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Introduction

Language Boosters provides 100 practice pages designed to support students' language proficiency through repeated exposure to fundamental components of language instruction, including vocabulary, word usage, comprehension, multiple-meaning words, and cognitive and written language. In addition, practice pages focus on common academic content themes to aid cross-curricular learning and align with language arts, math, science, and social studies curricula.

Research-Based Instruction and the Importance of Language Proficiency

As research has shown, word knowledge is the bridge to reading success and a key predictor of overall achievement in school. *Language Boosters* provides expert instruction in mastering the fundamentals of language proficiency to help all students develop the understanding and confidence necessary to learn the English language.

In addition, *Language Boosters* features word-building strategies that target intentional and systematic vocabulary instruction designed around meaningful everyday and academic topics. This research-based format is recognized as especially effective for English Language Learners who are not exposed to rich sources of word knowledge and indirect learning.

Support for English Language Learners

State standards require all students, regardless of language proficiency levels, to meet academic content standards. *Language Boosters* guides students toward meeting those challenging standards in the third-grade classroom and is geared for students who have reached an intermediate level of language proficiency.

While all students will benefit from repeated practice with the language skills and content themes presented, *Language Boosters* offers a variety of features to specifically support your English Language Learners. The 100 practice pages are presented in progressive order; align with language arts, math, science, and social studies curricula; and are based on the most current proficiency standards for English Language Development (see reference chart on page 112). Each practice page features repetition and predictability of skills and tasks through consistent wording of directions, repeating question formats, simple sentence structure, and numerous illustrations for strong visual reference.

English Language Development Proficiency Criteria		
Strategies and Applications for Intermediate ELD Level		
English Language Arts Substrand	K-2	3-5
Word Analysis: Decoding and Word Recognition	Recognize vowel-typical consonants and basic word formation rules in phrases, simple sentences, or simple text; recognize common abbreviations and simple prefixes and suffixes when attached to known vocabulary.	Recognize some common root words and affixes when attached to known vocabulary (the knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text).
Word Analysis: Concepts About Print	Recognize all uppercase and lowercase letters of the alphabet; identify front and back cover and title page of a book; follow words left to right and top to bottom on the printed page; identify letters, words, and sentences by grapheme.	
Vocabulary and Concept Development	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors. Use recoding skills to read more complex words independently. Classify grade-appropriate categories of words. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Describe common objects and events in both general and specific language. Apply knowledge of content-related vocabulary to reading.	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors. Use consistent standard English grammatical forms; however, some rules may not be followed. Use content-related vocabulary in reading.
Reading Comprehension	Ask and answer questions by using phrases or simple sentences.	Ask and answer questions by using phrases or simple sentences. Point out text features, such as title, table of contents, and chapter headings.
Writing: Organization and Focus	Produce independent writing that is understood but may include inconsistent use of standard grammatical forms. Write simple sentences appropriate for core content areas.	Produce independent writing that is understood but may include inconsistent use of standard grammatical forms. Begin to use a variety of genre writing. Use more complex vocabulary and sentence structures appropriate for core content areas.
English-Language Conventions: Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order but may have some inconsistent grammatical forms.	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order but may have some inconsistent grammatical forms.

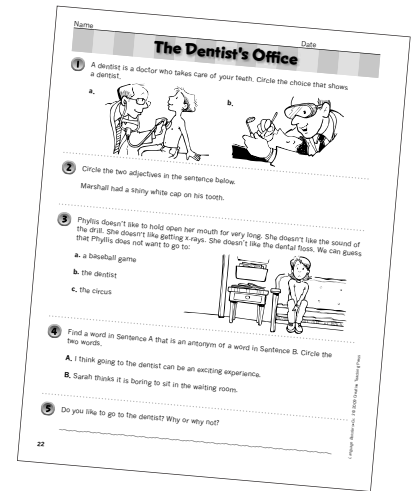
112

© Language proficiency criteria taken from the 2002 California ELD Standards.

