



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 04 Semana 2 (March 28-April 1, 2022)

Unit Title: Relaciones

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| Guiding Question: What can we learn about ourselves by observing and interacting with others? |
| Essential Questions: |
| <ul style="list-style-type: none">• Why might an author repeat certain things such as events, images or words?• As you read the nonfiction text, what surprised you?• As you read the nonfiction text, what did the author think I already knew?• As you read the nonfiction text, what challenged, changed, or confirmed what I already knew?• What graphic features are in the text?• While reading, why is it important to ask and answer questions about the text?• What inferences can you make while you read?• What point of view is being used in this text?• How can you improve your reading in order to move up to the next level?• What strategies can you use when you are reading to help you decode?• What strategies can you use to help you comprehend what you are reading?• How can you read more fluently?• How can I generate ideas for my writing piece?• How can I improve my writing piece? |
| Core Competencies: |
| Formative: <ul style="list-style-type: none">• Running Records: Grade level and independent level texts• Application of foundational skills (phonics and grammar) in writing• Completing the writing process in stages successfully with peer and teacher conferencing.• Anecdotal notes during small group instruction Summative: <ul style="list-style-type: none">• Weekly Selection Quizzes• Weekly TEKS focused assessment• Module Assessments• Campus Assessment <p>Culminating Project: <i>Create Science Magazine:</i> Explain to students that science magazines give information categorized into different subtopics about a main topic, in this case, animals. Have students share examples of things they have learned about by reading magazines.</p> <p>Weeks 1-3: Guide groups to create an Idea Board or group document for brainstorming, recording and discussing ideas, and sharing quotations and other information from their research. Remind students that there are numerous sources of research they can use beyond their myBook selections, such as informational books, encyclopedias, magazines, websites, online videos, and interviews. Tell students that as they find helpful information, they should record it and cite their sources.</p> |



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Spanish Language Arts

UNIT 4 WEEK 2

20-21 SLAR Unpacked TEKS

| Concept and Language Development | Foundational Skills | Vocabulary and Comprehension | Writer's Workshop |
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| <p>5.1A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p> <p>5.1.C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>5.1.D work collaboratively with others to develop a plan of shared responsibilities.</p> | <p>5.3A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;</p> <p>5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>5.3C identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots including audi, crono, foto, geo, and terr;</p> <p>5.3D identify, use, and explain the meaning of idioms, adages and puns; and</p> <p>5.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to: use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>5.5 Developing and sustaining foundational language skills: listening,</p> | <p>5.2A(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</p> <p>5.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p> <p>5.2A(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</p> <p>5.2A(iv) decoding words with prefixes and suffixes.</p> <p>5.2B(i) spelling words with more advanced orthographic patterns and rules;</p> <p>5.2B(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</p> <p>5.2B(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</p> <p>5.2B(iv) spelling words with diphthongs and hiatus; and</p> | <p>5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>5.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>5.11B(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p> <p>5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>5.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>5.11D(iii) collective nouns;</p> <p>5.11D(iv) adjectives, including those indicating origin, and their comparative and superlative forms;</p> <p>5.11D(v) conjunctive adverbs;</p> <p>5.11D(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>5.11D(vii) pronouns, including personal, possessive, objective, reflexive,</p> |



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| | <p>speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:</p> <p>self-select text and read independently for a sustained period of time.</p> <p>5.6A establish purpose for reading assigned and self-selected texts;</p> <p>5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>5.6D create mental images to deepen understanding;</p> <p>5.6E make connections to personal experiences, ideas in other texts, and society;</p> <p>5.6F make inferences and use evidence to support understanding;</p> <p>5.6G evaluate details read to determine key ideas;</p> <p>5.6H synthesize information to create new understanding; and</p> <p>5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>5.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>5.7C use text evidence to support an</p> | <p>5.2B(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p> <p>5.2C write legibly in cursive.</p> | <p>prepositional, and indefinite;</p> <p>5.11D(viii) subordinating conjunctions to form complex sentences;</p> <p>5.11D(ix) capitalization of initials, acronyms, and organizations;</p> <p>5.11D(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</p> <p>5.11(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and</p> <p>5.11E publish written work for appropriate audiences.</p> <p>5.12A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p> <p>5.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>5.12C compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>5.13A generate and clarify questions on a topic for formal and informal inquiry;</p> <p>5.13B develop and follow a research plan with adult assistance;</p> <p>5.13C identify and gather relevant</p> |
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| | <p>appropriate response;</p> <p>5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>5.7F respond using newly acquired vocabulary as appropriate; and</p> <p>5.7G discuss specific ideas in the text that are important to the meaning.</p> <p>5.8A infer multiple themes within a text using text evidence;</p> <p>5.8B analyze the relationships of and conflicts among the characters;</p> <p>5.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p> <p>5.9B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;</p> <p>5.9C explain structure in drama such as character tags, acts, scenes, and stage directions;</p> <p>5.9D(i) the central idea with supporting evidence;</p> <p>5.9D(ii) features such as insets, timelines, and sidebars to support understanding; and</p> <p>5.9D(iii) organizational patterns such as logical order and order of importance;</p> | | <p>information from a variety of sources;</p> <p>5.13E demonstrate understanding of information gathered;</p> <p>5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |
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| | <p>5.9E(i) identifying the claim;</p> <p>5.9E(ii) explaining how the author has used facts for or against an argument; and</p> <p>5.9E(iii) identifying the intended audience or reader; and</p> <p>5.9F recognize characteristics of multimodal and digital texts.</p> <p>5.10A explain the author's purpose and message within a text;</p> <p>5.10B analyze how the use of text structure contributes to the author's purpose;</p> <p>5.10C analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>5.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;</p> <p>5.10E identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>5.10F examine how the author's use of language contributes to voice; and</p> | | |
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| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice la primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. | Decodificar M10 T286 Palabras compuestas Tell students that a compound word includes two or more words that come together to form a new word. Explain that recognizing compound words and the words that form them is a strategy to decode long words. GP: Follow the mostrar y motivar routine to practice compound words. | | Phonics/Fluency/Spelling Decodificar M10 T306 Palabras compuestas Remind students that compound words are a combination of two or more words that come together to form a new word. To decode multi-syllabic words, students should look for shorter words within the word to determine if it is a compound word. | | |
| |  IP: Students practice identifying compound words. Ortografía M10 T288 Compound Words Tell students that they will work together to sort this week's words based on the number of syllables. | |  GP: Follow the mostrar y motivar routine to practice compound words. IP: Students practice identifying compound words. | | |



