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Unit Title: Comunicación

Spring Curriculum Based Assessment #3 4/8-4/22 • Writing Portfolio Inventory #4 4/11-4/29 • Spring Boot Camp Round 2 4/19-4/29 • Universal Screener EOY 5/2-5/20 • *STAAR Reading 5/11/STAAR Online 5/10-5/20 • Spring Curriculum Based Assessment #2 and 3 3/21-3/25, 4/8-4/22
*TELPAS ALTERNATIVE 2/21-3/25 *STAAR Alt 3/28-4/2

Unit Summary: In this module, students will listen to, read, and view a variety of texts and media that provide information about communication. A genre focus on argumentative text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and realistic fiction to build knowledge across genres.

Writing summary: Students will use grammar conventions using their skills and knowledge to develop a complete composition with introduction, body and conclusion. Comprehension of Spanish grammar will be the foundation of reading and writing.

Big Ideas

- Readers understand that authors write for different purposes.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining central ideas and summarizing a text helps readers both remember the text and communicate the content of the text with others.
- Readers create mental images to understand texts.
- Annotating is a strategy to use for deeper understanding.
- Argumentative and informational texts are different in the use of text structure and purpose.

Essential Questions:

Weeks 1-3

- How can you recognize an argumentative text?
- What is the purpose of the anecdote in a text?
- What is the difference between the author's purpose to inform and persuade?
- What is the structure of an argumentative text?

Weeks 4-6

- How can a prefix or suffix help you to understand the meaning of a word?
- Understanding homophones can help you develop better writing?
- What characteristics and structures can you recognize in a text?
- How are the main ideas and details related?

Weeks 7-9

- How can this text feature help me understand what I am reading?

- Can you identify graphic features?
- While reading, why is it important to ask and answer questions about the text?
- What strategies can you use to help you comprehend what you are reading?
- What forms of communications can you differentiate?

Core Competencies:

Formative:

- Students will recognize the argumentative text characteristics.
- Students will identify the author's purpose.
- Students will know how to use details to identify main ideas.
- Students will name text features.
- Students will use questions to understand texts.
- Students will use reading strategies.
- Students will use writing strategies.

Summative:

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

[Constructed Responses Rubric](#)

Pauta de calificación para respuesta construida

Puntos	Descripción
2	2 puntos <ul style="list-style-type: none"> • La respuesta da una explicación completa y correcta de la pregunta. • La respuesta incluye explicaciones e interpretaciones del texto u opiniones claras y específicas, basadas en una comprensión, una inferencia, un análisis, una evaluación y/o una comparación efectivos. • La respuesta se apoya en detalles del texto.
1	1 puntos <ul style="list-style-type: none"> • La respuesta da una explicación parcialmente completa y correcta de la pregunta. • La respuesta intenta incluir explicaciones e interpretaciones del texto u opiniones, pero son poco claras o no se corroboran, y muestran una limitación en la comprensión, la inferencia, el análisis, la evaluación y/o la comparación. • La respuesta se apoya en detalles limitados (en cantidad o calidad) del texto.
0	0 puntos <ul style="list-style-type: none"> • La respuesta es incorrecta, irrelevante o inexistente.

Culminating Project: Check Out My Blog!

Over the next unit, students will collaborate to generate ideas, research, complete and present an inquiry-based project. Tell students that over the next few weeks, they will work in

groups to research an aspect of communication and present their research in a blog and an oral presentation to the class.

Weeks 1-3: Ask students what they think of when they hear the word communication. Ask: What are some ways that people communicate? List responses on the board. Tell students that people in history have developed many inventions to enable them to communicate. In addition, different people communicate in different ways. There are many different languages, including sign language. Explain that students will work in groups to research one aspect of communication, such as an invention or advance like sign language, and write about it in a blog. Share with students a few blog posts. Discuss the key components of a great blog, such as statistics or quotes from research, snappy headlines, precise writing, personal stories, and engaging photos or illustrations.

Weeks 4-6: Record notes and use them to write about an invention or advance related to communication. Have students draft a blog post about their topic. Revise and Edit Drafts Have students review and revise their writing as a group to ensure that the most interesting points from their research are included. They should also make sure that their blog post has headings to help people quickly find information they are looking for. Create and Integrate Visuals Encourage students to think about how to enhance the written text with visuals. Groups may want to add photos or illustrations to show key ideas. Groups may also consider presenting information in a timeline, chart, or graph.

