



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

Unit Title: Adventures			
Guiding Question: ¿Qué papel tiene la curiosidad en la exploración?			
Essential Questions:			
- Does narrative nonfiction follow a clear sequence of events as it tells a true story? - How do we identify cause-and-effect relationships, with or without signal words? - What are features of biographies? - How can we recognize an implied central idea, and synthesize information in a text?			
Core Competencies:			
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: En estas semanas, trabajarán en grupos para investigar a tres exploradores preferidos y escribir biografías sobre su vida y sus logros. Semana 2: Pídeles que hagan un borrador de sus biografías. - Recuérdelos que deben incluir en su borrador una lista de los logros de cada explorador. - Revisar y editar los borradores Pídeles que repasen su escrito en forma grupal y que hagan revisiones para reforzar la estructura, los detalles y la selección de palabras. Dídeles que corrijan las palabras mal escritas y los errores en las convenciones gramaticales. - Crear e integrar elementos visuales Mientras crean su elemento visual, recuérdelos que deben pensar en el impacto de los exploradores en el mundo. Recuérdelos usar su elemento visual para ayudar al público a entender mejor la importancia de la vida y los logros del explorador.			
Spanish Language Arts UNIT 3 WEEK 2			
20-21 SLAR Unpacked TEKS			
Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
5.1A listen actively to interpret verbal and non-verbal messages, ask relevant	5.2A demonstrate and apply phonetic knowledge by:	5.3A use print or digital resources to determine meaning, syllabication,	5.11A plan a first draft by selecting a



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

questions, and make pertinent comments; 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 5.1.D work collaboratively with others to develop a plan of shared responsibilities.	5.2A(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and 5.2A(iv) decoding words with prefixes and suffixes. 5.2B demonstrate and apply spelling knowledge by: 5.2B(i) spelling words with more advanced orthographic patterns and rules; 5.2C write legibly in cursive.	pronunciation, and word origin; 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; 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. 5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to: self-select text and read independently for a sustained period of time. 5.6B generate questions about text before, during, and after reading to deepen understanding and gain information; 5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures; 5.6E make connections to personal experiences, ideas in other texts, and society; 5.6F make inferences and use evidence to support understanding; 5.6G evaluate details read to determine key ideas;	genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 5.11B develop drafts into a focused, structured, and coherent piece of writing by: 5.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 5.11B(ii) developing an engaging idea reflecting depth of thought with specific facts and details; 5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 5.11D edit drafts using standard Spanish conventions, including: 5.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 5.11D(v) conjunctive adverbs; 5.11D(vi) prepositions and prepositional phrases and their influence on subject-verb agreement; 5.11D(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; 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;
---	---	---	---



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

		5.6H synthesize information to create new understanding; and 5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 5.7A describe personal connections to a variety of sources, including self-selected texts; 5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 5.7C use text evidence to support an appropriate response; 5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 5.7F respond using newly acquired vocabulary as appropriate; and 5.8A infer multiple themes within a text using text evidence; 5.9D recognize characteristics and structures of informational text, including: 5.9D(i) the central idea with supporting evidence; 5.9D(ii) features such as insets, timelines, and sidebars to support understanding; and 5.9D(iii) organizational patterns such as logical order and order of importance; 5.9E recognize characteristics and	and 5.11(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and 5.11E publish written work for appropriate audiences. 5.13A generate and clarify questions on a topic for formal and informal inquiry; 5.13B develop and follow a research plan with adult assistance; 5.13C identify and gather relevant information from a variety of sources; 5.13D understand credibility of primary and secondary sources; 5.13E demonstrate understanding of information gathered; 5.13F differentiate between paraphrasing and plagiarism when using source materials; 5.13G develop a bibliography; and 5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
--	--	---	--



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

			structures of argumentative text by: 5.10A explain the author's purpose and message within a text; 5.10B analyze how the use of text structure contributes to the author's purpose;	



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

GP: Follow the combinar y leer routine to practice words with suffixes.

Mostrar y motivar: Decodificar 7.6

Combinar y leer

Palabras con sufijos

Un sufijo es un grupo de letras que se agrega al final de una palabra base para cambiar su significado. - Identifica primero la palabra base (o palabra raíz) para reconocer el sufijo.

1 migración	totalmente	contador	probable	orgulloso
2 sinceramente	comprensible	doloroso	selección	mecedora
3 amistoso	privación	gentilmente	aspiradora	posible
4 terrible	acondicionador	caballeroso	rotación	prolongadamente
5 maduración	torpemente	sembrador	amable	respetuosa

6 ¿Dónde está el abridor para abrir esta lata de conservas?

Structured Conversations:

¿Cómo cambian los sufijos el significado de las palabras? ¿Hay cambios ortográficos en algunas palabras base?

IP: Have students work in small groups or with partners to complete page 146 of Aprende y demuestra.

Ortografía M7 T98

Students will work on sorting words with suffixes.

Fluidez - Accuracy and Self-correction M7 T99

Model how to read with accuracy and self-correction



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

Rutina de estudio de palabras:

1. Diga la palabra. Pida a los niños que la repitan.
2. Use la palabra en una o dos oraciones.
3. Los estudiantes escriben o forman la palabra y revisan la ortografía.