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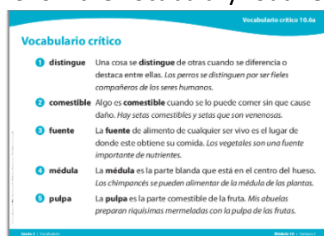
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| 2. Digan la palabra. 3. Modele-Cómo formar la palabra 4. Formen la palabra. 5. Encuentren la palabra en un texto | Fluidez M10 T289 Intonation Remind students that intonation is the way our voices rise and fall when we are reading as a way to express meaning. When reading aloud, fluent readers add intonation appropriately. End punctuation such as question marks and exclamation points give readers clues about intonation. | | | | |
| | Word Study/Academic Language/Oral Language | | | | |

Academic Vocabulary M10 T278

- distingue
- comestible
- fuente
- médula
- pulpa

Follow the vocabulary routine



Guide students to interact with the words by discussing questions such as these:

¿Cómo pueden distinguir cuál es la pulpa en una fruta? Comenten.

¿Alguna vez han saciado su sed en una fuente de la ciudad? Expliquen

IP: Have students work with a partner to discuss the CONVERSACIÓN COLABORATIVA prompt on each tarjeta de vocabulario.

Academic Vocabulary M10 T290

- distingue
- comestible
- fuente
- médula
- pulpa

GP: Have students work in pairs to take turns answering questions about the vocabulario crítico words.

IP: Have students work in small groups or independently. Tell them to complete page 217 of Aprende y demuestra. For the last item on the page, tell students to include clues to each word's meaning in their sentences. Have groups share their sentences. Ask listeners to identify the context clue in each sentence.

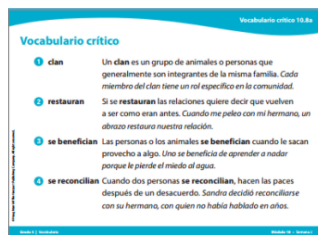
Sinónimos y antónimos M10 T291

Tell students that understanding word relationships can help you better understand each of the words.

Academic Vocabulary M10 T298

- clan
- restauran
- se benefician
- se reconcilian

Follow the vocabulary routine



GP: Guide students to interact with the words by discussing questions such as these:
¿Cuáles son algunos detalles que nos demuestran que los animales están en el mismo clan?
¿Cuál es un beneficio que obtienen cuando finalmente restauran la energía después de una tormenta?

IP: Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 10.14–10.19.

Review Vocabulary M10 T308

Project Mostrar y motivar: Vocabulario crítico 10.8a and 10.8b to review and discuss the vocabulario crítico, student- friendly explanations, and examples of the words. Have students take turns using the words in sentences.

GP: Have students work in pairs to create Four-Square Maps. For each of the vocabulario crítico words, students should fold a blank sheet of paper into four equal sections. Display the steps below. As needed, direct students to Mostrar y motivar 10.8 for the word meanings.

IP: Have students work in small groups or independently. Tell them to complete Aprende y demuestra page 220. For the last item on the page, tell students to include clues to each word's meaning in their sentences. Have groups share their sentences. Ask listeners to identify the context clue in each sentence.

Saying in the Spanish Language M10 T316

Project Mostrar y motivar: Vocabulario generativo 10.10. Read aloud the paragraph.

| Adagios en el idioma español | | |
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| Un adagio es una expresión breve, con cierto tono moral, característica de una lengua, o idioma. Aprender los significados de adagios comunes les permitirá comprender mejor lo que leen y enriquecer su vocabulario. Pueden aprender mucho de los adagios, ya que incluyen una enseñanza basada en la sabiduría popular y también son divertidos. | | |
| Ejemplos de adagios | Significado | |
| • Al mal tiempo, buena cara. | • Hay que mantener una actitud optimista ante los problemas. | |
| • Añoré que creciera, pero nunca su rama enderezó. | • Es difícil corregir el error de algo que comenzó mal. | |
| • Cuando el río suena es porque piedras lleva. | • A veces los rumores son verdaderos. | |


GP: Display the saying “más vale prevenir que lamentar”. Ask students to predict the meaning.

