English 3D Grades 4-12

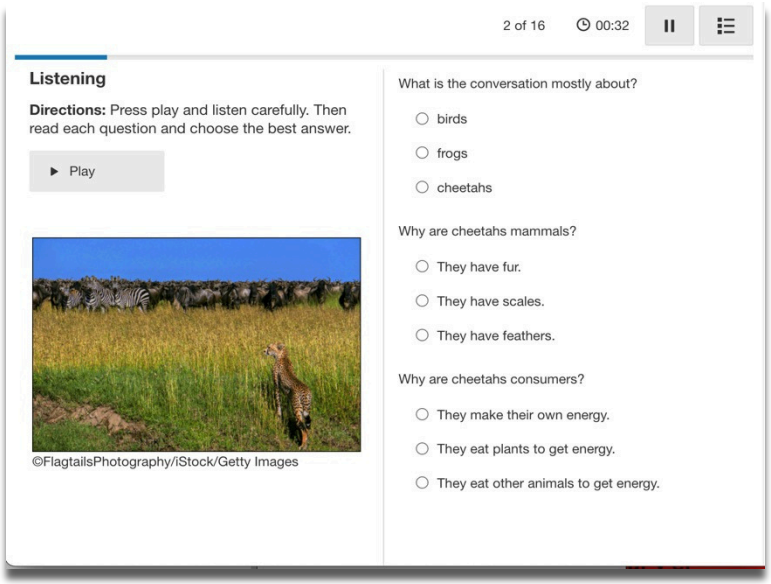
AZELLA Summative Assessment Alignment

AZELLA: Listening Task Types (Multiple Choice)		
Analyze and Draw Conclusions	**Understand Main Ideas and Important Details**	**Sequencing Events**
Students listen to a segment of a recorded selection and analyze or evaluate that segment. Students make inferences and draw conclusions using evidence from the recorded selection.	Students listen to a read-aloud and identify main ideas.	Students sequence events from information presented in read-alouds, presentations, and conversations.
English 3D Lessons and Resources		
• Anchor Video: Interpreting Media (Language Launch Vol 1) • Interpreting Media (Language Launch Vol 1) • Unit Assessments: Listening (Language Launch Vol 1) • Listen Up! (Language Launch Vol 2) • Issue Test(Language Launch Vol 2) • Build Concepts & Language: Academic Discussion (Courses A/B)	• Anchor Video: Interpreting Media (Language Launch Vol 1) • Interpreting Media (Language Launch Vol 1) • Unit Test: Listening Section (Language Launch Vol 1) • Listen Up! (Language Launch Vol 2) • Issue Test (Language Launch Vol 2) • Analyzing & Discussing Text: Analyzing Multimedia (Courses A/B) • Academix Discussion: Collaborate (Course C)	• Anchor Video: Interpreting Media (Language Launch Vol 1) • Interpreting Media (Language Launch Vol 1)

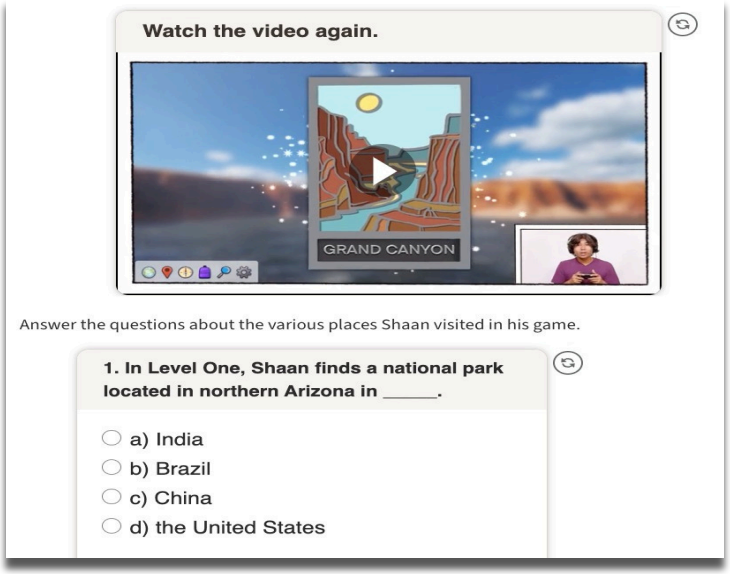
AZELLA Listening Item Type

Corresponding AZELLA Sample Items:
Grades 3-5(Items 2-6)
Grades 6-8(Items 1-7)
Grades 9-12(Items 1-7)