Rutina de vocabulario:

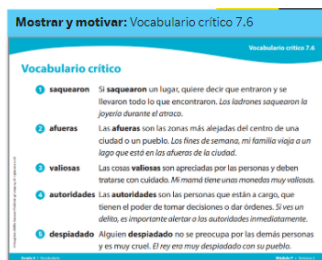
1. Observen la palabra.
2. Digan la palabra.
3. Modele-Cómo formar la palabra
4. Formen la palabra.
5. Encuentren la palabra en un texto

Word Study/Academic Language/Oral Language

Words to Know M7 T88- T89

- saquearon
- afueras
- valiosas
- autoridades
- despiadado

Explain/Model: Introduce vocabulary using picture cards.



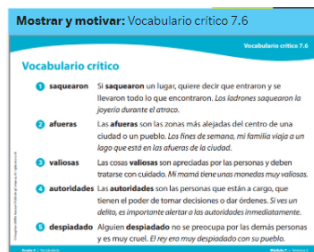
GP: Guide students to interact with the words by discussing questions such as these:
¿Cómo se sentirían si se enteran de que saquearon su casa? Describan.
¿Qué harían las autoridades si se enteraran de que un tornado despiadado se viene acercando a las afueras de la ciudad?
¿Cuál es la posesión más valiosa que tienen?

IP: Have students work independently to complete

Words to Know M7 T100

- saquearon
- afueras
- valiosas
- autoridades
- despiadado

Explain/Model: Review vocabulary.

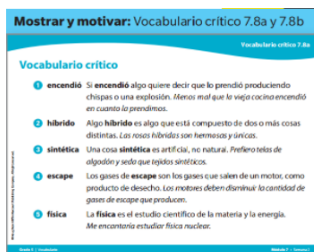


GP: Have students work in pairs to take turns answering questions about the Vocabulario crítico words. Direct students to use the word line to answer each question, then explain their answers. As needed, direct students to Mostrar y motivar 7.6 for the word meanings.
¿Cuáles son algunas formas en que pueden... proteger el arte antiguo de ser saqueado? Enumeren y comenten.
proteger los objetos valiosos que les pertenecen? Expliquen.
apoyar una ley local que obligue a las autoridades a hacer su trabajo?

Words to Know M7 T108

- encendió
- híbrido
- sintética
- escape
- física
- institución

Explain/Model: Project Mostrar y motivar: Vocabulario crítico 7.8 and 7.8b. Then use the VOCABULARIO routine to introduce the Vocabulario crítico from SpaceShip One. You may wish to display the corresponding Tarjetas de vocabulario for each word as you discuss it.

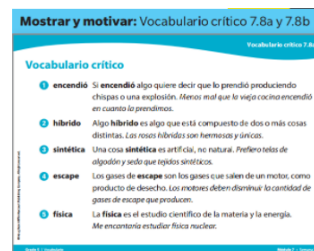


GP: Guide students to interact with the words by discussing questions such as these:
¿Alguna vez alguien encendió una vela?
Describan el proceso.

Words to Know M7 T118

- encendió
- híbrido
- sintética
- escape
- física
- institución

Explain/Model: Review vocabulary.

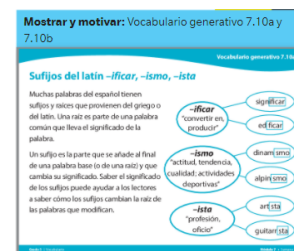


GP: Display the Vocabulario crítico words. Have students work in small groups. One student in each group says clues about a Vocabulario crítico word without saying the word itself. Encourage students to say words that have similar or opposite meanings, examples, or might use the Vocabulario crítico word.

IP: Have students work in small groups or independently. Tell them to complete Aprende y

Latin Suffixes -ificar, -ismo, -ista M7 T126

Project Mostrar y motivar: Vocabulario generativo 7.10a and 7.10b. Read aloud the paragraph.



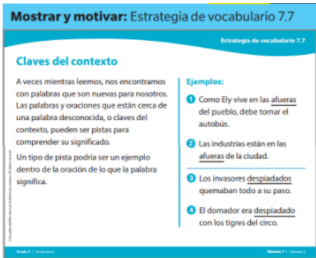
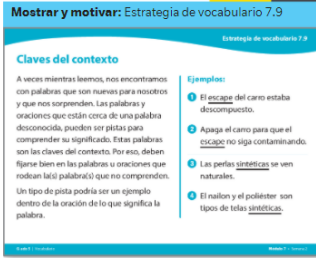
Explain/Model: Many Spanish words have Latin origins. The suffix -ificar means “turn into or produce”, the suffix -ismo means “attitude, tendency or quality; sporting activities”, and the suffix -ista means “profession, trade”.

Structured Conversations:
¿De qué manera saber que el sufijo -ificar significa “convertir en o producir”, que el sufijo -ismo significa “actitud, tendencia, cualidad; actividades deportivas” y que el sufijo -ista significa “profesión, oficio” nos ayuda a comprender otras palabras



