

Unit Title: Investigations

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Guiding Question: Guiding Question: How can I investigate and contribute to establish equity in the world?

Big Ideas

- Reading fluency strategies can be used to help increase overall reading comprehension and critical thinking skills.
- Metacognition strategies such as asking and answering questions, monitoring and clarifying understanding, visualizing, making and confirming or refuting predictions are important tools for good readers.
- Understanding text structure and features help us better navigate and comprehend a selection and the purpose behind writing the selection.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining the central idea and summarizing a text helps readers both remember the text and communicate the content of the text with others.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Knowledge and use of Spanish language conventions help us communicate with and understand each other.
- The writing process includes important steps such as planning (brainstorming, and organizing), drafting, revising, editing, and publishing that help create a well developed written composition.

Essential Questions:

Weeks 1-3:

- How does point of view change how the author tells the story?
- How can the use of text features help you navigate and understand a text?
- How does the writing process help you develop a well written composition?
- Why is making inferences an important part of understanding and analyzing a text?

Core Competencies:

Weeks 1-3:

- Students will make inferences and use text evidence to support understanding.
- Students will understand the steps of the writing process.
- Students can use standard Spanish conventions, including: verbs ser and estar
- Students will be able to analyze and annotate a text with a focus on inferences, central idea, text structure, author's purpose and summary.

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- Students will identify the meaning of and use base words with affixes and roots.

Formative:

- 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:

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

Culminating Project: *Achieving Equity in the World*- Students will research the concept of equity and identify equity problems in our country and the world, propose a solution, and create a written product and an oral presentation. After all students present their ideas, they will vote to select the best in the class and students can publish it in social media to create awareness with adult assistance.

- Week 1:** Brainstorm with students the meaning of equity and the major issues they have witnessed in our society due to the lack of equity. Then, brainstorm how those issues are also happening in other countries that students might be interested in learning about or visit. Challenge the students to discuss how they would propose to solve the equity issue in the world.

**Spanish Language Arts
UNIT 2 WEEK 1**

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
5.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments 5.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action 5.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	5.2A (i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas 5.2A (vi) decoding words with prefixes and suffixes 5.2B(i) spelling words with more advanced orthographic patterns and rules 5.2B(ii) spelling palabras agudas, graves and esdrújulas 5.2B (iv) spelling words with diphthongs and hiatus	5.3(A) use digital resources to determine meaning 5.3(B) use context to find word meaning 5.3(C) identify the meaning of and use base words with affixes 5.6(A) establish purpose for reading 5.6(B) generate questions before, during, after reading 5.6 (G) evaluate details to determine importance 5.6 (H) synthesize information	5.11(A) selecting a genre 5.11 (B) develop drafts 5.11(C) revise drafts 5.11 D(i) complete simple and compound sentences 5.11D (ix) capitalization of initials, acronyms, and organizations 5.11D (x) italics and underlining for titles and emphasis and punctuation marks 5.11D (xi) correct spelling of words 5.12(B) compose informational texts,

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5.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	5.2B (v) marking accents appropriately 5.2(C) write legibly in cursive 5.4(A) use appropriate fluency 5.5(A) self-select text and read independently	5.6(I) monitor comprehension 5.7(A) describe personal connections 5.7(B) write responses 5.7(C) use text evidence to support an appropriate response 5.7(F) respond using newly acquired vocabulary as appropriate 5.7(G) discuss specific ideas in the text that are important to the meaning 5.9D (i) central idea with supporting evidence 5.9D(iii) organizational patterns such as logical order and order of importance 5.9(E) recognize characteristics and structures of argumentative text 5.9(F) recognize characteristics of multimodal and digital texts 5.10(A) explain the author’s purpose 5.10(B) discuss how the use of text structure	5.13(A) generate and clarify questions on a topic for formal and informal inquiry 5.13(B) develop and follow a research plan with adult assistance 5.13(C) identify and gather relevant information from a variety of sources 5.13(D) identify primary and secondary sources
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	Day 1	Day 2	Day 3	Day 4	Day 5
Concept and Language Development	Introduction to the theme: “El Lejano Oeste”. (p. M4 T218–T219) Video: Watch the video- “La vida en el lejano oeste” and lead oral discussion with the students introducing the vocabulary: <i>victoria, nativos, épica, región</i> ¿Qué rasgos de carácter debían tener las personas que poblaron el oeste? Los rasgos de carácter que debían tener las personas que poblaron el oeste eran _____. ¿Cómo podrían ayudarnos esas características hoy día a lograr la igualdad social? Esas características nos podrían ayudar hoy a lograr igualdad social porque _____.				