IP: Have students work in pairs to complete page 222 of Aprende y demuestra. Tell partners to read the instructions and have them complete the chart with sayings they know or find on the Internet. Remind them to search in serious pages.



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| | | <p>Sinónimos y antónimos</p> <p>Comprender la relación entre las palabras a veces nos permite comprender mejor cada una de las palabras.</p> <p>Un antónimo es una palabra que significa lo opuesto de otra palabra. Un sinónimo es una palabra que significa lo mismo o casi lo mismo que otra palabra.</p> <p>Ejemplos de antónimos:</p> <ul style="list-style-type: none"> ¿Deben <u>sumar</u> los números o los deben <u>restar</u>? Yo vi el <u>beneficio</u>, pero tampoco el <u>perjuicio</u>. <p>Ejemplos de sinónimos:</p> <ul style="list-style-type: none"> Quiero <u>sumar</u> los números, así que los debo <u>contar</u>. Un <u>beneficio</u> de ir a pie a la escuela es que tiene la <u>ventaja</u> de estar saludable. | | <p>Sinónimos y antónimos M10 T309</p> <p>Tell students that understanding word relationships can help you better understand each of the words.</p> <p>GP: Have students read the other examples and find the antonym and synonym that helps define the underlined word.</p> <p>IP: Have students turn to page 336 of ¿Podemos ser amigos? and find the highlighted vocabulario crítico word, clan. Have students work in pairs to use a dictionary to find synonyms and antonyms for clan.</p> | |
| <p>Rutina de Conversación en Parejas.</p> <p>1.Question/Pregunta- Presenta la pregunta a estudiantes.</p> <p>2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</p> | <p>Interactive Read Aloud</p> <p><u>6 week bootcamp Question of the day</u></p> <p><u>Passage Quiz</u></p> <p><u>Answer key</u></p> | | | | |
| | <p>Los chimpancés y sus herramientas M10 T281</p>  <p>Genre: Video</p> | <p>Los chimpancés y sus herramientas M10 T293</p> <p>Teaching Pal, p 326: Use the purple TARGETED CLOSE READ prompt to guide students to apply the Media Techniques skill to Dolphin Parenting and to find evidence to support their responses. Refer to the</p> | <p>Can We Be Friends? M10 T301</p> | <p>Can We Be Friends? M10 311</p> <p>Teaching Pal, p336 and 338:</p> <p>Use the purple TARGETED CLOSE READ prompts to guide students to apply the Central Idea skill to Can We Be Friends? and to find evidence to support their responses.Refer to the</p> | <p>Can We Be Friends? M10 T319</p> |



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| <p>3.Signal/Señala <i>-Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</i></p> <p>4.Share/Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</p> <p>5.Assess/Evalúa <i>-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</i></p> | <p>Set a Purpose: Read the Set a Purpose section on p325.</p> <p>Teaching Pal, p325–326: Use the blue VIEW FOR UNDERSTANDING prompts to watch Dolphin Parenting as students follow along and annotate their myBook.</p> <p>Structured Conversation: Ask students questions to confirm their understanding of the video and its language. Help them expand simple answers into sentences. Ask students questions to confirm their understanding of the video and its language. Help them expand simple answers into sentences.</p> | <p>questions on Know It, Show It p218 as you discuss them.</p> <p>Critical Writing: Write a Dialogue for a Movie Script-328–329 in myBook. They will write a dialogue between a mother dolphin and her calf</p> |  <p>Genre: Informational Text</p> <p>Set Purpose: Read the Set a Purpose section on p331. Ask students how the information connects to what they have already learned about communication between animals.</p> <p>Teaching Pal, p331–338: Use the blue READ FOR UNDERSTANDING prompts to read Can We Be Friends? as students follow along and annotate their myBook.</p> <p>Structured Conversations: myBook p339. Have students annotate their myBook with details from the text as evidence to explain their responses. myBook page 339. Have students annotate their myBook with details from the text as evidence to explain their responses.</p> | <p>questions on Know It, Show It p221 as you discuss them.</p> <p>Critical Writing: Write a Social Media Post Turn to pages 340–341 in myBook. Use Teaching Pal Prompts to guide them as they plan and complete their social media posts.</p> | <p>Mini-lesson</p> |
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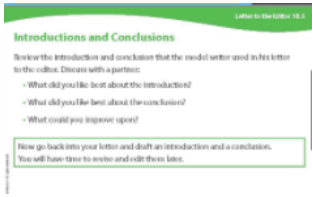
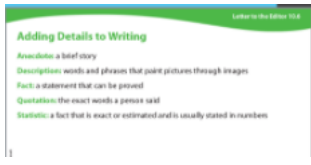
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| | <p>Monitor and Clarify M10 T280</p> <p>Remind students that they can monitor and clarify their understanding by asking questions about parts of the video that are confusing or unclear. Some helpful questions begin with: who, what, why, when, where, and how.</p> <p>Monitor and Clarify</p> | <p>Media Techniques M10 T292</p> <p>Tell students that media is the means of communication chosen to convey information to an audience. Informational videos often use media techniques as tools to help communicate ideas and meaning to viewers.</p> | <p>Monitor and Clarify M10 T300</p> <p>Explain: Many magazine articles, like this one, are informational texts about real events and issues. When good readers read informational texts, they monitor their comprehension as they read. This means they stop to make sure they understand what they are reading. They ask themselves questions, such as "What did I just read? Can I explain it someone else?"</p> <p>Monitor and Clarify</p> | <p>Central Idea M10 T310</p> <p>Explain: To determine the central idea of a text, good readers look carefully at the details in the text. Then they ask themselves what idea all the details tell about.</p> | <p>Text Structure M10 T318</p> <p>Explain: Authors may use one text structure or a variety of structures within a text, depending on their purpose and the information they are presenting</p> |
| <p align="center">Writing Workshop</p> <p>Writing Form: Letter to the Editor (Argument)</p> <p>Writing Prompt: Write a persuasive letter to the editor of your local newspaper about how people should support the organization with their money and time.</p> <p>Rubric: Teacher Rubric</p> <p align="center">Student Friendly Rubric SP</p> | | | | | |
| <p>Drafting I: Beginning the Draft M10 W155</p> | <p>Drafting II: Elements of a Letter M10 W156</p> <p><i>Say: Today we will talk about organizing your letter and begin writing it. Have</i></p> | <p>Drafting III: Completing the Draft M10 W157</p> <p>Allow time for students to determine which organizational structure they</p> | <p>Revising I: Effective Paragraphs M10 W158</p> <p><i>Say: There are different ways to convince People.</i></p> | | <p>Revising II: Conferencing M10 W159</p> <p>Use the DVISD Student Friendly Writing Rubric to</p> |