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

	steps 3 and 4 on Tarjetas de vocabulario 7.13–7.17.	<i>asegurarse de que las personas que viven en las afueras de la ciudad se sientan incluidas en la comunidad?</i> <i>proteger a los animales de maltratos o trato despiadado? Expliquen.</i> IP: Have students work in small groups or independently. Tell them to complete Aprende y demuestra page 147. 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. Context Clues M7 T101 Explain/Model: Briefly discuss the definition of context clues and explain that one type of context clue is an example of the new word within a sentence. 	<i>¿Alguna vez han probado una fruta híbrida? Describan.</i> <i>¿Cómo han cambiado los materiales sintéticos nuestra manera de vivir? Expliquen.</i> <i>¿De qué formas creen que los escapes de los carros están dañando el planeta? Expliquen.</i> <i>¿Qué es lo que más les interesa sobre el estudio de la física? Describan.</i> <i>¿Cómo sería la vida sin la institución de las escuelas públicas? Describan.</i> IP: Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 7.18–7.23.	demuestra page 150. 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. Context Clues M7 T119 Explain/Model: Project Mostrar y motivar: Estrategia de vocabulario 7.9. Read aloud the two paragraphs. Tell students that the words and sentences around an unknown word can be clues to its meaning. 	<i>que terminan con estos sufijos?</i> GP: Display the words clasificar, conformismo, trompetista. Have students talk about if they recognize any words or parts of words and predict what the word might mean. IP: Have students work in pairs to complete page 152 of Aprende y demuestra. Tell partners to read the instructions and have them complete the chart together. Explain that students can use an online or print dictionary to help them identify the words. Discuss the similarities among the words with suffixes -ficar, -ismo and -ista. Cumulative Review M7 T127 Review the meanings of the roots crono (time), foto (light) and scendere (to climb, to turn on). Write the following words on the board: cronograma, cronológico, fotogénico, fotosíntesis, ascender and ascenso. Have volunteers point out the root in each word and explain how it
--	--	---	---	---	---



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

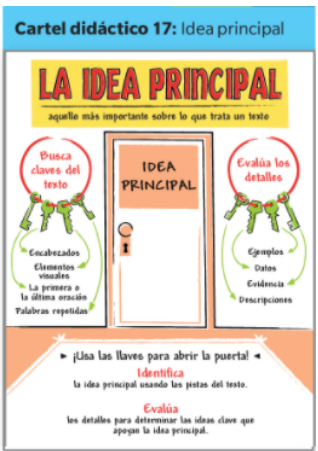
		GP: Have students read the other examples and find the context clue examples that help define the underlined word. Structured Conversations: <i>¿Qué otras palabras de esta oración los ayuda a comprender el significado de afueras?</i> IP: Have students turn to Grandes descubrimientos y aventuras sorprendentes and find the highlighted Vocabulario crítico words. Have students work in pairs to find the context clues in the words or sentences around the words that help understand the definitions.		help define the underlined word. IP: Have students turn to SpaceShip One and find the highlighted vocabulario crítico words. Have students work in pairs to find the context clues in the words or sentences around the words that help understand the definitions.	helps you understand the meaning of the word. Have students choose words that contain the roots, foto and scendere and draw a picture that shows each word meaning.
Rutina de Conversación en Parejas. 1.Question/Pregunta- Presenta la pregunta a estudiantes. 2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir	Interactive Read Aloud				
	Text: Descubrimientos y aventuras sorprendentes M7 T91 	Text: Descubrimientos y aventuras sorprendentes M7 T103 	Text: SpaceShipOne M7 T111  Making connections:	Text: SpaceShipOne M7 T121 	Text: SpaceShipOne M7 T129 



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

3.Signal/Señala -Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa. 4.Share/Comparte-Estudiente 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 sabes sobre los grandes descubrimientos de la historia? ¿Qué quieres aprender?</i> Read aloud: Teaching Pal -Introduce genre and text-informational text -Students will make predictions. -Set a purpose for reading aligned to the skill: make and confirm predictions. Structured Conversations: <i>¿Qué piensas que puede suceder después que ____? ¿Qué oración del texto te ayuda a confirmar tu predicción?</i> Response: Students will discuss this question in groups and in writing: ¿Por qué se describe a Machu Picchu como una ciudad oculta? ¿Cuáles fueron algunos de los desafíos que enfrentaron los artistas que crearon las pinturas de las cuevas de Lascaux? CFU: Students will talk, write, and find details from the text and visuals as evidence to explain their responses.	Reread aloud: Teaching Pal -Set a purpose for reading aligned to the skill: finding the central idea In your Compañero de enseñanza, use the purple TARGETED CLOSE READ prompts on pages 105 and 108 to guide students to apply the Central Idea to Grandes descubrimientos y aventuras sorprendentes and to find evidence to support their responses. Students may refer to the questions on Aprende y demuestra page 148 as you discuss them. Structured Conversations: <i>¿Qué mensaje sobre los descubrimientos arqueológicos comparte la autora?</i> TARGET CLOSE READ CFU: Write a Travel Advertisement Turn to pages 110–111 in your Compañero de enseñanza. Have students turn to pages 110–111 in their miLibro. <i>*You can tailor these STAAR stems to any story</i>	<i>¿Qué sabes sobre los viajes al espacio? ¿Qué quieres aprender?</i> Read aloud: Teaching Pal -Introduce genre and text-autobiography -Set a purpose for reading aligned to the skill: make and confirm predictions Structured Conversations: Stop at strategic places in the story and ask: <i>¿Cuál es la idea central? ¿Qué detalles apoyan la idea central?</i> Response/CFU: Display and review Cartel didáctico 32: Cómo participar en un debate. After reading, use the COLLABORATIVE DISCUSSION routine with the Collaborative Discussion questions on Compañero de enseñanza and miLibro page 121. Have students annotate their miLibro with details from the text as evidence to explain their responses.	Reread aloud: Teaching Pal -Set a purpose for reading aligned to the skill: finding the central idea SET A PURPOSE In your Compañero de enseñanza, use the purple TARGETED CLOSE READ prompt on page 118 to guide students to apply the Author’s Craft skill to SpaceShipOne and to find evidence to support their responses. Use the CLOSE READING routine. Students may refer to the questions on Aprende y demuestra page 151 as you discuss them. Structured Conversations: <i>¿Cómo describe el autor la experiencia y cómo se sintió?</i> Response/CFU: Write a Journal Entry Turn to pages 122–123 in your Compañero de enseñanza. Have students turn to pages 122–123 in their miLibro.	In your Compañero de enseñanza, use the purple TARGETED CLOSE READ prompt on page 120 to guide students to apply the skill to SpaceShipOne and to find evidence to support their responses. Use the CLOSE READING routine. Students may refer to the questions on Aprende y demuestra page 153 as you discuss them. Structured Conversations: <i>¿Qué quiere decir Matthew al expresar “Ninguna persona, sola, podría haber hecho que sucediera”? ¿Cómo está afirmación captura el tema del texto?</i> Response/CFU: Have students review the theme of SpaceShipOne—that sometimes, exciting experiences can also be hard. Have students think about something exciting they experienced that was also hard or challenging in some way.
---	---	--	--	--	--