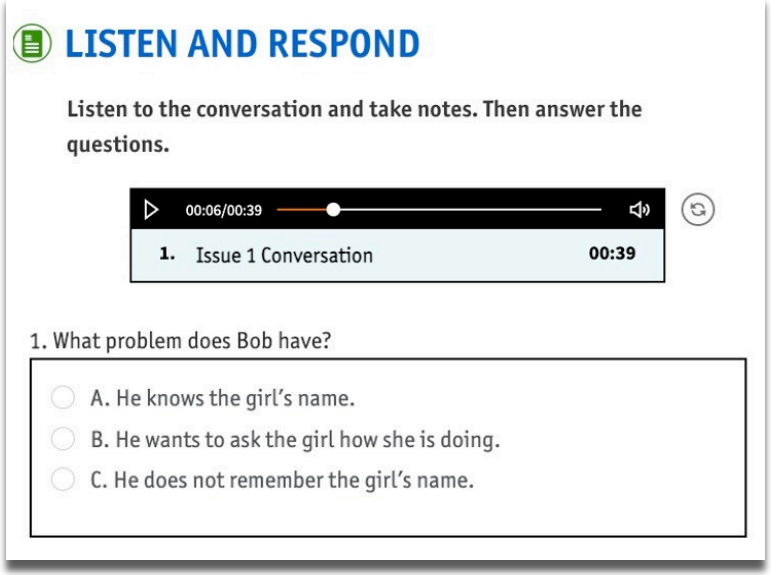
Language Launch Vol 1 Listening Item Type



Language Launch Vol 1 Lesson Content



Language Launch Vol 2 Listening Item Type

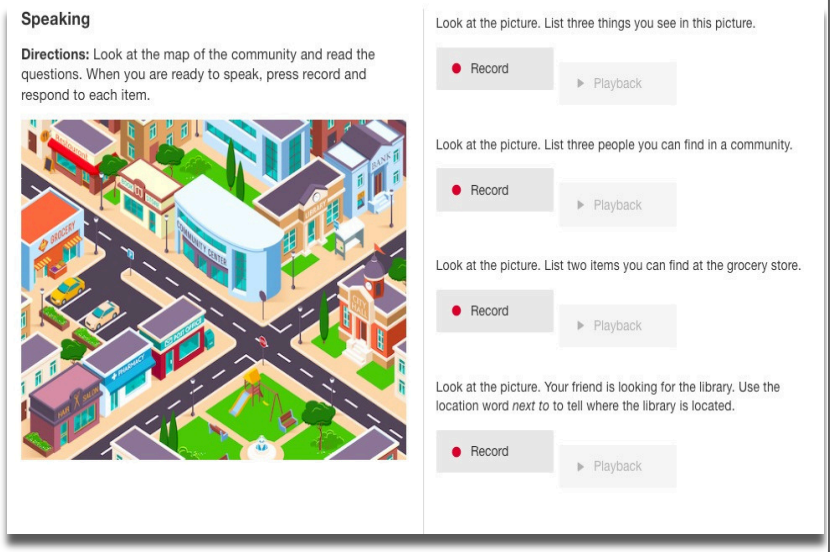


AZELLA: Speaking Task Types (Constructed Response)				
Respond to Academic Questions	**Share a Personal Experience**	**Describe a Picture**	**Make Predictions**	**Give Directions**
Students respond to academic questions in complete sentence. Including: agreeing/disagreeing, expressing probabilities, making comparisons, describing events, etc.	Students share a personal experience/story with descriptive language supported by details and examples.	Students describe a picture. In the description, the student is asked to include a minimum of three pieces of information about the picture.	Students make predictions and inferences about academic content using complete sentences.	Students provide multiple step directions/instructions with specific details.
English 3D Lessons and Resources				
• Interpreting Media (Language Launch Vol 1) • Writing (Language Launch Vol 1) • Unit Assessments: Speaking Section (Language Launch Vol 1) • Building Concepts & Language: Academic Discussion (Courses A/B/C) • Take a Stand (Course C)	• Speaking and Listening (Language Launch Vol 1) • Writing (Language Launch Vol 1) • Unit Test: Speaking (Language Launch Vol 1) • Speak Your Mind (Language Launch Vol 2) • Building Concepts & Language (Language Launch Vol 2) • Building Concepts & Language: Academic Discussion (Courses A/B) • Presenting Ideas: Take a Stand (Course C)	• Interpreting Media (Language Launch Vol 1) • Interpreting Text (Language Launch Vol 1) • Unit Test: Speaking (Language Launch Vol 1) • Speak Your Mind (Language Launch Vol 2) • Issue Test: Speaking (Language Launch Vol 2)	• Speaking and Listening (Language Launch Vol1) • Writing (Language Launch Vol1) • Unit Assessments: Speaking Section (Language Launch Vol 1) • Building Concepts & Language: Ten-Minute Paper (Course C)	• Speaking and Listening (Language Launch Vol 1) • Vocabulary and Language (Language Launch Vol 1) • Interpreting Media (Language Launch Vol 1) • Unit Test: Speaking (Language Launch Vol 1)