Week 7-9: Participate in a presentation of an invention or advance related to communication. Practice and Present Have students practice their presentations within their small groups. Reflect and Celebrate Establish a time for students to reflect on the project and celebrate their achievements.

Unit 04 TEKS
Bilingual TEKS Scope
[20-21 SLAR Unpacked TEKS](#)

Priority Standards

Concept and Language Development	Vocabulary and Comprehension	Foundational Skills Phonics/Word Study	Writer's Workshop Writing Instruction
<p>4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p>4.3A use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;</p>	<p>4.2B(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p> <p>4.4 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>4.11A 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>4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p>4.11B(ii) developing an engaging idea with relevant details;</p> <p>4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>

	<p>4.6E make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6F make inferences and use evidence to support understanding;</p> <p>4.6G evaluate details read to determine the main and key ideas;</p> <p>4.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.8B explain the interactions of the characters and the changes they undergo;</p> <p>4.8C analyze plot elements, including the rising action, climax, falling action, and resolution; and</p> <p>4.9B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p>4.9D(i) the central idea with supporting evidence;</p> <p>4.9D(iii) organizational patterns such as compare and contrast.</p>		<p>4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>
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	<p>4.9E(ii) explaining how the author has used facts for an argument; and</p> <p>4.10A explain the author's purpose and message within a text;</p> <p>4.10B explain how the use of text structure contributes to the author's purpose;</p> <p>4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p>4.10E identify and understand the use of literary devices, including first- or third-person point of view;</p>		
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New to Grade Level			
		<p>4.2A(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and</p>	

Spiraled Standards			
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<p>4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1D work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>4.3A use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;</p> <p>4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and</p> <p>4.3E 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>4.6A establish purpose for reading assigned and self-selected texts;</p> <p>4.6B generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6C make, [and] correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6D create mental images to deepen understanding;</p>	<p>4.2A(i) decoding palabras agudas, graves, esdrújulas, and sobre-esdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);</p> <p>4.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p> <p>4.2A(iv) decoding words with prefixes and suffixes.</p> <p>4.2B(i) spelling palabras agudas (words with the stress on the last syllable) with an orthographic accent;</p> <p>4.2B(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;</p> <p>4.2B(iii) spelling words with diphthongs and hiatus; and</p> <p>4.2B(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p> <p>4.4 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>4.11A 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>4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>4.11B(ii) developing an engaging idea with relevant details;</p> <p>4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles;</p> <p>4.11D(iv) adjectives, including their comparative and superlative forms;</p> <p>4.11D(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;</p> <p>4.11D(ix) capitalization of historical events and documents, titles of books, stories, and essays;</p> <p>4.11D(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and</p>
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	<p>4.6E make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6F make inferences and use evidence to support understanding;</p> <p>4.6G evaluate details read to determine the main and key ideas;</p> <p>4.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7C use text evidence to support an appropriate response;</p> <p>4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>		<p>4.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and</p> <p>4.11E publish written work for appropriate audiences.</p> <p>4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>4.13A generate and clarify questions on a topic for formal and informal inquiry;</p> <p>4.13B develop and follow a research plan with adult assistance;</p> <p>4.13C identify and gather relevant information from a variety of sources;</p> <p>4.13D identify primary and secondary sources;</p> <p>4.13E demonstrate understanding of information gathered;</p> <p>4.13F recognize the difference between paraphrasing and plagiarism when using source materials;</p>
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	<p>4.7F respond using newly acquired vocabulary as appropriate; and</p> <p>4.7G discuss specific ideas in the text that are important to the meaning.</p> <p>4.8A infer basic themes supported by text evidence;</p> <p>4.8B explain the interactions of the characters and the changes they undergo;</p> <p>4.8C analyze plot elements, including the rising action, climax, falling action, and resolution; and</p> <p>4.8D explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p> <p>4.9B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p>4.9D recognize characteristics and structures of informational text, including:</p> <p>4.9D(i) the central idea with supporting evidence;</p>		<p>4.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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	<p>4.9D(ii) features such as pronunciation guides and diagrams to support understanding; and</p> <p>4.9D(iii) organizational patterns such as compare and contrast.</p> <p>4.9E(i) identifying the claim;</p> <p>4.9E(ii) explaining how the author has used facts for an argument; and</p> <p>4.9E(iii) identifying the intended audience or reader;</p> <p>4.10A explain the author's purpose and message within a text;</p> <p>4.10B explain how the use of text structure contributes to the author's purpose;</p> <p>4.10C analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p>4.10E identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10F discuss how the author's use of language contributes to voice; and</p>		
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	4.10G identify and explain the use of anecdote.		
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Reading Academic Vocabulary