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Phonics/Fluency/Spelling																	
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 la próxima sílaba. 4. Deslice las sílabas juntas y lea la palabra.	Explain/Model: M4 T226-227 Syllables with /b/ sound: va, ve, vi, vo, vu and ba, be, bi, bo, bu GP: Using a word list of vocabulary with /b/ sound, ask students to compare the pronunciation of the words. <table><tr><th colspan="2">Palabras con b</th><th colspan="2">Palabras con v</th></tr><tr><td>base</td><td>tambor</td><td>vida</td><td>invito</td></tr><tr><td>abajo</td><td>subir</td><td>nuevo</td><td>clave</td></tr></table> Structured Conversations: ¿En qué se parecen todas estas palabras? ¿En qué se diferencian? ¿Qué letra se usa para representar el sonido /b/ en cada palabra? Combinar y leer Palabras con b y v El sonido /b/ se puede escribir con b o v. • Después de m siempre se escribe b. • Después de n siempre se escribe v. 1 nave caber boca vale volver 2 pavo tubo tuvo rubio uvas 3 buzón joven calvo pavor robot 4 debut blusa ambas invito revés 5 bambú sobre polvo bravo barro 6 Olvidé la llave de la puerta en el mueble de abajo. IP: Students will practice completing Aprende y demuestra and find examples in their independent reading books. Guiding questions: ¿Qué sonido escuchas en cada palabra? ¿Qué letra	Palabras con b		Palabras con v		base	tambor	vida	invito	abajo	subir	nuevo	clave		Explain/Model: M4 T250-251 Syllables with /b/ sound: va, ve, vi, vo, vu and ba, be, bi, bo, bu GP: Help students create a chart to sort words according to the syllables in them: va, ve, vi, vo, vu and ba, be, bi, bo, bu. Practice with students reading unfamiliar words to identify which syllables make the /b/ sound with b or v. IP: Students will practice identifying palabras with the target syllables from a word list. Combinar y leer Palabras con b y v 1 invicto escribe ballena abeja advinan 2 cobija envidia invierno cabello debate 3 burbuja conversar fábula batería volumen 4 avellana invisible bóveda cabeza avestruz 5 atraviesa arrebata comidar laboral asombroso 6 El tranvía bajó por la avenida Barcelona y llegó hasta la bahía. 7 Verónica acompañaba a la tía Berta a pasear por el vecindario. Ask- ¿Qué sonido tienen todas estas palabras? ¿Qué letra produce el sonido? ¿Por qué?		Spelling test: Students will be assessed on word/sentence dictation with the words from the week.
	Palabras con b		Palabras con v														
	base	tambor	vida	invito													
	abajo	subir	nuevo	clave													

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	<i>hace ese sonido, b o v?</i> Spelling/Handwriting: M4 T228 -Students will work with words with /b/ identifying their spelling. -Students will practice sorting words in pairs. -Allow students to practice handwriting/ typing sample words. -Do spelling pre-test. ----- Fluency /Intonation: M4 T229 Explain: Explain that intonation is the way our voices rise and fall when we are reading as a way to express meaning, such as an exclamation or a question. GP: Model reading with proper intonation and explain how noticing the punctuation marks and what you are reading about helps you use the proper intonation that makes sense. IP: Engage students in practice with their independent reading book. Students will practice in pairs.				
Word Study/Academic Language/Oral Language					

Rutina de vocabulario:

1. Observen la palabra.
2. Digan la palabra.
3. Modele- Cómo formar la palabra
4. Formen la palabra.
5. Encuentren la palabra en un texto

Explain/Model: Introduce vocabulary using picture cards: M4 T230-231

- conocimientos
- puestos
- dificultades
- patrióticas
- consignas
- provechosas
- típica
- consistía

GP: Follow the *Rutina de estudio de palabras* with the class. Guide students to make connections with the words and create sentences.

Always do spiral review about using context clues to find meaning of unfamiliar words.



Explain/Model: Review vocabulary using the *Mapa de cuatro cuadros* strategy: M4 T242-243

- conocimientos
- puestos
- dificultades
- patrióticas
- consignas
- provechosas
- típica
- consistía

Dibujo/ Picture	Significado/ Meaning
Oración/ Sentence	Palabra/ Word

Vocabulary Strategy: T243
Homógrafos y homófonos

Explain the difference between homographs and homophones.

Homographs (Homógrafos)- Homógrafos- El sufijo grafo viene de escribir.

These are words that are spelled the same way but mean something different.

Homophones (Homófonos) - Homófonos- El sufijo fono viene de sonido. These are words that sound the same but are spelled differently.

Explain/Model: M4 T252-253

• **Prefixes and Suffixes=**
ferro-, sufijos -nte, -ense, -ano/ana

Explain: Tell students that the meaning of suffixes can help them understand and define unfamiliar words.

Prefijo ferro-, sufijos -nte, -ense, -ano

Muchas palabras del español tienen prefijos o sufijos. Un **prefijo** es una parte que se añade al principio de una palabra base y que cambia su significado. Un **sufijo** es una parte que se añade al final de una palabra base y que cambia su significado. Aprender los significados de los prefijos y sufijos comunes les permite a los lectores comprender el significado de muchas palabras.

Prefijo ferro- (significa "ferro")	
ferrocarril	ferroviario
ferroso	ferroso

Sufijos -nte, -ense y -ano/-ana (significan "que realiza lo que dice la palabra base", gentilicios que indican procedencia)	
presidente	costarricense
continente	nicaragüense
enfermante	canadiense
	boliviano
	hawaiano
	ecuatoriano

GP: Guide students to analyze words with target affixes to find word meaning using a graphic organizer.

Example:

Oraciones

La **ferrovia** detiene el tránsito en muchos lugares.

Hay **estadounidenses** que son bilingües.

Los **peruanos** vienen de América del Sur.

Review/Model: M4 T260-261

Students will review the critical vocabulary learned so far this year.

Students will work in groups to analyze the vocabulary using multiple strategies.