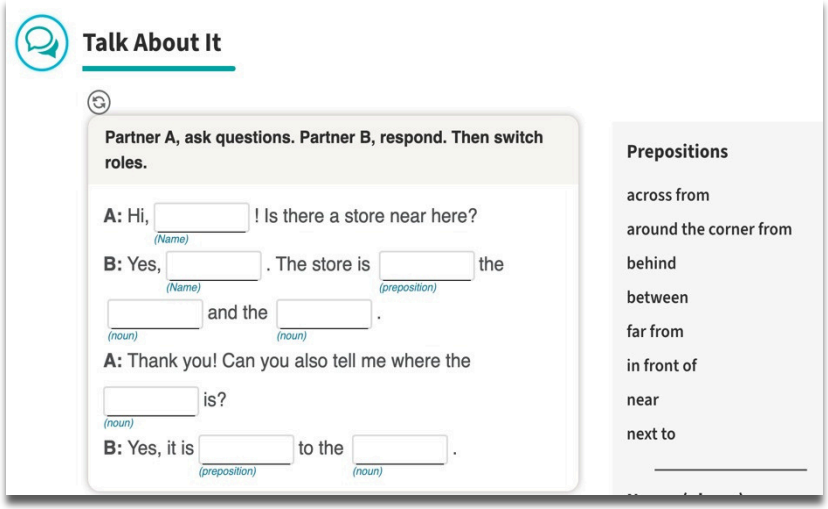
AZELLA Speaking Item Type

Corresponding AZELLA Sample Items:
Grades 3-5(Items 4-9)
Grades 6-8(Items 1-9)
Grades 9-12(Items 1-9)

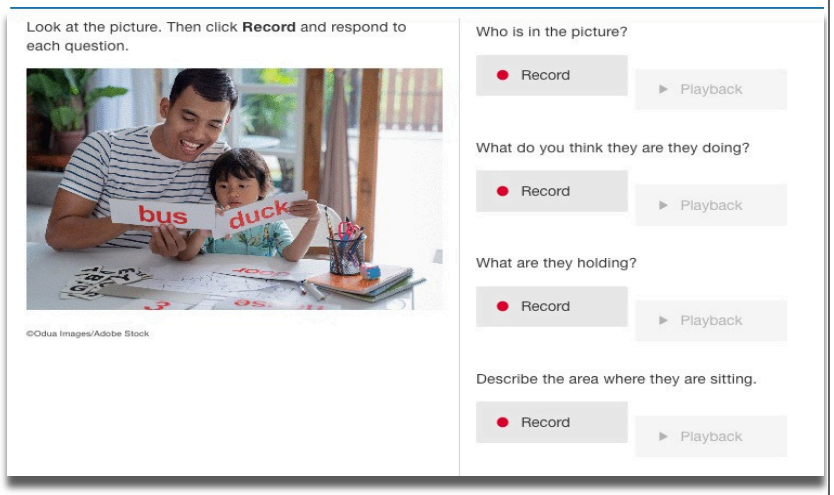
Language Launch Vol 1 Speaking Item Type