Mini-lesson				
Make and Confirm Predictions M7 T91  Tell students that they are about to read an informational text called Grandes descubrimientos y aventuras sorprendentes by Claire Llewellyn. Tell students that to have a deeper understanding of informational texts, good readers pause as they read and make predictions about what will happen next. Readers make predictions using clues that the author gives, including the words and pictures in the text, as well as what they already know.	Central Idea M7 T102  Explain that in order to determine the central idea of a text, readers need to look at the details carefully. Then they need to ask themselves what idea the details all tell about.	Make and Confirm Predictions M7 T110  Tell students that they are about to read a selection called SpaceShipOne. It is an autobiography of a person on the SpaceShipOne team. Tell students that an important part of understanding an autobiography is learning about the subject, or author, of the work.	Author's Craft M7 T120  Tell students that part of an author's craft is the author's voice. This refers to his or her individual writing style. It is what makes the writing unique.	Theme M7 T128  Tell students that an autobiography is about one person's life. The ways in which that person acts and responds to challenges are clues to the autobiography's theme.
Writing Workshop				
Writing Form: Research				

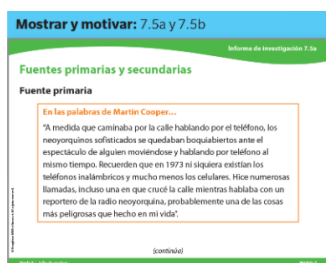
Writing Prompt: Write a research report about a discovery that was made in the past that affects your life today.

Rubric: [Teacher Rubric](#)

[Student Friendly Rubric SP](#)

Hacer el borrador I:
Comenzar el borrador M7
E107

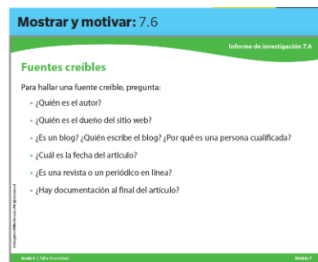
Explain/Model: Use mostray y motivar to remind students of how to follow the research model.



Explain that both primary and secondary sources can be used in order to gather information for their research topic. Project Mostrar y motivar 7.5a y 7.5b. Lead students in a Think Aloud to help them distinguish between the two.

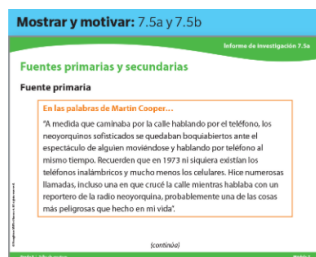
Hacer el borrador II:
Incorporar la investigación
M7 E108

Explain/Model: Explain that using credible sources for their research will give their research report validity and accuracy. Add the term to the class Instructional Vocabulary list and tell students to add it to their glossaries.



Hacer el borrador III:
Completar el borrado M7
E109

Explain/Model: Read aloud the research report on the invention of the cell phone, focusing on the first two paragraphs. Have students follow along on Cuaderno del escritor página 7.5. Then use a Think Aloud to explain how to identify information that will support the thesis.

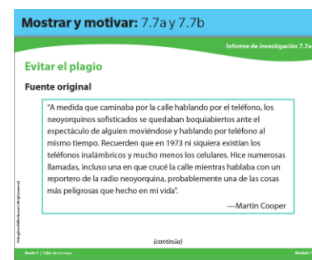


GP: Assess Credibility of Primary and Secondary Sources

Explain that when we research, we have to continually determine if the source is reliable, or credible. Use a Think Aloud to model how to assess credibility.

Revisar I: Variar la longitud de las oraciones M7 E110

Explain/Model: Discuss the meanings of paraphrasing and plagiarizing. Encourage students to add the words and their definitions to their glossaries. Also add these terms to the class Instructional Vocabulary list. Explain that it is important to use your own words when writing a research report. Point out that, if you do not, you are using someone else's words and representing them as your own.