Suggestion: Model the use of a basic graphic organizer for recurrent practice.

Example:

Oración El <u>ganador</u> del <u>concurso</u> de <u>canto</u> fue muy superior a los demás.	
¿Prefijo/ Sufijo?	¿Cognado?
No	superior
¿Significado s Múltiples?	Contexto
-nivel alto -mejor que -otros	-concurso de canto -ganador
¿Homógrafo u Homófonos?	Sinónimos/ Antónimos
No	Superior- más que

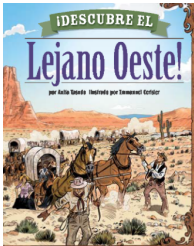
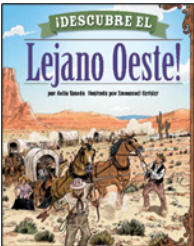
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			Homófonos y homógrafos Cuando lees y escuchas puedes encontrarte con frecuencia con homófonos y homógrafos. Un homófono es una palabra que se pronuncia igual que otra palabra, pero que se escribe de manera diferente y tiene diferente significado. Un homógrafo es una palabra que se escribe igual que otra. Cuando observas o escuchas palabras que se ven o suenan igual, puedes buscar claves de contexto para determinar su significado. Las claves de contexto son las palabras y oraciones que están cerca de una palabra y que son pistas para determinar su significado. Ejemplos: 1 Por favor, cierro la puerta porque hará ruido con la puerta. (homófonos) 2 ¿Quieres que le presente a ella este presente de cumpleaños? (homógrafos) 3 Sembramos una flor cerca de la cerca del jardín. 4 Afortunadamente sé cocer los botones y además sé cocer un huevo. GP: Explain how looking closely at the context of a sentence helps us find the meaning of these words. Examples: Había un sujeto sospechoso parado en la esquina. ¿Homógrafos u Homófonos? Homógrafo- Se escribe igual pero tiene diferentes significados Significados: Sujeto podría ser: -Parte de la oración -Persona desconocida Contexto: Parado en la esquina Significado: Sujeto en esta oración debe ser una persona porque esta parada en la esquina.	Prefijo: Ferro- de hierro, fierro. Sufijos: -nte/ -ano Significado/s Ferrovía debe ser una vía de hierro- por donde pasa el tren. Un peruano es el que viene del Perú. IP: Students will complete the Aprende y Demuestra and use a graphic organizer during independent reading to find the meaning of unfamiliar words with the target affixes.	Inferior- menos que Significado El ganador era mejor que los demás participantes. Assessment: Students will be assessed on application of using context clues, and prefixes/suffixes to find word meaning.
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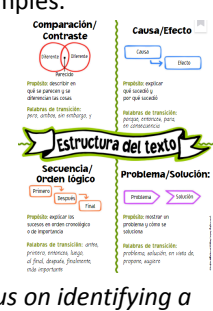
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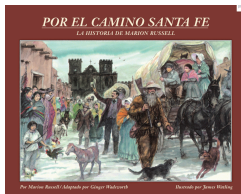
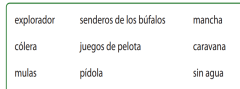
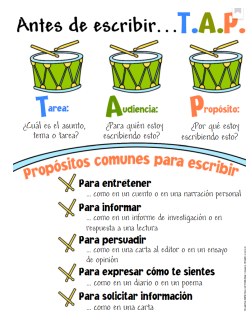
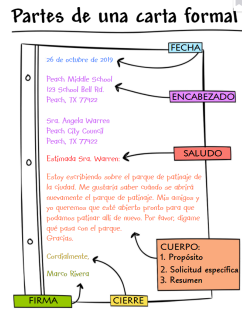
			Mamá tiene que rallar verduras para hacer masa. ¿Homógrafos u Homófonos? Homófonos - Suenan igual pero su ortografía es diferente. Rallar-Desmenuzar usando un rallador Rayar-Escribir rayas Contexto: Hacer masa Significado: <i>Rallar significa desmenuzar las verduras para hacer una masa-cocinar.</i> IP: Students will find and explain examples of homophones and homographs in a short text and/or independent reading.		
Rutina de Conversación en Parejas. 1.Question/Pregunta- Presenta la pregunta a estudiantes.	Interactive Read Aloud/ Mini-Lesson				
	Text- ¿Por qué ir al oeste? M4 T220-221	Text- ¡Descubre el Lejano Oeste! M4 T232-233	Text- ¡Descubre el Lejano Oeste! M4 T244-245	Text- ¡Descubre el Lejano Oeste! M4 T254-255	Text- ¡Descubre el Lejano Oeste! M4 T262-263

