Tiddalick.
- C** They tickled him together.
- D** They all begged Tiddalick for the water back.

3 What does paragraph 8 mostly show about Eel?

- A** Eel is a great dancer.
- B** Eel is very small.
- C** Eel has many talents.
- D** Eel is ready to get his water back.

4 What does paragraph 7 show about the animals?

- A** They think Tiddalick is too big to fight.
- B** They are angry at Tiddalick because he is so selfish.
- C** They want Tiddalick to listen to what they have to say.
- D** They want Tiddalick to laugh at himself.

5 Summarize what you have learned about how characters help you understand a story.