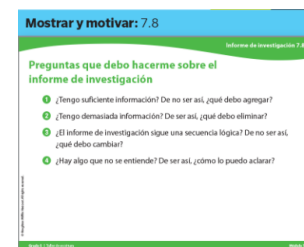


GP: Review Drafts
Read aloud the list on Cuaderno del escritor página 7.10 and discuss each item. Conclude by discussing how to avoid plagiarism. Ask: *Si usan más de una fuente,*

Revisar II: Reunirse en conferencias M7 E111

Explain/Model: Explain that when you revise, you improve your writing. Say:

Recibir comentarios de tus compañeros es una manera eficaz de determinar lo que has hecho bien y lo que puedes mejorar en tu escritura. Hoy nos centraremos en si hay suficiente o demasiada información en el informe de investigación, si la investigación siguió una secuencia lógica, y si contiene secciones confusas o difíciles de entender.



Divide students in groups of four or five.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

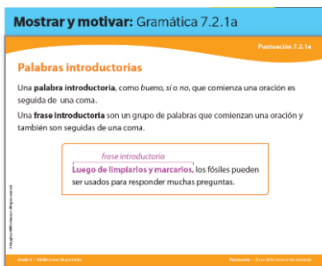
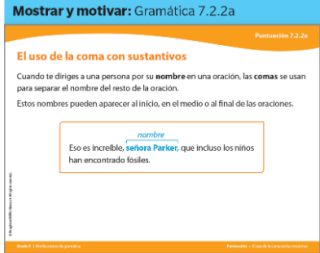
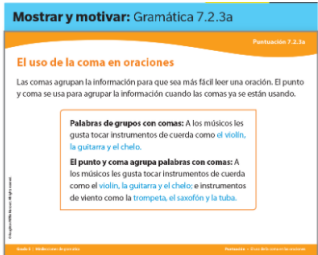
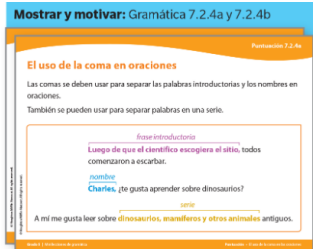
Unit Title: Adventures

			Demonstrate Understanding Project Mostrar y motivar This time focus on the last two paragraphs that continue the research report on the invention of the cell phone. Read the text aloud and ask students to determine if the author has gathered and used the information in a clear and logical way.	<i>¿cómo los ayuda eso a evitar el plagio?</i> <i>Si escriben el borrador sin mirar las palabras exactas de las fuentes, ¿cómo los ayuda eso a evitar el plagio?</i> <i>¿Cómo los ayudan las comillas a evitar el plagio?</i>	Have writers take turns reading their reports aloud as the rest of the group listens. After a second read, have the writer ask the group the questions from Cuaderno del escritor página 7.11. As their peers respond to the questions, have writers record their responses.
	Independent Writing				
	Have students meet in small groups and explain what research and sources they have so far. Invite students to give suggestions on what other information they might collect using other sources, including interviews with experts who can help clarify the topic. They may also want to add to their Cuaderno del escritor página 7.2 to record new	Have students continue asking and answering questions from their research. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students continue working on their drafts. Teacher confers with students individually.	Have students use their checklist as they return to their drafts. Have them compare their drafts to their sources to make sure they did not plagiarize text. Circulate, monitor, and prompt students while they write. Students will share their writing.	Have students incorporate the feedback from their peers as they revise their reports. Point out that if they do not agree with the feedback, they do not have to use it. Circulate, monitor, and prompt students while they write. Students will share their writing.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

	questions that come up as they work.				
	Circulate, monitor, and prompt students while they write. Students will share their writing.				
	Grammar				
	Patterns of Power 12.2				
	Grammar				
	Usar y, pero, o M7 E318 Explain/Model: Explain that a comma follows an introductory word or phrase. Model: Luego de limpiar y marcarlos, los fósiles pueden ser usados para responder muchas preguntas.  Engage and Apply: Complete items 1–8 on Mostrar y motivar: Gramática 7.2.1b with students. Work with students to identify	Combinar oraciones e ideas M7 E319 Explain/Model: Explain how commas are used to set apart a name. Model this sentence: Señora Parker, eso es increíble, que incluso los niños encontraron los fósiles.  Engage and Apply: Complete items 1–8 on Mostrar y motivar: Gramática 7.2.2b with students. Remind students that commas should go after a	Conjunciones subordinantes M7 E320 Explain/Model: Review where to add commas after introductory words and phrases and when people are addressed directly in a sentence. Tell students that commas should also be used to separate nouns in a series.  Engage and Apply: Complete items 1–8 on Mostrar y	Repaso de hacer comparaciones M7 E321 Explain/Model: Review the placement of commas in sentences with students. Have students read the example sentences and discuss the function of the comma in each sentence.  Engage and Apply: Work with students to complete the exercises on Mostrar y motivar: Gramática 7.2.4b.	Conectar con la escritura: Usar las conjunciones M7 E322 Explain/Model: Remind students that sentences can be combined using introductory phrases. Sometimes the wording needs to change. Discuss the examples below. <i>Mary usa un cepillo pequeño. El cepillo limpia sus fósiles. Con un cepillo pequeño, Mary limpia sus fósiles.</i> Point out that the second example is clearer and smoother. Engage and Apply: Have students write a short paragraph about a fossil they would like to find. Remind them to use commas.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