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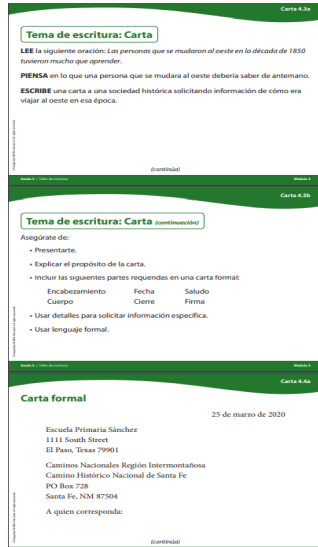
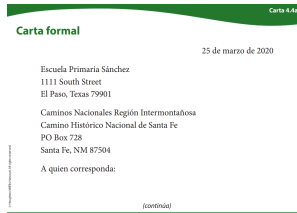
2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir 3.Signal/Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa. 4.Share/Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a. 5.Assess/Evalúa -Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.	 Making connections: <i>¿Qué causa que las personas emigren a otro lugar?</i> Read aloud: Teaching Pal/Compañero de enseñanza -Introduce genre and text-informational Text -Students will make predictions. -Set a purpose for reading aligned to the skill: Identify the text structure. Structured Conversations: <i>¿Por qué mucha gente se arriesgó a hacer este viaje hacia el oeste? ¿Cuándo y por qué aumentó la migración hacia el oeste?</i> Response: Students will discuss why some stories are meant to be performed. <i>¿Qué estructura de texto usa el autor para organizar “La posibilidad de hacerse rico”?</i> CFU: Students will talk, write, and find details from the text	 Making connections: <i>¿Qué sabes sobre el Lejano Oeste? ¿Qué quieres aprender?</i> Read aloud: Teaching Pal/Compañero de enseñanza - Introduce genre and text Ficción realista -Students will review questions before reading. -Set a purpose for reading aligned to the skill: Synthesize new ideas from the text. Structured Conversations: <i>¿Cómo influían los periódicos para que la gente se mudara al oeste? ¿Por qué eran engañosos los anuncios?</i> Response: Students will discuss these questions in small groups: <i>¿En qué se parece eso a lo que experimentan hoy con los avisos publicitarios de</i>	 Making connections: <i>¿Cómo sabes cuál es la idea central en un texto?</i> Reread aloud: Use Teaching Pal/Compañero de enseñanza: -Generate questions to guide students to identify the point of view in the story. -Set a purpose for reading aligned to the skill: Identify the central idea in the selection. Structured Conversations: <i>¿Cuál es la idea principal del párrafo “Les presento a... James Beckwourth”?</i> <i>¿Qué evidencia apoya esta idea principal?</i> <i>*You can use this sentence stem with any selection.</i> <i>¿Cuál es la idea principal del párrafo _____? ¿Cuál es la idea principal de esta sección? ¿Qué evidencia apoya esta idea principal?</i>	 Making connections: <i>¿Qué problemas ocurrieron en el texto?</i> Reread aloud: Use Teaching Pal/Compañero de Enseñanza: Guide students to determine the theme during rereading using a graphic organizer and guiding questions. -Set a purpose for reading aligned to the skill: Identify the text structure and provide evidence from the text. Structured Conversations: <i>¿Qué problemas enfrentaban los pioneros? ¿Cómo resolvían estos problemas?</i> Response: Students will work in groups to make a visual representation of the text structure supported by evidence from the text.	 Making connections: <i>¿How do you know when someone is mad at you, or happy to see you? How does their voice tell you how they feel?</i> GP: Interact with the text with students to identify examples of how the author’s craft reflects voice and tone. ***Voice is the author’s style, length of sentences, and way of writing. A tone can be serious, humorous, sarcastic, sad, etc. Structured Conversations: <i>¿Cuál es el tono y la voz de la autora en esta lectura?</i> CFU: Students will complete the week’s assessment to apply skills: <i>Identifying text structure, author’s craft, central idea, and synthesizing.</i>
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	and visuals as evidence to support their responses.	<i>televisión, Internet, redes sociales y otras fuentes?</i> CFU: Students will discuss their ideas making connections with the text.	<i>¿Cuál es la evidencia que apoya la idea principal?</i> Response/CFU: Students will identify the central idea of a section in a short paragraph and/or independent reading.	CFU: Students will complete Aprende y demuestra and will identify the text structure in a short paragraph.	
Mini-Lesson					
	Text Structure Mini-Lesson: Explain that authors of informational texts arrange, or structure, their writing to help readers understand the information.  Point out to students that authors use the appropriate text structure to match their purpose. Point to each of the categories and discuss the different purposes and transition words. <i>Show examples of a variety of text structure text for students to identify the differences between each category.</i>	Synthesizing Mini-Lesson: Explain that as they read, good readers synthesize by thinking about their own ideas on a topic, as well as the ideas they read, to come to a new understanding about the topic. Suggest using these sentence stems to articulate a synthesis: <i>Antes pensaba que _____. Al leer aprendí que _____. Ahora pienso que _____.</i>  <i>Model how to formulate a synthesis as you read with the students. Set expectations for using the</i>	Central Idea ***Align the language with the term <i>central idea</i> vs. main idea to support vertical alignment. Mini-Lesson: Explain to students that the central, or main, idea of a selection is the main point the writer wants readers to understand. The text will include supporting evidence throughout the selection that explains or expands on the central idea.  <i>Remind students that as readers we should reflect on</i>	Text Structure Mini-Lesson: Review with students the different types of text structure and their purpose using different examples.  <i>Focus on identifying a problem/solution text structure to make connections to the text and find evidence to support the use of that text structure.</i>	Author's Craft Mini-Lesson: Explain that as readers, we should always seek to understand the author's voice in the text to better understand the characters and his/her purpose. <i>Look for examples from the text to show the author's choices about the words and sentence structures to create a voice.</i>  <i>Example- The use of historically-accurate vocabulary in a text, is an example of creating voice as an author. Another example would be the type</i>