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| |  <p>Explain: The salutation, body paragraphs, closing, and name on the letter. At an appropriate moment, add salutation and closing to the class Instructional Vocabulary list and have students add them to their own Instructional Vocabulary glossaries.</p> <ul style="list-style-type: none"> Discuss the letter, beginning with these questions: <ul style="list-style-type: none"> What is the purpose of the letter? (to call for volunteers at an animal organization) How does the writer support the main idea that people should volunteer? (with information from various sources) Is the letter convincing? Why or why not? (Responses will vary.) Show how the author transferred his ideas to writing. Say: I want to look at how the author put his paragraphs together. What ideas does he write about in each? <ul style="list-style-type: none"> The first paragraph tells about why the program exists and how it works. The second paragraph shows how animals benefit from the program. Where do you think he got information for this paragraph? (From Virginia Petros.) The third paragraph shows how people benefit from the program. What would have been his source for this paragraph? (his personal experiences) The last paragraph tells people how to get involved. Did he use facts, opinions, or both? (both) I see that the writer mentions only the good things about the program. Does that make sense? (Yes, because he wants others to volunteer.) | <p>students look at the model on <i>Writer's Notebook</i> p10.4.</p> <p>Ask: Which organizational structure did this writer use? (two reasons)</p> <p>THINK ALOUD Now I want to think about my research and pick the structure that will work best with it.</p> <p><i>I have one point that works against my position and three that support it.</i></p> <p><i>I think I want to use Straw Man, so that I can state the opposition and then use an argument to tear it down.</i></p> <p><i>In the next paragraph, I'll present another argument supporting my position. I have at least two arguments left, so I'll pick the strongest one and set the other aside. Then I'll finish off with a strong conclusion.</i></p> | <p>want to use and then to continue drafting their letters. Explain that the best conclusions restate the author's main point and then leave the reader with something to think about.</p>  | <p>Display and Engage 10.6. As you discuss each type of detail, write it on the class Instructional Vocabulary list and have students add it to the Instructional Vocabulary glossaries in their notebooks.</p>  | <p>guide peer conferences.</p> |
| | Independent Writing | | | | |
| | <p>Tell students to use their notebook to record information from their research that supports their main points. Point out that as they find information, they may change their main points. As students do their research, walk among them offering assistance.</p> | <p>Allow time for students to determine which organizational structure they want to use and then to continue drafting their letters. Walk among students offering assistance.</p> | <p>As students continue drafting, implement small group conferences as needed. Walk among students offering assistance.</p> | <p>As students revise to strengthen their support, be available for consultation. Walk among students offering assistance.</p> | <p>End this lesson with a discussion about how writers will use the information they received from their group to revise their writing during the next session. walk among them offering assistance.</p> |