Genre	Literary Elements	Comprehension	Vocabulary
Texto Argumentativo Argumentative Text Texto informativo Informational Text	Anecdota Anecdote Hecho/opinion Fact/Opinion Proposito del autor author's purpose Punto de vista de primera persona First person point of view Punto de vista de tercera persona Third person point of view	Contexto Context Punto de vista del autor Author's point of view Genero Genre Estructura Structure Informar/ Entretener/ Persuadir Inform/Entertain/Persuade Comparar/Contrastar Compare/Contrast	Argumento Argument Publico Audience

Writing Academic Vocabulary

Writing Process	Grammar	Spelling
Uso de comas Use of Commas Signos de puntuación Punctuation Marks	Pronombres Pronouns Conjunciones Conjunctions	Diptongos Diphthongs Hiatos Hiatus Raiz Root

REQUIRED RESOURCES (READING INSTRUCTION) <i>Measuring Up Model Lessons are used to introduce a skill or standard.</i>	SUGGESTED PAIRED TEXTS <i>Paired Texts are used to complement and enrich instruction following the Measuring Up Model Lesson.</i>
Measuring Up <ul style="list-style-type: none"> Lesson 20: Explain how author's use structure. Explicar cómo los autores emplean la estructura. Lesson 21: Describe how language achieves a purpose. Describir cómo el lenguaje logra un propósito. Lesson 22: Explain the use of anecdotes. Explicar el uso de anécdotas. 	Unit texts in the textbook (HMH) <ul style="list-style-type: none"> Cómo la tecnología cambió la comunicación. (Informativo/ Línea del tiempo) La historia de las comunicaciones. (Informativo) ¡Un nuevo lenguaje inventado por niños! (Narración no ficción) La cena de los delfines. (Video informativo) La lección de Cooper. (Ficción realista)

- Lesson 23: Recognize central idea and supporting evidence.
Reconocer la idea central y los detalles de apoyo.
- Lesson 26: Recognize a claim.
Reconocer una postura.
- Lesson 27: Determine facts that support an argument.
Determinar los hechos que apoyan un argumento.
- Lesson 28: Identify an author's intended audience.
Identificar el público meta del autor.

- ¿Qué son los cinco sentidos? (No ficción)
- La ciencia detrás de la vista. (No ficción)
- La asociación entre el pez payaso y la anémona de mar. (Video informativo)
- ¿Quién es un héroe? (No ficción)
- Las siete maravillas naturales. (No ficción)
- La fosa de las Marianas. (No ficción)
- Rocas extrañas y extraordinarias. (No ficción)
- La recuperación de la tortuga lora. (Video)
- Los Beatles eran fabulosos (y muy divertidos). (Biografía)
- Las semillas del cambio. (Biografía)
- Nunca te rindas. (Argumentativo)
- Por qué son importantes los centros de arte. (Argumentativo)
- Comida ecológica. (Argumentativo)
- Bocaditos de insectos. (Argumentativo)
- 12 árboles amigos. (Argumentativo)
- El año de la rata. (Ficción realista)
- El misterio del tiempo robado. (Ficción realista)
- La sartén por el mango. (Ficción realista)
- Luz se ilumina. (Ficción realista)
- Kioto el magnífico. (Cuentos tradicionales)
- Atrapame si puedes. (Cuentos tradicionales)
- Perseo y la derrota de Medusa. (Cuentos tradicionales)
- Rosana Tormenta. (Cuentos tradicionales)
- Un par de timadores. (Cuentos tradicionales)
- En los días del Rey Adobe. (Cuentos tradicionales)
- Diez soles: Una leyenda china. (Cuentos tradicionales)
- El juego del silencio. (Ficción histórica)
- Jazz para la fiesta de alquiler. (Ficción histórica)


Additional Suggested Titles:

REQUIRED RESOURCES (GRAMMAR AND WRITING INSTRUCTION)