		<i>sentence stems to interact orally and in writing to support students' discourse.</i>	<i>the central idea of a part of the text as well as the central idea of the whole selection.</i>		<i>of sentences and the emotion reflected by the characters.</i>
Writer's Workshop - Letter					
Writing Prompt: Read this sentence: <i>The people who moved west in the 1850s had much to learn.</i> Think about what a person moving west might need to know. Write a letter to a historical society requesting information about what it was like to travel west back then.					
Student Friendly Rubric SP Teacher Rubric					
Writing Process: E52 Explore the Topic Explain: Tell students that the class will read a true story of a young girl and her family as they move to California in the 1850s. The book is mainly about their trip on a wagon train. Structured Conversations: <i>¿Cuántos de ustedes o sus familias vinieron a los Estados Unidos de otro país? ¿Qué piensan que es diferente al mudarse hoy día de mudarse en 1850?</i> Present focus statement: <i>Las personas que se mudaron al oeste en la década de 1850 tuvieron mucho que aprender."</i> Model: Share with students a story about someone you admire for having made a	Writing Process: E53 Read Mentor Text: Por el camino de Santa Fe: La historia de Marion Russell  Explain: - Introduce genre and text -Set a purpose for reading- Learn about Marion Russell's story and life in the 1850s. Model: Think aloud while you read to model how to generate questions to guide their writing assignment. Encourage and record questions generated by the students as well.	Writing Process: E54 Review Mentor Text and the Vocabulary Explain: Remind students that they will be writing letters requesting information about traveling west in the 1850s. Explain that these words and phrases will help them.  Model/Explain: Using a think aloud, discuss your personal ideas about the definition of these words using context clues and students' contributions.	Writing Process: E55 Prewriting- Purpose and Audience Model/Explain: Review with students the different author's purposes based on previous texts read.  Model: Prompt students to reflect and respond: <i>¿En qué se parece una carta que solicita información a un texto informativo? ¿En qué se diferencia?</i>	Writing Process: E56 Parts of a Letter Model/Explain: Review the parts of the letter with the students using concrete examples such as a formal letter you might have received or written.  Explain that a formal letter uses the school address and is typed or written neatly with all six parts aligned on the left-hand side of the page. The letter should be polite, use	

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	difference. Share what characteristics you admire in this person and allow students to think as well. ***This person does not have to be a public figure. Introduce Mentor Text: Using multimedia, introduce/review the reasons why people moved to California back in the 1850 decade and how was that type of journey. Model: Look through the illustrations and make predictions about what you think the trip was like. Tell students they will be writing to a museum or historical society to ask for information about traveling west in the 1850s.	Structured Conversations: ¿Cuál fue el propósito de Marion Russell para dictar o escribir la historia original? ¿Qué tipo de cenas preparaba la madre de Marion? ¿Qué es cólera? ¿Cuántas millas podían recorrer en un día? ¿Qué velocidad alcanzaban los caballos?	Structured Conversations: ¿Esta palabra tiene prefijos o sufijos? ¿Es una palabra de significados múltiples? ¿Tiene cognados? ¿El autor da claves usando sinónimos o antónimos? ¿Tiene esta palabra homógrafos y homófonos? ¿Qué palabras del texto te ayudan a saber el significado de _____ en _____? ¿Qué quiere decir la palabra _____ en _____? *** You could use the graphic organizer used during word study to work with these words, as well as allowing students to use digital resources to determine meaning.	(***When an author writes informational text, he/she must apply information he or she knows and create questions to obtain new information. We do the same as we write a letter asking for information we don't know.) Discuss the writing prompt with the students and brainstorm your plan: 	formal language and get to the point. Model: Use a think aloud while you read the formal letter example from the resource's anchor charts.  Model your thinking while you identify with the class all the parts of the letter. Compare the formal letter to a friendly letter. Set expectations for students to begin writing the graphic organizer for their letter. They should have a choice to write to a real institution or make up a destination.
	Independent Writing				
	Students will talk to partners/teams about their	Students will generate questions they would like to	Students will work in groups finding the meaning of the word bank from the text.	Students will begin the writing process creating a graphic organizer with the	Students will work on their graphic organizer for their letters.