Language Launch Vol 1 Lesson Content



Language Launch Vol 2 Speaking Item Type



AZELLA: Reading Task Types (Multiple Choice)			
Predicting	**Cause and Effect**	**Describe Elements of a Story**	**Summarizing Main Ideas**
Students predict what might happen next in a reading selection.	Students determine the cause and effect relationship between two related events.	Students describe the characters, setting, and plot of a literary selection.	Students summarize the main idea and supporting details from text using academic vocabulary.
English 3D Lessons and Resources			
• Anchor Video (Language Launch Vol 1) • Speaking and Listening (Language Launch Vol 1) • Interpreting Media (Language Launch Vol 1) • Unit Test: Listening (Language Launch Vol 1) • Unit Test: Reading (Language Launch Vol 1) • Issue Test: Reading (Language Launch Vol 2) • Building Concepts & Language (Course A) • Analyzing and Discussing Text: Words to Go (Course A) • Issue Test: Reading (Course A/B) • Review & Assess: Daily Do Now (Courses A/B/C)	• Interpreting Media (Language Launch Vol 1) • Interpreting Text (Language Launch Vol 1) • Unit Assessments: Listening, Speaking, and Writing (Language Launch Vol 1) • Building Concepts & Language: Picture Observations (Language Launch Vol 2)	• Interpreting Text (Language Launch Vol 1) • Unit Assessments: Reading Section (Language Launch Vol 1) • Close Reading: Build Fluency • Close Reading: Discuss Key Ideas & Details (Course A) • Close Reading/Section Shrink: Identify Key Ideas & Details (Courses B/C) • Close Reading: Identify Key Ideas & Details • Close Reading: Respond with Evidence • Issue Tests: Reading (Courses A/B) • Independent Reading Library (Courses A/B)	• Interpreting Text (Language Launch Vol 1) • Unit Assessments: Reading Section (Language Launch Vol 1) • Close Reading: Build Fluency • Close Reading: Discuss Key Ideas & Details (Course A) • Close Reading/Section Shrink: Identify Key Ideas & Details (Courses B/C) • Close Reading: Identify Key Ideas & Details • Close Reading: Respond with Evidence • Issue Tests: Reading (Courses A/B) • Independent Reading Library (Courses A/B) • Data File

AZELLA Reading Item Type

Corresponding AZELLA Sample Items:
Grades 3-5(Items 7-17)
Grades 6-8(Items 6-18)
Grades 9-12(Items 8-20)

E3D Course C Reading Item Type

Nap Time for College Students?

by Kendrick Scott

A Harvard College student is pushing for a nap room at the prestigious school in Boston, Massachusetts. Sophomore Yuqi Hou started a petition, which nearly 200 students supported. The administrators are considering her idea for a nap room that would have low lighting and curtains between cushions on the floor. The University of Colorado at Boulder has had a similar room since 2009. Hou argues that Harvard needs the room because sleep-deprived students work so hard and do not have time to return to their dorms to nap between classes. She is working to find a location for a trial and also wants to create a map of places where students can catch up on sleep.

Read the informational text. Choose the statement that **best** summarizes the text.

- A Harvard College student is working to create a nap room where sleep-deprived students can rest between classes.
- All colleges should have comfortable places on campus where students can catch up on sleep.
- College students need to go to sleep earlier so that they are not tired when they are attending classes.
- Dorm rooms are too far away from campus for students to take naps between classes.

Language Launch Vol. 2 Reading Lesson Content

1 Name Origins

Where do names come from?

Do you know how you got your name? Maybe your par
liked the way it sounded. Or maybe your **culture** has
traditions about names. For example, some **cultures i**
Ghana name children based on the day they were bor
boy born on Thursday might be named Yaw. A girl bor
Thursday might be named Yaa. In many Latin **cultures**
tradition is for people to have two last names. One In
tradition is to name children after older family memb

Analyzing & Discussing Text

Close Reading

RESPOND TO SECTION 1

Reread Section 1 with a partner. Then answer the questions.

1. What is the main idea of this section?

- A. Names affect your identity.
- B. Some names come from different languages.
- C. Names have many different origins.
- D. Names can come from cultures and traditions.

Language Launch Vol. 1 Reading Lesson Content

A Smart Sprinkler

by Ronak Bhatt

When Adarsh Ambati was in sixth grade, he noticed something odd. The frogs in the creek near his house quit croaking, and green lawns were turning brown. He knew his hometown of San Jose, California, was going through a drought. But it was the first time he'd seen these effects. His family conserved water. But some of his neighbors forgot to turn off their sprinklers, so water was wasted.

This inspired Adarsh to create a smart sprinkler system. It senses moisture levels in soil. It uses real-time weather data to detect when sprinklers should be turned on.

Now 17, Adarsh is the founder of the Green Environment Initiatives. He has some advice for kids who want to fix big problems. "Stay focused," he says. "Then think of ways to engineer solutions."

1. Why were the lawns turning brown?

- a) They got too much water.
- b) They did not get enough water.
- c) They got the right amount of water.