Practice Pages

The five questions on each practice page follow the same consistent format:

- 1 Vocabulary—everyday and academic words
- 2 Word Usage—grammar, syntax, mechanics, and other language conventions
- 3 Comprehension—context clues, word meaning, recall, and making inferences
- 4 Synonyms, Antonyms, and Multiple-Meaning Words—homographs and homophones
- 5 Cognitive and Written Language—responses to language, including personal connections



Vocabulary

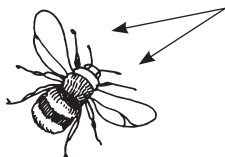
These are specifically targeted words that students encounter in everyday (social) and curriculum-related (academic) settings. Academic vocabulary is more difficult to master because it is generally not specifically taught or used outside the classroom and draws on new vocabulary not typically encountered in everyday settings.

For additional learning support, *Language Boosters* provides a two-step scaffolding strategy to introduce academic vocabulary while building content knowledge. When introduced the first time, each academic vocabulary word appears in **boldface** with its definition. When presented the second time, the word usually appears with a definition prompt. When used subsequently, it appears without any additional support.

summary offer
persuade
supreme

Write the correct word choice in the sentence below.

Insects _____ two antennae.
have has



Word Usage

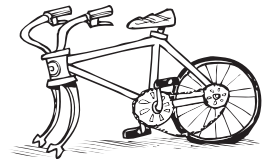
It is important for all students to understand and practice the often complex rules that govern the English language, such as sentence word order and necessary grammar and spelling rules. In addition to supporting questions in this category with helpful illustrations for visual reference, *Language Boosters* features short and simple sentences so as not to overwhelm the English Language Learner.

Comprehension

Exposure to and use of words in numerous contexts promotes word learning and reading comprehension. To support the English Language Learner, *Language Boosters* features simple sentence structure and strong picture and language clues for questions in this category to help students gather meaning from words within context and to reinforce comprehension.

Jessica said, "Dad, when will you fix my bike? It needs to be repaired." What is wrong with Jessica's bike?

- a. The bike is lost.
- b. The bike is broken.



Synonyms, Antonyms, and Multiple-Meaning Words

It is important for all students to understand the need for using words that provide dimension, clarity, precision, and enrichment in the English language. This is particularly true for the English Language Learner, who may be relying on a limited amount of word knowledge to convey meanings or ideas. When describing a friend, for example, learning synonyms for the word *nice* enables students to describe more specific characteristics, such *kind*, *happy*, and *friendly*.

allowed

aloud

Cognitive and Written Language

A student's cognitive language typically exceeds his or her ability to produce oral or written language. This is especially true for English Language Learners, who may comprehend far more than the limited English that they are able to produce. It is important to provide students with multiple opportunities to interact with and respond to words and picture clues in a variety of ways to develop cognitive and written language proficiency. Consequently, the last question on each *Language Boosters* practice page features cognitive and written-language opportunities, such as identifying words with prefixes and suffixes, learning the meanings of idioms and other English language expressions, and responding to open-ended questions.

Dad came in with his umbrella. He said that it was raining cats and dogs out there. Circle the choice that shows what Dad meant.

a.



b.



How to Use This Book

Use *Language Boosters* as a supplement to your English Language Arts or English Language Development curriculums to accentuate learning for both native English speakers and English Language Learners. Use the pages in order of appearance to make the most of the built-in scaffolding for the introduction of vocabulary, skills, and tasks. Or choose pages that fit with current themes or topics of study. Please note that students completing pages out of order may need additional instructional support. Present the practice pages using any of the instructional methods suggested below to aid in the development of listening, speaking, reading, and writing skills.

Individual Work

Depending on the ability levels of your students, have them complete pages individually for additional reinforcement with language skills or have them use pages together with guidance from a teacher or teaching assistant to work through the problems at a comfortable pace.

Paired Learning

Pairing students of differing ability levels or pairing a native English speaker with an English Language Learner can be an effective learning strategy. If working on a page such as Adjectives (page 30) or Mammals (page 78), students might take turns saying the names of objects on each page or finding antonyms. When one student gets stuck, his or her partner is there to lend support.

Small Group Activities

It has been found that language learners working in groups (cooperative learning) will achieve more, retain more in long-term memory, and use higher-level reasoning strategies more frequently when they learn information cooperatively.