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	questions about life in the 1850s. Circulate, monitor, and prompt students while they write. Students will share their ideas.	answer with more information about the 1850s. Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.	person, audience and purpose and goals for their writing. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Circulate, monitor, and prompt students while they write. Students will share their writing.
	Grammar				
	Patterns of Power: Chapter 4.1 Los verbos demuestran acción				
	Grammar				
	Explain: E243 Action Verbs Verbos de acción Un verbo de acción muestra lo que el sujeto está haciendo, haciendo. verbo de acción El canguro arborícola trepó a la rama. verbo de acción El canguro arborícola saltó con gran agilidad. Model: Explain that a verb states the existence or action of a subject. Good writers use action verbs, which convey the subject's activities with specificity. GP: Model how to identify the action verb by asking	Explain: E244 Main verbs and Helping Verbs Verbos principales y auxiliares Los verbos principales nos dicen lo que el sujeto está pensando o haciendo. Los verbos auxiliares van antes del verbo principal y añaden detalles. Algunos ejemplos de verbos auxiliares son poder, tener, haber, ser, hacer, deber e ir. verbo auxiliar verbo principal Podemos ir al parque pronto. Model: Explain that main verb is the most important verb in a sentence. Helping verbs come before main verbs and add details. GP: Guide students to identify the main verb and helping verb from sentences as a whole class.	Explain: E245 Verb Tenses Tiempos verbales Los tiempos verbales pueden ayudar a comunicar el tiempo, la secuencia, las condiciones o los estados. Los científicos encontraron un canguro arborícola y ahora lo examinarán. Secuencia El tiempo verbal puede mostrar el orden de los sucesos. Los científicos examinarán a un canguro arborícola después de que lo encontraron. Model: Review the concept of the verb tense and how they explain what the subject is doing by giving us the time in which it happens: present, past, future. GP: Guide students to read sentences and identify the verb tense asking: ¿Cuándo ocurre la acción? ¿Ayudan los tiempos verbales a	Explain: E206 Review Types of Sentences Repaso de tipos de oraciones Una oración que dice algo es una oración enunciativa. Termina con un punto. Una oración que pregunta algo es una oración interrogativa. Empieza y termina con un signo de interrogación. Una oración que expresa una sensación fuerte es una oración exclamativa. Empieza y termina con un signo de exclamación. Una oración que da una orden es una oración imperativa. Termina con un punto. Enunciativa: Terminé de leer el libro. signos de interrogación Interrogativa: ¿Quieres saber sobre eso? Model: Remind them that declarative sentences tell something, interrogative sentences ask something, imperative sentences give orders, and exclamatory sentences express strong feelings. Remind students that the punctuation depends on which type of sentence it is.	Make connections to writing E247: Verbs Conectar con la escritura: Usar verbos de acción Puedes fortalecer tu escritura por medio de verbos que comuniquen detalles e información de manera vivida y precisa. Oración con verbo impreciso La ardilla fue hacia el árbol. Oración con verbo preciso La ardilla corrió hacia el árbol. Yo miré las ramas del árbol. Yo escudrí las ramas del árbol. Explain: Review the rules with the students. Model: Explain that properly formed sentences help the reader understand the text and stay focused on the topic. GP: Guide students review the verbs in complete sentences and revise the verb to make it precise.

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	questions about the model sentences: <i>¿Qué es lo que ha hecho el sujeto de la oración?</i> IP: Students will identify action verbs from sentences in small groups and share their responses with the class.	IP: Students will revise sentences identifying the main and helping verb in pairs.	<i>comunicar tiempo, secuencia, condición o estado?</i> IP: Students will identify the verb-tense of a series of sentences individually.	GP: Guide students identify different types of sentences from an anchor chart, and to generate similar sentences from classroom situations. IP: Students will identify different types of sentences in small groups.	IP: Students will create sentences with a precise verb.
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Suggestions in Module 4 Pages T214-215					

**FIFTH GRADE
ELLD Block
UNIT 2 WEEK 1**

Science Content TEKS:

5.6(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.

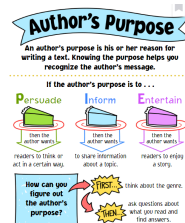
Language TEKS:

5.2A(ii) decode multisyllabic words
5.2A (iii) decoding words using advanced knowledge of syllable division patterns
5.2B(iii) spelling multisyllabic words with multiple sound-spelling patterns
5.3(B) use context clues
5.3(C) identify the meaning of and use words with affixes
5.6(A) establish purpose
5.9D(i) central idea
5.9(E) recognize characteristics and structures of argumentative text
5.10(A) explain the author's purpose and message within a text
5.10(B) analyze how the use of text structure contributes to the author's purpose
5.11D(i) complete simple and compound sentences
5.11D (ii) verbs
5.12(B) compose informational texts

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Resource STEMscopes

- Forms of Energy: (Reading Science L520 Earth's Different Energy)

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. What do you see in the pictures in the text? What do you predict the text will be about? 	Shared Reading: Reread text with students and make connections to the text: <i>Where can you see energy being used at school?</i> Comprehension Skill: Focus on comprehension skills with modeling and prompting.  Why did the author most likely write this selection? The author most likely wrote this selection to ____. With which statement about ____ would the author most likely agree? The author most likely agrees with the statement about ____ because ____. Vocabulary Picture Walk:	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Foundational Skill: Review sound /b//v/ in English with sentences from the text or aligned to the topic of the text. <i>Sound is a type of energy. It is made by vibrations.</i> <i>We use electricity everywhere in our lives. It helps create light and heat energy. Electricity can also be made by moving water.</i> Grammar: Review <i>helping verbs</i> with examples from the text or sentences aligned to the topic from the text. (<i>Main verbs</i> tell what the subject is thinking or doing. <i>Helping verbs</i> come before the main verb and add detail. Some helping verbs are may, might, must, been, is, do, should, have, will, and can).	Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate writing aligned to the genre based on science content. Guide students to write a descriptive text about different types of energy at a carnival. In how many ways can we see mechanical, thermal, light, electrical or sound energy at a concert?  There are many different types of ____ at a _____. An example of ____ energy in a ____ would be ____ because _____. ____ energy can be seen in the form of _____. When you hear the _____ you hear a form	Assessment: Students will complete questions in p. 3-5. Students can create a graphic organizer with different types of energy. Cross-linguistics: Lead discussion about the different pronunciation of the /b/ and /v/ in English and Spanish. (In English /b/ and /v/ are two distinct sounds; in Spanish, both phonemes make the /b/ sound. <table><tr><td>V /v/ B /b/</td><td>B and V /b/</td></tr><tr><td>Sound is made by vibrations.</td><td>El sonido está hecho de vibraciones.</td></tr><tr><td>Wind turbines make electricity from wind energy.</td><td>Turbinas de aire generan electricidad de la energía del viento.</td></tr><tr><td>Objects move when force is</td><td></td></tr></table>	V /v/ B /b/	B and V /b/	Sound is made by vibrations.	El sonido está hecho de vibraciones.	Wind turbines make electricity from wind energy.	Turbinas de aire generan electricidad de la energía del viento.	Objects move when force is	
V /v/ B /b/	B and V /b/											
Sound is made by vibrations.	El sonido está hecho de vibraciones.											
Wind turbines make electricity from wind energy.	Turbinas de aire generan electricidad de la energía del viento.											
Objects move when force is												