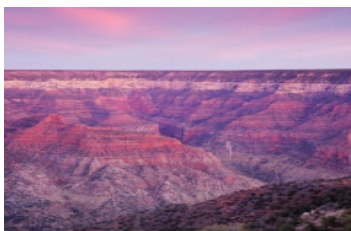
	where the comma should go. Point out that the comma is placed after an introductory phrase.	person's name. Have students choose where to place the commas in each sentence.	motivar: Gramática 7.2.3b with students. Write the following sentence on the board: En dos días Heather él sabrá qué quiere hacer con el fósil.		
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Suggestions in Module 7 Pages T84-85					

FIFTH GRADE ELLD Block UNIT 3 WEEK 2				
Science Content TEKS: 5.9D identify fossils as evidence of past living organisms and the nature of the environments at the time using model		Language TEKS: 5.2A(iii) decoding words using advanced knowledge of syllable division patterns 5.2B(iv) spelling words using advanced knowledge of syllable division patterns 5.3(B) use context to determine the meaning of unfamiliar words 5.6(C) make and correct or confirm predictions 5.6(F) make inferences and use evidence to support understanding 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 5.10(A) explain the author’s purpose and message within a text 5.11D(vi) prepositions and prepositional phrases 5.12(B) compose informational texts		
Resource STEMscopes What Happened Before (STEMscopedia)				
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

Unit Title: Adventures

Making Predictions: Guide students to make predictions based on the cover and picture walk.

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:

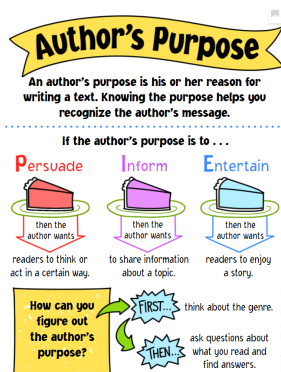
Guiding questions: Have you ever had to find something in the clothes inside your hamper from days ago? What do you need to do? Where is it inside the hamper? (The goal is to elicit from students that there are layers developed through time, just like it happens in nature with the rocks).

Shared Reading: Reread text with students and make connections to the text:

What information about fossils is the author communicating to us in this passage?

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

Remind students that an author's purpose is his or her reason for writing a text. Knowing this purpose helps readers recognize the author's message, or the main lesson or idea a writer wants to communicate to readers.



Why did the author most likely write this selection?

What was the author's primary purpose to explain how fossils are created?

Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.

Foundational Skill: Review **unstressed final syllables** (words ending in -age, -ice, or -ive) with examples from the text or sentences about the topic in the text.
A fossil is like an image left by an organism on a rock that has lasted millions of years.

Scientists notice all the imprints left by fossils to discover how our environment was millions of years ago.

Is interesting how a fossil is a living thing captive in a three-dimensional image.

Blend and Read Decoding 7.6

Unstressed Final Syllables
The endings -age, -ive, and -ice are common final syllables. These syllables are unstressed.

1	courage	cabbage	voyage	usage	image
2	olive	relative	native	detective	captive
3	expensive	average	service	cooperative	office
4	village	language	baggage	beverage	message
5	curious	notice	novice	disposal	massive

6 The average person cannot afford to buy an expensive luxury car.
7 Please be cooperative and work with us to finish the group project.

Grammar: Review **prepositional phrases** with examples from the text or sentences about the topic in the text.

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.



As a class, think about this rock slab that was found on the construction site of a new underground parking garage. What do you think the land was like at the construction site millions of years ago? What geological story do you think it tells?

Fossils are _____. Studying fossils can _____ about _____ back when _____. This fossil of a _____ was found _____. Using it as evidence of _____, I can infer that millions of years ago _____ there might have been _____ and _____ where this fish _____. It tells us that _____ and that _____

Assessment: Students will complete the activity Try Now on p.6 about fossils.

Cross-linguistics: Lead review about syllable division in English and Spanish.

Prepositional Phrases	Frases preposicionales
You might find a shell stuck in a rock high on a mountain.	Podrías encontrar un caracol pegado a una roca alta en una montaña.
Fossils are preserved parts or traces of animals or plants that lived in the past.	Los fósiles son restos o partes que se conservan de animales o plantas que vivieron en el pasado.
Most of the time, you will find seashells on beaches.	La mayoría de las veces encontrarás conchas y caracoles en la playa.
Fossils are very valuable for scientists.	Los fósiles son muy valiosos para los científicos.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

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

p.1 What are fossils? *Fossils are* _____.

How can fossils tell us which organisms lived millions of years ago? *Fossils tell us which organisms lived millions of years ago by* _____.

p.2 What information can we acquire from the layers in a rock? *From the layers in a rock, we can acquire information about* _____ *because* _____.

p.3 How can fossils tell us what environments were like millions of years ago? *Fossils tell us what environments were like millions of years ago by* _____.

Why is the most likely reason the author included the information on page 3?

Vocabulary Picture Walk:

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

Decay	Degradación
Fossil	Fósil
Imprint	Huella
Model	Modelo
Sediment	Sedimento
Weathering	Descomposición

You might find a shell stuck in a rock high on a mountain.

Fossils are preserved parts or traces of animals or plants that lived in the past.

Most of the time, you will find seashells on beaches.

Fossils are very valuable for research.