Patterns of Power en español:
Chapter 4.6

Review

Multi-Tiered Supports to Tier 1 Instruction

	Vocabulary and Comprehension (Guided Reading)	Foundational Skills Phonics/Word Study/Fluency	Writer's Workshop Writing Instruction
	Responsive Teaching: Critical Reading/Writing & Structured Frequent Talk		
	Before Reading Strategies	During Reading Strategies	Response Strategies
Tier 1 <i>All students receive guided (or modeled) support during whole-class instruction with use of responsive teaching strategies.</i>	<ul style="list-style-type: none"> • Vocabulary Routine <ul style="list-style-type: none"> ◦ Vocabulary in Context • Activate Reading <ul style="list-style-type: none"> ◦ Activate Prior Knowledge ◦ Preview & Purpose • Genre Characteristics 	<ul style="list-style-type: none"> • Chunk & Annotate <ul style="list-style-type: none"> ◦ Strategy Success Criteria • Clarifying Meaning Strategies • Model Reading with Fluency and Prosody 	<p>Discussion:</p> <ul style="list-style-type: none"> • Turn and Talk Routines  <ul style="list-style-type: none"> • QSSSA <hr/> <p>Writing:</p> <ul style="list-style-type: none"> • Summary (10-20 words) • Sentence Frames • Writing Rubrics

Tier 2	<ul style="list-style-type: none"> • Rigby Leveled Library • Learning A-Z • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • Read Naturally • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • Graphic Organizers • Student Checklist 3-5 • Hamburger Method • Paragraph Frames • FCRR-Florida Center for Reading Research
Tier 3	<ul style="list-style-type: none"> • Rigby Leveled Library • Learning A-Z • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • Graphic Organizers • Student Checklist 3-5 • Hamburger Method • Paragraph Frames • FCRR-Florida Center for Reading Research
Enrichment	<ul style="list-style-type: none"> • Rigby Leveled Library • Learning A-Z 		

UNIT RESOURCES

DVISD	Instructional Resources	Data, Diagnosis, Direct Teach, Commitment	Responsive Teaching
Writer's Workshop Instructional Guidelines Writing Rubrics PLC Template	Balanced Literacy Website Vertical Alignment Year At-a-Glance TEA TEKS Guide ELPS Kilgo Question Stems Lead4Ward Playlist Lead4ward Virtual Instructional Strategies-Adaptations SLAR Overlapping TEKS in STAAR Released Tests ELAR Assessed Curriculum Overview ELAR Overlapping TEKS in STAAR Released Tests	Fluency 3DC Comprehension 3DC Writing 3DC Phonics/Phonemic Awareness 3DC Vocabulary 3DC	<ul style="list-style-type: none"> • Setting up your Classroom • Learning Intention & Success Criteria • QSSSA-Question, Stem, Signal, Share, Assess • Frequent Talk • Frequent Feedback • Critical Reading • Critical Writing

Resources and References for Student Progress

DVISD 2021-2022

[DVISD Reading Level Correlation Chart](#)

DVISD Fluency and Instructional Level Goals for Reading

Grade	BOY			MOY			EOY		
	September			December			May		
	STAR Spanish IRL	Fluency-words per minute	Instructional Level	STAR Spanish IRL	Fluency-words per minute	Instructional Level	STAR Spanish IRL	Fluency-words per minute	Instructional Level
Kinder	<0.0-.4	Letter Name/Sound	-	0.5-0.8	10	B	0.8-1.0	30	D
1st	0.8-1.2	35	D/E	1.3-1.7	45	F	1.8-2.0	59	I
2nd	1.8-2.2	60	J/K	2.3-2.7	70	L	2.8-3.0	84	M
3rd	2.8-3.2	85	M/N	3.3-3.7	90	O	3.8-4.0	99	P
4th	3.8-4.2	100	P/Q	4.3-4.7	107	R	4.8-5.0	114	S
5th	4.8-5.2	115	S/T	5.3-5.7	119	U	5.8-6.0	124	V

Grade	BOY						MOY						EOY					
	September		October		November		December		January		February		March		April		May	
	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level
Kinder	Letter Name/Sound	-	Letter Name/Sound	A	5	B	10	B	15	C	20	C	25	D	30	D	30	D
1st	25	D/E	30	E	35	F	40	F	45	G	50	H	55	H	60	I	60	I
2nd	55	J/K	60	K	65	K	70	L	75	L	80	M	85	M	90	M	90	M
3rd	85	M/N	90	N	95	N	100	O	105	O	110	O	115	P	120	P	120	P
4th	115	P/Q	120	Q	125	Q	130	R	135	R	140	R	145	S	150	S	150	S
5th	145	S/T	150	T	155	T	160	U	165	U	170	U	175	V	180	V	180	V
6th		V/W		W		W		X		X		X		Y		Y		Y
7th		Y		Y		Y		Y		Y/Z		Z		Z		Z		Z
8th		Z		Z		Z		Z		Z		Z		Z		Z		Z
9th-12th		Z+		Z+		Z+		Z+		Z+		Z+		Z+		Z+		Z+