Have students working in groups of five each take responsibility for one of the questions on each page, sharing answers with group mates, and consulting each other when stuck on a question. Small groups might also work clockwise in a circle, stating the names of objects presented on a page, or answering questions such as, “What is your favorite hobby?” (page 10) or “What are some other vertebrate animals?” (page 83).

Large Group Activities

Present large-group lessons using a transparency, document camera, or scanned practice page for use with your interactive white board to work through problems together with the class. Incorporate total physical response (TPR), a technique by which students demonstrate comprehension and answer questions through physical motions. Giving a “thumbs-up” or standing up might represent a yes answer, while “thumbs-down” or sitting down might represent a no answer. For example, when working on Natural Resources (page 89) you might call out items and say *Stand up if this is a renewable resource or Sit down if it is not a renewable resource.*

Friends

- 1 Mara and I laugh a lot. We are great friends. We enjoy being together. The word *enjoy* means:

- a. to like something
b. to not like something



- 2 Circle the word in the sentence below that describes a feeling.

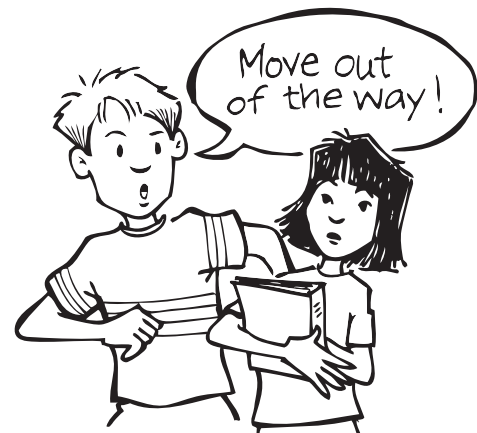
Friends make me feel happy.

- 3 I bumped into Michelle. She fell and hurt her knee. I felt bad. I gave her an apology. Circle the choice that shows an apology.

a.

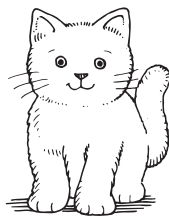


b.



- 4 An **antonym** is a word that means the opposite of another word. Find a word in Sentence A that is an antonym of a word in Sentence B. Circle the two words.

A. My kitten's fur is soft.



B. The porcupine feels prickly.



- 5 Sometimes friends fight. Then they make up. They say, "I am sorry." What does it mean to make up?

- a. to fight
b. to be friends again

Family

1 A parent is your mom or dad. Circle the choice that shows a boy with his parent.

a.

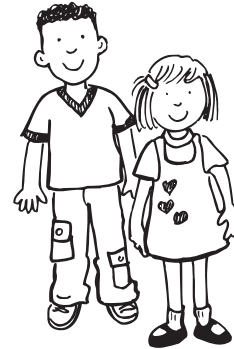


b.



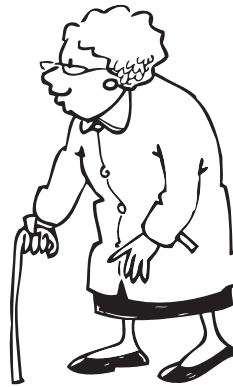
2 An **adjective** is a word that describes a noun (a person, place, or thing). Circle the adjective in the sentence below.

Sasha has a tall brother.

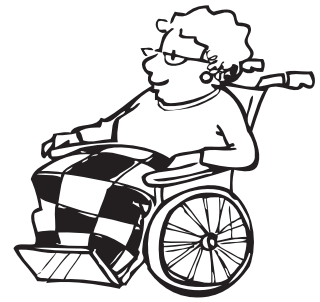


3 Rico's grandmother lives with his family. She can't walk. She uses a wheelchair. Circle the choice that shows Rico's grandmother.

a.



b.

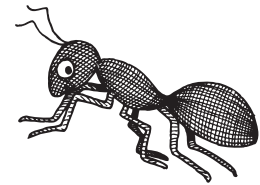


4 **Homophones** are words that sound the same. They are spelled differently and have different meanings. Find a word in Sentence A that is a homophone of a word in Sentence B. Circle the two words.