Prepositional Phrase List

BY	AT	FOR	IN	ON
by degrees	at a low ebb	for a good cause	in anticipation of	on watch
by design	at a moment's notice	for the benefit of	in answer	on schedule
by dint of	at a price	for a reason	in essence	on the record
by far	at a speed of	for a change	in excess of	on the road
by force	at a rate of	for certain	in exchange for	on oath
by hand	at a standstill	for fear of	in existence	on pain of
by heart	at all costs	for good	in fact	on the air
by law	at all events	for granted	in fairness to	on balance
by marriage	at an advantage	for life	in favor of	on a diet
by means of	at any cost	for lack of	in fear of	on a journey
by mistake	at any rate	for love	in flames	on a trip
by my watch	at night	for my	in flower	on approval
by nature	at noon	for real	in confinement	on average
by no means			in operation	on condition that

Prepositional Phrases

A prepositional phrase can add information to a sentence in a creative story or text. It can tell where, when, or how, or can add detail.

Where	The dog walker traveled on the bus .
When	The dog walker traveled after school .
How	The dog walker traveled with our friends .
Detail	Russ is the dog walker for our neighbors .

Prepositional Phrases

A prepositional phrase can add information to a sentence in a creative story or text. It can tell where, when, or how, or can add detail.

Where	The dog walker traveled on the bus .
When	The dog walker traveled after school .
How	The dog walker traveled with our friends .
Detail	Russ is the dog walker for our neighbors .

Frases preposicionales

Una frase preposicional puede agregar información a una oración en un cuento o texto creativo. Puede decir dónde, cuándo o cómo, o puede agregar detalles.

Dónde	El paseador de perros viajó en un bus .
Cuándo	El paseador de perros viajó después de sus clases.
Cómo	El paseador de perros viajó con nuestros amigos.
Detalle	Russ trabaja como paseador de perros para nuestros vecinos.

Suggested Previews

In-person or Virtual Field Trip: It can be a brief observational activity or a longer more sustained investigation or project connecting schoolwork with the world, making it tangible and memorable. It can be done in person or virtually.

Examples:

- <https://www.totemguard.com/aulatotem/2011/07/18-viajes-virtuales-que-el-profesor-puede-realizar-en-el-aula/>
- <https://www.quehacerconpeques.com/visitas-virtuales-con-ninos-acuarios-y-zoologicos-para-disfrutar-gratis-con-los-peques/>

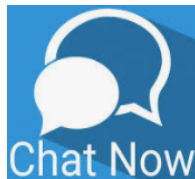
Think Dots:

1. Select the content, concept(s), text, or skills on which the Think Dots will focus.
2. Design six questions, prompts, or tasks related to a common topic, labeling each one with dots that correspond with the sides of a die.
2. Project the 2 x 3 Think Dots grid on a screen. Use the prompts in a whole-class discussion with a different student coming up to roll a die (physically or virtually).
3. Alternatively, put students in partners or small groups, give each group a die.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

	• https://www.canva.com/es_mx/aprende/conoce-virtualmente-36-museos-y-lugares-increibles/ • https://www.exploratorium.edu/explore 	4. Students will roll the die and discuss their knowledge about the topic. 	
Suggested Reviews	Chat Now: In this writing activity, students use informal and formal language to review terms and concepts. • In person- Create an anchor chart or provide students with a paper outline of a computer screen and a term or concept. Students will take turns describing the term or concept by writing a text message using informal language first, then restating in formal language. • Virtual- Create meeting rooms for students to take turns writing about a given topic by discussing it in the chat. First student writes a text message using informal language. Next, students restate the idea using formal language. 	Justified List (Lead4Ward): 1. Provide students with a question stem and written or visual examples/nonexamples / Virtually project the Justified List handout. 2. Students are provided a list of examples and non-examples associated with the question, including both text and visuals as appropriate. 3. Students check positive examples and justify response. 4. Students write the rule that reflects the common attributes of positive examples. 5. Students share/compare responses with a peer / person/virtually. 6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate. 	Compare, Contrast, Analogies, Metaphors, Similes (Seidlitz): Use these sentence stems to reflect with students on what they learned and organize their new schema. - Compare: _____ <i>es similar a</i> _____ <i>en que ambos...</i> - Contrast: _____ <i>es diferente que</i> _____ <i>en que</i> _____ - Analogy: _____ <i>es a</i> _____ <i>como</i> _____ <i>es a</i> _____ - Metaphor: <i>Yo pienso que</i> _____ <i>es</i> _____ - Simile: <i>Yo pienso que</i> _____ <i>es como</i> _____ <i>porque</i> _____ 

FIFTH GRADE SLLD Block UNIT 3 WEEK 2

Social Studies Content TEKS:

5.5(A) explain the significance of issues and events of the 20th century such as

Language TEKS:

5.2A(iv) decoding words with prefixes and suffixes



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions

5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

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

3.3(C) identify the meaning of and use base 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

5.6(H) synthesize information to create new understanding

5.7(B) write responses that demonstrate understanding of texts

5.9D(i) [recognize] the central idea with supporting evidence

5.11D(i) complete simple and compound sentences with subject-verb agreement

5.12(B) dictate or compose informational texts

Resource:

- El movimiento por los derechos civiles (SW Week 28)

Day 1 Focus – Comprehension

Making Predictions: Guide students to make predictions based on the cover and picture walk.

¿Qué ven en la portada? ¿Sobre qué piensan que tratará el texto?



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

Guiding Questions:

Day 2 Focus- Comprehension Word Study

Shared Reading: Reread text and guide students to make connections:

¿Cuál es la importancia de los eventos más destacados del siglo 20? ¿En qué se parecen estos eventos a lo que ocurre en nuestro país hoy día?

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



Cuando lees, busca maneras en que el texto se relaciona con cosas de tu vida y con otros textos que hayas leído.