| Grammar | | | | | |
|-----------------------|--|---|---|--|--|
| Patterns of Power 4.6 | | | | | |
| | <p>Palabras agudas E338</p> <p>Explain that palabras agudas carry the accent (voice intensity) on the last syllable. Acute words take an accent if they end in vowels or n and s.</p> <p>Complete items 1–8 on Mostrar y motivar: Gramática 8.2.1b with students.</p> | <p>Palabras graves E339</p> <p>Explain that palabras graves carry the accent (voice intensity) on the second to last syllable. Palabras graves do not take an accent if they end in vowels or n and s.</p> <p>Complete items 1–8 on Mostrar y motivar: Gramática 8.2.2b with students.</p> | <p>Palabras esdrújulas y sobreesdrújulas E340</p> <p>Explain that palabras esdrújulas y sobreesdrújulas carry the accent (voice intensity) on the third from last and fourth from last syllables, respectively, and always take an accent.</p> <p>Complete items 1–8 on Mostrar y motivar: Gramática 8.2.3b with students.</p> | <p>Repaso de la puntuación E341</p> <p>Explain that the prosodic accent is a greater intensity in the voice to emphasize a syllable with respect to the others, but it is not an orthographic symbol. While the accent is an orthographic symbol (a kind of tilde) that is placed on a syllable to mark a greater intensity of the voice with respect to the other syllables.</p> <p>Complete items 1–8 on Mostrar y motivar: Gramática 8.2.4b with students.</p> | <p>Conexión con la escritura: Usar la acentuación E342</p> <p>Explain to students that using the correct accentuation of words can make writing more clear and interesting to readers. Show the following sentences. Explain that sentences can have completely different meanings if a word is accented correctly or not. Caminó por el puente. (pasado) Camino por el puente. (presente)</p> <p>Show the following sentences. Instruct the students to explain the meaning of the sentences in their own words. Él bebe de la pila. El bebé de la pila.</p> |



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| | | | | | |
|---|---|----------------|----------------|------------------------------|-------------------|
| Research Class Project: Create Science Magazine | Culminating Project: <i>Create Science Magazine:</i> Explain to students that science magazines give information categorized into different subtopics about a main topic, in this case, animals. Have students share examples of things they have learned about by reading magazines. Weeks 1-3: Guide groups to create an Idea Board or group document for brainstorming, recording and discussing ideas, and sharing quotations and other information from their research. Remind students that there are numerous sources of research they can use beyond their myBook selections, such as informational books, encyclopedias, magazines, websites, online videos, and interviews. Tell students that as they find helpful information, they should record it and cite their sources. | | | | |
| Literacy Stations | Phonemic Awareness | Phonics | Fluency | Self-Selected Reading | Vocabulary |
| <p style="text-align: center;">Find Literacy Station Suggestions in Module 10 Pages T274-275</p> | | | | | |

| FIFTH GRADE ELLD Block UNIT 4 WEEK 2 | | | | |
|---|--|---|---|--|
| Science Content TEKS: 5.10(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle | | Language TEKS: 5.2A(iv) decoding words using advanced knowledge of prefixes and suffixes 5.2B(vi) spelling words using knowledge of suffixes 5.3(C) identify the meaning of and use words with affixes 5.6(I) monitor comprehension and make adjustments 5.7(E) interact with sources in meaningful ways 5.10(B) discuss how the use of text structure contributes to the author's purpose 5.11D(x) punctuation marks, including commas in compound and complex sentences 5.12(B) compose informational text | | |
| Resource STEMscopes <ul style="list-style-type: none">Inherited Traits and Learned Behaviors (Reading Science 630 L) | | | | |
| Day 1 Focus – Comprehension | Day 2 Focus- Comprehension Word Study | Day 3 Focus- Foundational Skills Phonics, grammar | Day 4 Focus- Composition Writing Process/ Genres | Day 5 Focus – Assessment and Cross-linguistics connections |
| Making Predictions: Guide students to make predictions based on the cover and picture walk. | Shared Reading: Reread text with students and make connections to the text: What does punishment and reward do to an animal's behavior? | Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. | Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate | Assessment: Students will complete the activity on p.3-4 about adaptations. |



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What do you see in the pictures?
What do you predict this text will be about?



Prior knowledge- Activate students' prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed:

Guiding questions: How can you tell if you look like someone in your family? What things can you recognize?

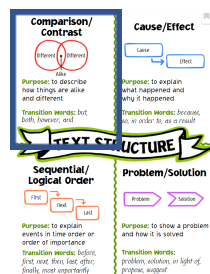
Read aloud and stop to engage students with the text through guided questions:

p.1 Why does offspring look like their parents? *Offspring look like their parents because _____.*

What dogs' characteristics are inherited? Characteristics inherited by dogs are _____.

What dogs' behaviors are inherited? Behaviors inherited by dogs are _____.

Comprehension Skill: Focus on comprehension skills with modeling and prompting.



Remind students that authors use a variety of structures depending on the information they share in an informational text. Sometimes they can present information explaining the cause and effect relationship between events.

What causes animals to learn a behavior? What is the effect of young animals learning behaviors from their parents? How does inherited characteristics impact an animal's life?

Vocabulary Picture Walk:

Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text.

| | |
|-----------|-----------------|
| Offspring | Crías |
| Inherited | Heredado |
| Traits | Características |
| Behaviors | Comportamiento |

Foundational Skill: Review suffixes **-ion** or **-ation** and their difference in their spelling rules with examples from the text or sentences about the topic in the text.

**Reinforce the use of context clues to find the meaning of unfamiliar words.*

Characteristics like love for **exploration** and **socialization** are inherited from parents to offspring.

Animal **extinction** can happen when a species can't cope with the environmental changes.

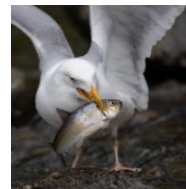
Punishment and reward can train an animal to act or move in the **direction** we want.

| | | | |
|-------------------|------------|-------------------|-------------|
| Ends in Consonant | -ion | Ends with Final e | -ation |
| express | expression | explore | exploration |
| direct | direction | admire | admiration |

Grammar: Review the use of the **commas in compound and complex sentences** with examples from the text or sentences about the topic in the text.