A. Louise is my aunt.



B. An ant bit my toe.

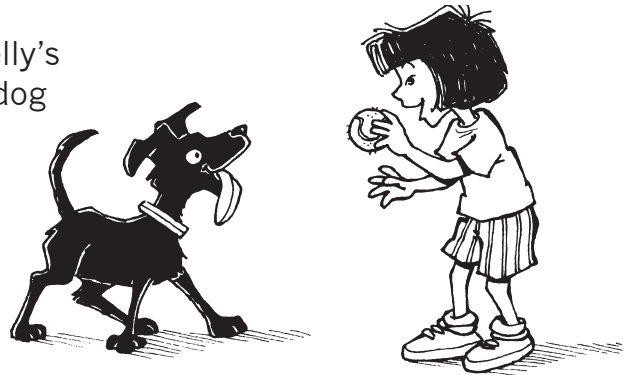


5 Write the names of the family members who live with you.

Pets

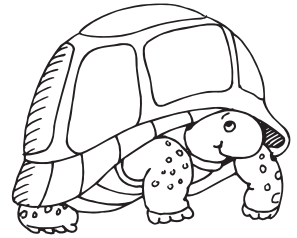
- 1 Shelly's dog can sit, stay, and fetch a ball. Shelly's dog is a very good listener. Shelly trained her dog very well. The word *trained* means:

- a. taught
b. yelled at



- 2 Rewrite the sentence below correctly. There are four mistakes.

my pat turtle hid inside uv his shell



- 3 The sign in the shop window reads: *No pets allowed*. This means that:

- a. pets are welcome
b. pets are not welcome

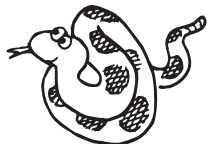


- 4 Find a word in Sentence A that is an antonym (means the opposite) of a word in Sentence B. Circle the two words.

- A. Some cats and dogs are friends.
B. Other cats and dogs are enemies.

- 5 A **compound word** is a word that is formed by joining two smaller words. Combine the words below to write three compound words.

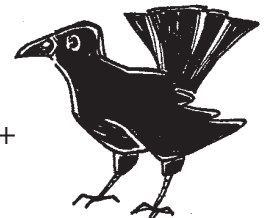
rattle +
snake



butter +
fly



black +
bird



Hobbies

- 1 Lena likes to collect dolls. She got two new dolls from her dad. Now Lena has 22 dolls. Circle the choice that shows the meaning of the word *collect*.

a.

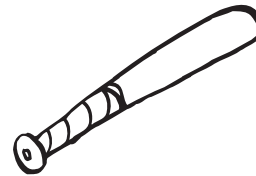


b.



- 2 A **possessive noun** shows ownership by a person or thing. Adding an apostrophe and s ('s) makes most nouns possessive. Example: Roy's baseball = the baseball that belongs to Roy. Rewrite the phrase below as a possessive noun.

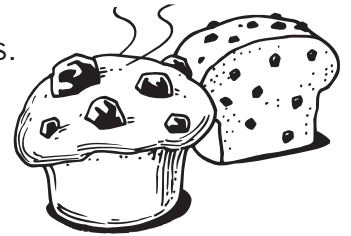
bat that belongs to Tim _____ bat



- 3 Trina's hobby is to bake. She likes to make muffins and cupcakes. She gives them to her friends. A hobby is something you do for:

a. fun

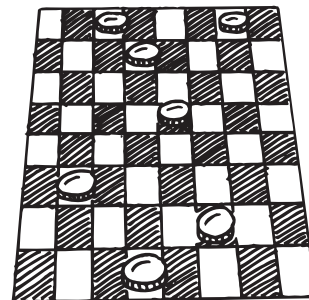
b. pay



- 4 Find a word in Sentence A that is an antonym of a word in Sentence B. Circle the two words.

A. Mario likes to play checkers.

B. He dislikes playing cards.



- 5 Complete the sentences below and draw a picture of your favorite hobby.

A hobby I enjoy is _____.

I enjoy this hobby because _____.