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Read aloud and stop to engage students with the text through guided questions: p.1 What is energy? Energy is _____. How are light and heat energy related? Light and heat energy are related by _____. What is sound energy made of? Sound energy is made of ____ that _____. p.2 What are other types of energy? Other types of energy are _____, _____, and _____. What are other examples of energy that you can see every day? Other examples of energy that I can see every day are _____.	Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text. <table><tr><td>Energy</td><td>Energía</td></tr><tr><td>Light Energy</td><td>Energía de luz</td></tr><tr><td>Mechanical Energy</td><td>Energía mecánica</td></tr><tr><td>Sound Energy</td><td>Energía de sonido</td></tr><tr><td>Thermal Energy</td><td>Energía térmica</td></tr><tr><td>Electrical Energy</td><td>Energía eléctrica</td></tr></table>	Energy	Energía	Light Energy	Energía de luz	Mechanical Energy	Energía mecánica	Sound Energy	Energía de sonido	Thermal Energy	Energía térmica	Electrical Energy	Energía eléctrica	Energy can come from many different places. Heat is needed to keep plants and animals from withering. More electricity is made when the water moves fast, or the water drops a long distance.	of ____ energy. ____ energy can be felt in the _____ when the audience is really big. Without energy _____.	<table><tr><td>applied to them.</td><td>Los objetos se mueven cuando se les aplica fuerza.</td></tr></table> <i>*The Vv and Bb pronunciation in Spanish is the same sound: /b/.</i>	applied to them.	Los objetos se mueven cuando se les aplica fuerza.
Energy	Energía																	
Light Energy	Energía de luz																	
Mechanical Energy	Energía mecánica																	
Sound Energy	Energía de sonido																	
Thermal Energy	Energía térmica																	
Electrical Energy	Energía eléctrica																	
applied to them.	Los objetos se mueven cuando se les aplica fuerza.																	
Suggested Preview Activities	Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slideshow in Spanish. Integrate the use of concrete objects, multimedia, and gestures to clarify the concepts. 	Anticipation Guide/ Justified List Lead4Ward 1. Identify the major ideas presented in the unit/topic. 2. Consider what beliefs your students are likely to have about the topic. 3. Write 5-7 general statements about the topic that challenge your students' beliefs. 4. Require students to respond to the statements by agreeing or disagreeing with the statement. 5. Revisit as a Review activity to allow students to confirm or revise their ideas.																

		Agree ??? or Disagree ???							
Suggested Review Activities	Card Sort Lead4Ward 1. Students are given (or create) a set of cards reflecting various terms, concepts, visuals, or assessment items. (Manipulatives can also be provided to be sorted.) 2. Students work cooperatively to sort the cards or manipulatives into various categories such as the following: I understand, I kind of understand, I do not understand. 3. Teacher sees and hears the students’ thinking and clarifies/ verifies as needed. <table><tr><td>Lo entiendo bien</td><td>Lo entiendo un poco</td><td>No lo entiendo</td></tr><tr><td></td><td></td><td></td></tr></table>	Lo entiendo bien	Lo entiendo un poco	No lo entiendo				Play It – Say It- Lead4Ward 1.Introduce students 5-7 vocabulary words, concepts, names, events, steps in a process, etc. 2.Students use post-its or cut up paper to create response cards – 1 word or picture on each card. 3 Teacher presents or says a statement and students match the statement to one of their cards. 4. Teacher says, “1-2-3, Play It!” and students hold their card in front of their face or camera. 5. Teacher says, “1-2-3, Say It!” and students shout out their answers, all at the same time. (Teacher may choose to unmute all mics for this step.) 6. Teacher elicits student responses and clarifies/verifies as a whole group or virtual learning. 	Shared Writing Student-Led 1.Divide students in groups of different language proficiencies and provide guiding questions for students to reflect on their learning. <i>¿Qué aprendieron esta semana? ¿Por qué es importante aprender sobre __? ¿Cuál es la idea central del tema? ¿Cómo te sientes de haber aprendido sobre este tema? ¿Por qué?</i> 2. Students will use the paragraph frame to discuss what they learned about using sentence stems. <i>Esta semana estuvimos aprendiendo sobre _____. Aprender sobre _____ es importante porque _____. Durante las lecciones aprendimos _____. Otros temas que también discutimos fueron _____. La idea central del tema que discutimos es _____. Me siento _____ de haber aprendido sobre este tema porque _____.</i> 3. Students will write about their learning individually using sentence stems as needed.
Lo entiendo bien	Lo entiendo un poco	No lo entiendo							
									