If two dachshunds have puppies, the babies will look like their parents.

writing aligned to the genre based on science content.



Use pictures, first-hand observations, or a multimedia activity and a graphic organizer to lead a class discussion about inherited traits and learned behaviors. Ask: How do you explain how seagulls can fish in the ocean but come towards people to get food at the beach?

Animals exhibit _____ traits and _____ behaviors all the time. Sometimes, animals like the _____ can _____ in the wild, but they also _____. When a _____ finds their own _____ in the wild, is because _____. If there is no _____ the effect is having to _____. However, if the same _____ lives _____, they learn that _____.

Cross-linguistics: Lead review about the use of rules to spell words ending in **-ation** or **-ion** in English and **-ción** or **-sión** in Spanish.

| Suffixes -ation /-ion | Sufijos -ción /-sión |
|---|---|
| Characteristics like love for exploration and socialization are inherited traits. | Características como el amor por la exploración y la socialización se heredan. |
| Animal extinction can happen when a species can't cope with the environmental changes. | La extinción animal puede ocurrir cuando una especie no puede hacer frente a los cambios ambientales. |
| Punishment and reward can train an animal to act or move in the direction we want. | El castigo y la recompensa pueden entrenar a un animal para que actúe o se mueva en la dirección que queremos. |

English: Using **-ation**, **-ion**:

| | | | |
|-------------------|------------|-------------------|-------------|
| Ends in Consonant | -ion | Ends with Final e | -ation |
| express | expression | explore | exploration |
| direct | direction | admire | admiration |



Spanish: Using **-ción**, **-sión**

- If the words of the same family end in **-do**, **-dor**, **-to**, **-tor** and **-torio**, the noun ending in **-ción** or **-cción**. ...



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| | | | |
|---|--|--|--|
| <p>Why are learned behaviors? Learned behaviors are _____.</p> <p>How do learned behaviors help animals survive? Learned behaviors help animals survive by _____.</p> | <p>A wire is placed under the ground, and it sends out a radio signal.</p> <p>Among dog breeds who are quick learners we have Labradors, Collies, and Terriers.</p> <div><p>Grammar 7.2.4a</p><p>Review Commas in Sentences</p><p>Commas should be used to set off introductory words and names in sentences. They can also be used to separate words in a series.</p><div><p>Introductory phrase</p><p>After the scientist chose the site, everyone started digging.</p><p>name</p><p>Charles, do you like to learn about dinosaurs?</p><p>series</p><p>I like to read about ancient dinosaurs, mammals, and other animals.</p></div></div> | <p>Therefore, they _____, which is a learned _____.</p> <div><p>- the words of the same family end in -so, -sor, -sar, -sivo, -sible, use the noun ending in -sión</p></div> | |
| <p>Suggested Previews</p> | <p>Insert Method (Seidlitz) (Teacher-Led)</p> <p>1.Divide students in groups/pairs/or individually.</p> <p>2. Provide them with a text about the topic for them to read and mark as follows:</p> <ul style="list-style-type: none">• Check mark <input checked="" type="checkbox"/> by ideas they already know.• Exclamation Marks ! by something that surprises them.• Question Marks ¿? by something they want to learn more about. <div></div> | <p>Read Aloud: Engage students in structured conversations about the science topic during a read aloud by asking questions throughout the book such as:</p> <ul style="list-style-type: none">• ¿Qué quiere decir _____?• ¿Cuál es la idea más importante del texto?• ¿En que se parece _____ a _____? ¿En qué son diferentes?• ¿Cuál es la relación entre _____ y _____?• ¿Por qué el autor escribió sobre este tema?• ¿Qué puedes inferir sobre _____? ¿Cuál es tu evidencia? <div></div> | |
| <p>Suggested Reviews</p> | <p>Text Reviews: (Teacher-Led, Whole Class or Groups)</p> <p>1. Students will read and examine books or passages about the content.</p> | <p>Fact Swap: (Teacher-Led)</p> <p>1.Give students a sheet with a table with nine spaces.</p> | <p>Number Heads Together: (Teacher-Led)</p> <p>1. Students in groups of up to five are numbered sequentially (1-2-3-4-5).</p> |