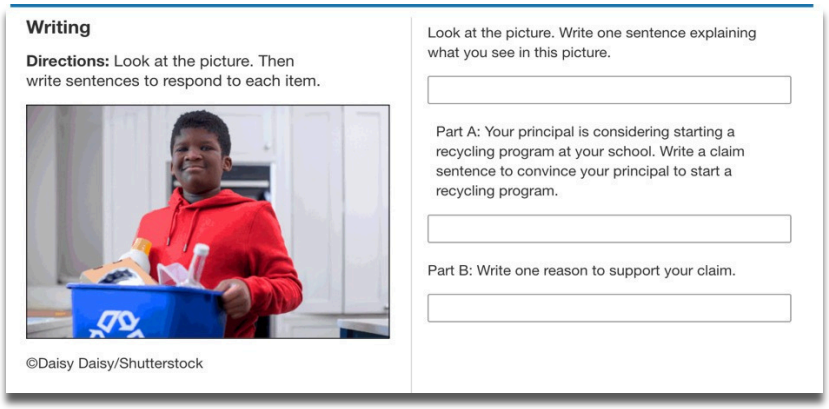
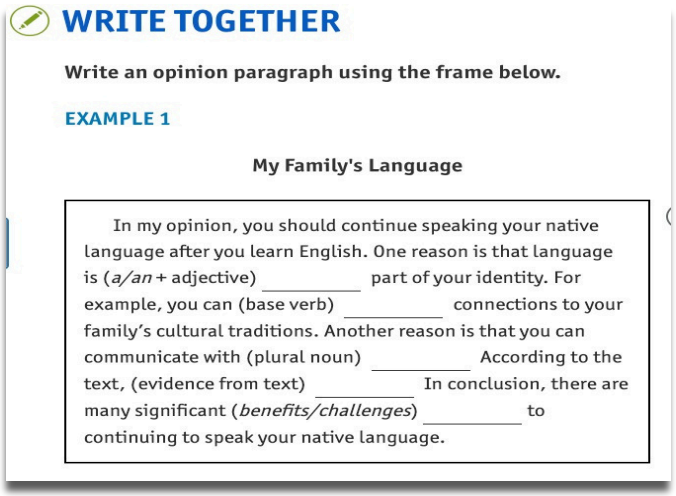
Check

2. How did Adarsh's neighbors waste water?

- a) They let their lawns turn brown.
- b) They forgot to turn off their sprinklers.
- c) They were sensing moisture in the soil.

Check

AZELLA: Writing Task Types (Writing Collections)		
Persuasive Writing	**Narrative Writing**	**Conventions of English**
Students write a paragraph or essay which states a clear position, convincing arguments, and relevant evidence.	Students write a narrative paragraph about real or imagined events, using a sequence of sentences.	Students use subject-verb agreement, verb tenses, noun phrases, and prepositional phrases in a variety of writing applications.
English 3D Lessons and Resources		
• Writing (Language Launch Vol 1) • Project (Language Launch Vol 1) • Unit Assessments: Writing Section (Language Launch Vol 1) • Issue Test: Writing (Language Launch Vol 2) • Academic Writing (Course A) • Write a Justification (Course C) • Issue Test: Writing (Course B)	• Writing (Language Launch Vol 1) • Project (Language Launch Vol 1) • Unit Test (Language Launch Vol 1) • Academic Writing (Language Launch Vol 2) • Narrative Writing (Language Launch Vol 2) • Issue Test: Writing (Language Launch Vol 2) • Academic Writing: Write a Narrative (Courses A/B) • Issue Test: Writing (Courses A/B)	• Vocabulary and Language (Launch Launch Vol 1) • Writing (Language Launch Vol 1) • Unit Test: Writing (Language Launch Vol 1) • Academic Writing (Language Launch Vol 2) • Issue Test: Writing Section (Language Launch Vol 2) • Building Concepts & Language (Language Launch Vol 2) • Issue Test: Writing (Coursez A/B) • Building Concepts & Language: Ten-Minute Paper (Course C)

AZELLA Writing Type	Language Launch Vol 1 Item Type: Write About a Past-Event
Corresponding AZELLA Sample Items: Grades 3-5(Item 14) Grades 6-8(Items 13-14) Grades 9-12(Items 20-21)	 **Writing** **Directions:** Look at the picture. Then write sentences to respond to each item. ©Daisy Daisy/Shutterstock Look at the picture. Write one sentence explaining what you see in this picture. Part A: Your principal is considering starting a recycling program at your school. Write a claim sentence to convince your principal to start a recycling program. Part B: Write one reason to support your claim.
Language Launch Vol 2 Lesson Content: Writing About a Past Event	**English 3D Writing Lesson Content**
 **WRITE TOGETHER** **Write an opinion paragraph using the frame below.** **EXAMPLE 1** **My Family's Language** In my opinion, you should continue speaking your native language after you learn English. One reason is that language is (*a/an* + adjective) _____ part of your identity. For example, you can (base verb) _____ connections to your family's cultural traditions. Another reason is that you can communicate with (plural noun) _____ According to the text, (evidence from text) _____ In conclusion, there are many significant (*benefits/challenges*) _____ to continuing to speak your native language.	 **Write a Justification Essay** **Prompt** Are adolescents prepared to take on the responsibilities of using credit cards? Write a justification that states and supports your claim.