Unit Title: Investigations

				
FIFTH GRADE SLLD Block UNIT 2 WEEK 1				
Social Studies Content TEKS: 5.2A Analyze the causes and effects of events prior to and during the American Revolution 5.23D identify different points of view about an issue, topic, or current event		Language TEKS: 5.2A(iv) decoding words with prefixes and suffixes 5.2B(i) spelling words with more advanced orthographic patterns and rules 5.3(B) use context clues 5.3(C) identify the meaning of and use words with affixes 5.6(E) make connections to personal experiences, ideas in other texts, and society 5.6(F) make inferences and use evidence to support understanding 5.10(A) explain the author’s purpose and message within a text 5.10(B) analyze how the use of text structure contributes to the author’s purpose 5.11D(i) complete simple and compound sentences 5.11D(ii) verbs 5.12(B) compose informational texts		
Resource Studies Weekly: Tensiones en las colonias (SW Semana 4) Las tensiones entre las colonias y Gran Bretaña				
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 and guide students to make connections:	Choral reading: Reread focus-pages aligned to	Hands-on Review: Phonics and/or grammar skills will be reviewed in context.	Assessment: Students will complete the activities on p.4 to identify the cause and effect

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¿Qué ven en la portada? ¿Sobre qué piensas que se trata el texto?



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

¿Qué situaciones pueden causar tensión? Situaciones que causan tensión pueden ser ____.

Make connections to citizenship, rights and responsibilities, and the purpose of our government discussed during previous lessons.

Guiding questions:

p.2-3 *¿Qué causaba tensión entre los nativos americanos y los colonos? Lo que causaba tensión entre los colonos y nativos americanos era ____.*

¿Qué leyes causaron el enojo de los colonos? ¿Por qué? Las leyes que causaron el enojo de los colonos fueron ____ y ____ porque ____.

¿Qué parecido encuentras entre los eventos del 1770 y las protestas ocurridas en los Estados Unidos?

Comprehension Skill: Review text structure focusing on the cause and effect relationships between events with soldiers and colonists, colonists and Native Americans.



Cuando leemos un texto informativo la estructura del texto organiza la información de acuerdo con el propósito del autor.

*- ¿Qué situaciones causaban problemas en los 1700?
-¿Qué efectos surgieron de estos problemas?*

Vocabulary Picture Walk:

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

Introduce a grammar, syntax or phonics mini lesson.

Phonics Skill: Focus on reviewing words with the /b/ sound with examples from or related to the topic in the text:

Según la ley, los nativos americanos tenían derecho sobre toda la tierra al oeste de los montes Apalaches.

Los colonos americanos habían venido a América del Norte en busca de riqueza y libertad.

Los colonos americanos no tenían derecho a elegir representantes con voto.

Grammar: Expand the review of different types of sentences and discuss punctuation.

Benjamín Franklin era muy respetado y admirado en la América colonial. (enunciativa)

Cuando piensas en el título "Fundadores", ¿qué te viene a la mente? (interrogativa)

Shared Writing: Generate writing aligned to the genre based on social studies content by making connections between the injustice and events caused by that injustice in 1770 and in 2020.

Si hacemos conexiones entre lo que ocurrió en los años 1770s y 2020: que relaciones de causa y efecto son parecidas?

1770



2020



Cuando _____ no están de _____ los efectos pueden ser _____. En 770 los _____ se sentían _____ con _____ porque _____. Esto fue la causa de _____. La solución a este problema fue _____.

relationship between the events around the War of the Seven Years.

Cross-linguistics: Lead discussion about suffixes *-nt* and *-nte* in English and Spanish.

Sufijo -nte	Suffix -nt
Los residentes de las colonias no estaban contentos.	The residents in the colonies were not happy.
Las divisiones de terrenos en nuestro continente eran muy distintas en 1770 que hoy día.	The land claimed in our continent was very different in 1770 than today.
Todos los presidentes deben promover la igualdad para todos en su país.	All presidents should promote equity for everyone in their countries.

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¿Qué causó la violencia entre los soldados y los colonos en 1770? La violencia entre soldados y colonos en 1770 fue causada por _____. ¿Qué fue la Masacre de Boston? La Masacre de Boston fue _____.	<table border="1"> <tr> <td>Poder</td> <td>Power</td> </tr> <tr> <td>Representación</td> <td>Representation</td> </tr> <tr> <td>Guerra de los Siete Años</td> <td>French Indian War</td> </tr> <tr> <td>Tensión</td> <td>Tension</td> </tr> <tr> <td>Reclamación</td> <td>Claim</td> </tr> </table>	Poder	Power	Representación	Representation	Guerra de los Siete Años	French Indian War	Tensión	Tension	Reclamación	Claim	¡Fue un verdadero patriota! (exclamativa) Utiliza la información del número de esta semana para completar el siguiente cuadro de causas y efectos. (imperativa)	En 2020, los _____ se sentían/sienten _____ con _____ porque _____. Estos ha sido la causa de _____. Una posible solución para _____ podría ser _____.	
Poder	Power													
Representación	Representation													
Guerra de los Siete Años	French Indian War													
Tensión	Tension													
Reclamación	Claim													