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| | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|---------------------|------------------------|--|------------------|--|--|----|----|----|------------------------------------|--|--|----|----|----|--|--|--|--|
| | <p>2. Students will create a foldable with 4 quadrants as a commercial recommending the text:</p> <p>3. Students will share their reviews with the class.</p> <p>4. Students will read the books/passages of their choosing and make connections to the big ideas of the content topic.</p> | <p>2. Students will write three ideas from what they have learned about the topic in spaces 1-2-3.</p> <p>3. Students will interact with their peers three times to gather facts to complete spaces 4-5-6 by exchanging one fact a time.</p> <p>4. Set a timer for 2 min. allowing students to find a partner and exchange their facts.</p> <p>5. Once students finish, they can choose their most interesting fact and illustrate it or write about it.</p> | <p>2. All students with the same number will work together as a group or in a breakout room.</p> <p>3. As a group they create a list of 3-5 things learned in the lesson.</p> <p>4. Gather students in the mixed groups again and allow them to report to the group something they learned.</p> <p>5. Repeat the process for each number 1-5 until all students have shared.</p> | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <tr> <td><i>Titulo: Resumen:</i></td> <td><i>Visual:</i></td> </tr> <tr> <td><i>Vocabulario:</i></td> <td><i>Preguntas Guía:</i></td> </tr> </table> | <i>Titulo: Resumen:</i> | <i>Visual:</i> | <i>Vocabulario:</i> | <i>Preguntas Guía:</i> | <table border="1"> <tr> <td colspan="3"><i>Mis ideas</i></td> </tr> <tr> <td>1.</td> <td>2.</td> <td>3.</td> </tr> <tr> <td colspan="3"><i>Las ideas de mis compañeros</i></td> </tr> <tr> <td>4.</td> <td>5.</td> <td>6.</td> </tr> <tr> <td colspan="3"><i>La idea más interesante para mí es ____ porque _____.</i></td> </tr> </table> | <i>Mis ideas</i> | | | 1. | 2. | 3. | <i>Las ideas de mis compañeros</i> | | | 4. | 5. | 6. | <i>La idea más interesante para mí es ____ porque _____.</i> | | | |
| | <i>Titulo: Resumen:</i> | <i>Visual:</i> | | | | | | | | | | | | | | | | | | | | |
| | <i>Vocabulario:</i> | <i>Preguntas Guía:</i> | | | | | | | | | | | | | | | | | | | | |
| <i>Mis ideas</i> | | | | | | | | | | | | | | | | | | | | | | |
| 1. | 2. | 3. | | | | | | | | | | | | | | | | | | | | |
| <i>Las ideas de mis compañeros</i> | | | | | | | | | | | | | | | | | | | | | | |
| 4. | 5. | 6. | | | | | | | | | | | | | | | | | | | | |
| <i>La idea más interesante para mí es ____ porque _____.</i> | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |

FIFTH GRADE SLLD Block UNIT 4 WEEK 2

Social Studies Content TEKS:

5.22B identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program

5.22C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States

Language TEKS:

5.2A(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas

5.2B(i) spelling words with more advanced orthographic patterns and rules

5.3(C) identify the meaning of and use base words with roots

5.6(B) generate questions about text before, during, and after reading



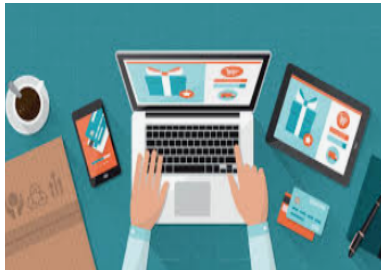
5.6(F) make inferences and use evidence to support understanding

5.7(C) use text evidence to support an appropriate response



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| | | | | | | | | | | | | |
|--|---|---|--|--|-----------------------|--------------------|---|--|---|--|--|---|
| | | | 5.7(E) interact with sources in meaningful ways 5.9D(i) [recognize] the central idea with supporting evidence 5.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules 5.12(B) dictate or compose informational texts | | | | | | | | | |
| Resource: <ul style="list-style-type: none">La era de la información (SW Week 30) | | | | | | | | | | | | |
| Day 1 Focus – Comprehension | Day 2 Focus- Comprehension Word Study | Day 3 Focus- Foundational Skills Phonics, grammar | Day 4 Focus- Composition Writing Process/ Genres | Day 5 Focus – Assessment and Cross-linguistics connections | | | | | | | | |
| <p>Making Predictions: Guide students to make predictions based on the cover and picture walk. <i>¿Qué ven en la portada? ¿Sobre qué piensan que tratará el texto?</i></p>  <p>Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding Questions: ¿Cómo piensas que las computadoras nos ayudan hoy en día?</p> | <p>Shared Reading: Reread text and guide students to make connections: <i>¿Cuál es la idea más importante en el texto?</i></p> <p>Comprehension Skill: Focus on comprehension skills with modeling and prompting.</p>  <p>La idea central de un texto informativo se puede identificar en cada sección al igual que en todo el texto. Los autores proveen claves tales como las características del texto y palabras repetidas para establecer la idea central.</p> | <p>Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p>Phonics Skill: Review Latin Roots with sentences from the text or about the topic in the text.</p> <p>Hoy día podemos ser espectadores de eventos mundiales a través de la tecnología.</p> <p>El uso de la tecnología ayuda a personas con impedimentos auditivos proveyendo subtítulos que les permiten leer el contenido que no pueden escuchar.</p> <p>La trayectoria entre tu hogar y lugares desconocidos es ahora más fácil usando mapas en nuestro teléfono.</p> | <p>Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate writing aligned to the genre based on social studies content.</p>  <p>Provide for the students an experience with pictures or multimedia to learn about the positive and negative side of technology. Then, lead a writing activity to explain their ideas. La tecnología es _____ que _____ nuestras vidas. Como con todo, hay _____ y _____ consecuencias del uso de la _____. Por un lado, el impacto positivo ha sido que _____. Los _____ y las _____ han</p> | <p>Assessment: Students will complete the activities on p.4 creating a bibliography about a topic with a variety of sources including technology.</p> <p>Cross-linguistics: Lead discussion about the use of Latin Roots English and in Spanish.</p> <table><tr><td>Raíces latinas</td><td>Latin Roots</td></tr><tr><td>Hoy día podemos ser espectadores de eventos mundiales a través de la tecnología.</td><td>Today we can be spectators of global events through technology.</td></tr><tr><td>El uso de la tecnología ayuda a personas con impedimentos auditivos proveyendo subtítulos que les permiten leer el contenido que no pueden escuchar.</td><td>Using technology helps people with auditory impairments by providing subtitles that allow them to read content they can't hear.</td></tr><tr><td>La trayectoria entre tu hogar y lugares desconocidos es</td><td>The trajectory between your home and unknown</td></tr></table> | Raíces latinas | Latin Roots | Hoy día podemos ser espectadores de eventos mundiales a través de la tecnología. | Today we can be spectators of global events through technology. | El uso de la tecnología ayuda a personas con impedimentos auditivos proveyendo subtítulos que les permiten leer el contenido que no pueden escuchar. | Using technology helps people with auditory impairments by providing subtitles that allow them to read content they can't hear. | La trayectoria entre tu hogar y lugares desconocidos es | The trajectory between your home and unknown |
| Raíces latinas | Latin Roots | | | | | | | | | | | |
| Hoy día podemos ser espectadores de eventos mundiales a través de la tecnología. | Today we can be spectators of global events through technology. | | | | | | | | | | | |
| El uso de la tecnología ayuda a personas con impedimentos auditivos proveyendo subtítulos que les permiten leer el contenido que no pueden escuchar. | Using technology helps people with auditory impairments by providing subtitles that allow them to read content they can't hear. | | | | | | | | | | | |
| La trayectoria entre tu hogar y lugares desconocidos es | The trajectory between your home and unknown | | | | | | | | | | | |



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Read aloud and stop to engage students with the text through guided questions:

p.1 ¿Cuál era la razón para que Derek esté tan contento al mostrar sus calificaciones? *Derek está contento al mostrar sus calificaciones porque _____.*

¿Cuál crees que sería la mejor manera de compartir sus notas con la familia? *La mejor manera de compartir sus notas con la familia es ____.*

p.2-3 ¿Cómo reaccionó la gente cuando se inventó la televisión en Estados Unidos? *Cuando se inventó la televisión en Estados Unidos, la gente _____.*

¿Crees que la computadora es el invento más importante de la Era de la Información? ¿Por qué? *La computadora es/no es el invento más importante de la Era de la Información porque _____.*

¿Cuál es la diferencia entre la zona urbana y la zona rural? ¿Dónde hay más acceso a la tecnología? *La diferencia entre la zona urbana y la zona rural es _____. Hay más acceso a la tecnología en _____.*

Debemos evaluar todos los detalles y la evidencia para encontrar la idea central correcta.

¿Cuál es la idea central de la sección titulada Difundir las noticias? ¿Qué detalles apoyan la idea de que la tecnología ayuda a la comunicación entre la familia? ¿De qué se trata la sección La Era de la Información? ¿Cómo te ayudan las características del texto a identificar la idea central?

Vocabulary Picture Walk:

Students will identify and read key vocabulary in context with a picture walk.

| | |
|----------------|----------------|
| Computadoras | Computers |
| Información | Information |
| Televisión | Television |
| Internet | Internet |
| Red mundial | World Wide Web |
| Medio social/ | Social Media |
| Redes sociales | |

| Repaso de raíces griegas y latinas | | |
|------------------------------------|--|--------------|
| Raíz Latina | Significado | Ejemplos |
| liberor | libre | liberar |
| tem | tema | enterrar |
| spec | atención, ver o que se ofrece para ver | espectacular |
| audi | oír | auditorio |
| vox | voz | vocabulario |
| yec | tirar, lanzar | inyecto |

Grammar: Review palabras **agudas, graves, esdrújulas y sobreesdrújulas** with examples from the text or about the topic in the text.
Una (g) de las primeras (g) computadoras (g) digitales (g) electrónicas (e) era (g) tan grande (g) como (g) una (g) casa (g).

La primera (g) Internet (a), o red informática (e) internacional (a), se desarrolló (a) en 1969.

YouTube ha permitido (g) que se compartan (g) videos (g) con el público (e) de manera gratuita (g).

Repaso de acento prosódico y acento ortográfico

El **acento prosódico** es una intensidad mayor en la voz en una sílaba particular. El **acento ortográfico** es un símbolo ortográfico que marca una intensidad mayor de la voz en una sílaba particular.

Dependiendo de dónde llevan el acento prosódico, las palabras pueden ser **agudas, graves, esdrújulas y sobreesdrújulas**. En el caso de las palabras agudas y graves, el uso del acento ortográfico depende de la letra en la que termina la palabra. Las palabras esdrújulas y sobreesdrújulas siempre llevan acento ortográfico.

aguda esdrújula agudo
Escuchamos música en el salón.
sobreesdrújula agudo grave
Permítaseme explicar la targa.

_____. Esto ha hecho que _____.

También ha logrado _____.

Por el contrario, también hay un impacto _____ del uso de la _____. Mientras antes _____ hoy día _____. Por igual, ha cambiado la forma en que _____ y _____. Sin embargo, a pesar de que _____, podemos decir que la tecnología _____.

ahora más fácil usando mapas en nuestro teléfono.

places is now easier using maps on our phone.