El texto con la persona
Haz una conexión entre el texto y tu vida. ¿Cada vez recuerdas cuando...?

Texto a texto
Haz una conexión entre el texto y otro texto que hayas leído. ¿Cada vez recuerdas cuando...?

El texto con el mundo
Haz una conexión entre el texto y el mundo que te rodea. ¿Cada vez recuerdas cuando...?

Cuando leemos podemos hacer conexiones entre lo que ocurre o el tema del texto y

Day 3 Focus- Foundational Skills Phonics, grammar

Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.

Phonics Skill: Review **root word** **ducere**, **prefixes sin-** and **retro-** with sentences from the text or about the topic in the text.

En 1961, el presidente John F. Kennedy quería **conducir** el programa espacial hasta alcanzar la meta de llegar a la luna.

La **sincronización** de marchas, protestas pacíficas y boicots lograron la Ley de Derechos Civiles, en 1964.

Hoy día todavía muchas personas continúan luchando por los derechos civiles de

Day 4 Focus- Composition Writing Process/ Genres

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.



Provide for the students an experience with pictures or multimedia to compare how people protest for their rights today versus the past and write about it as a class.

La lucha por _____ ha existido en los Estados Unidos por _____. En _____ los

Day 5 Focus – Assessment and Cross-linguistics connections

Assessment: Students will complete the activities on p.4 about the Civil Rights Movement in the United States.

Cross-linguistics: Lead discussion about coordinating conjunctions in English and in Spanish.

Conjunciones Conjuntivas y, pero, o	Coordinating Conjunctions and, but, or
---	--

La mujer afroamericana de 42 años se subió al autobús de la ciudad y tomó asiento para hacer su viaje a casa.

La Sra. Parks sabía lo que pasaría, pero se rehusó a obedecer la orden y dar su

The 42-year-old African American woman got on the city bus and took a seat to make her ride home.

Ms. Parks knew what would happen, but she refused to



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 (January 10-14, 2022)

Unit Title: Adventures

¿Qué es tener un derecho? ¿Cuáles piensas que deben ser derechos básicos de todas las personas en la sociedad?

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

p.1 ¿Por qué era tan importante que EE. UU. enviara el primer hombre a la luna? *Era importante que EE. UU. enviara el primer hombre a la luna porque _____.*

p.2-3 ¿Cómo el Acta de los Derechos Civiles de 1964 cambió el país? *El Acta de los Derechos Civiles de 1964 cambió el país porque _____.*

¿Cuál fue el rol de Martin Luther King Jr. en la lucha por los derechos civiles? *El rol de Martin Luther King Jr. en la lucha por los derechos civiles fue _____.*

¿Por qué se le recuerda a Rosa Parks como la “madre del movimiento de derechos civiles”? *Se recuerda a Rosa Parks como la “madre del movimiento de derechos civiles” porque _____.*

nuestra vida, entre el texto y otro que hayamos leído y entre el texto y el mundo. Esto nos ayuda a comprender la información y usarla en el diario vivir.

- ¿Qué te recuerda o hace pensar el tema del texto con relación a tu vida? ¿Qué conexión puedes hacer entre este y otros textos que hayas leído? ¿Qué conexión puedes hacer entre este texto y el mundo: tu comunidad, estado, país, mundo?

Vocabulary Picture Walk:

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

Cambio	Change
Poder	Power
Derechos	Rights
Igualdad	Equality
Respeto	Respect
Protección	Protection

muchos para no retroceder en los logros alcanzados.

Vocabulario generativo 7.13			
Raíz del latín <i>ducere</i> , prefijos <i>sin-</i> , <i>retro-</i>			
Muchas partes de palabra tienen sus orígenes en el griego o el latín. Saber los significados de estas partes nos ayuda a comprender los significados de nuevas palabras que contienen la misma raíz o el mismo sufijo.			
Origen	Parte de palabra	Significado	Ejemplo
Raíz del latín	<i>ducere</i>	guiar	conducir; conductor; conducción
Prefijo del latín; o del español	<i>sin-</i>	unión; negación	sincronización; simón; simón; simón
Prefijo del latín	<i>retro-</i>	hacia atrás	retrocohetes; retroactiva; retroalimentación

Grammar: Review the use of **Conjunctions y, pero, o** with examples from the text or about the topic in the text.

La mujer afroamericana de 42 años se subió al autobús de la ciudad y tomó asiento para hacer su viaje a casa.

La Sra. Parks sabía lo que pasaría, pero se rehusó a obedecer la orden y dar su asiento a un pasajero blanco.

Ella sabía que se tenía que mover del asiento, o se la llevarían arrestada.

afroamericanos _____ para protestar por _____. Hoy día, hay personas protestando por _____. Las protestas _____ y de _____ tienen muchas similitudes y diferencias. Ambas _____.

También, _____. Sin embargo, son diferentes porque _____ y _____.

Otra diferencia es que _____.

Una conexión personal que puedo hacer es _____.

Las protestas me recuerdan a ____.

Pienso que _____.

A pesar de que son diferentes, todas las formas de protesta _____.

asiento a un pasajero blanco.

Ella sabía que se tenía que mover del asiento, o se la llevarían arrestada.

obey the order and give her seat to a white passenger.

She knew she had to get out of the seat, or she would be taken away.

Conjunctions and Transitions 5.1.1a

y, pero, o

Las **conjunctions** son palabras que conectan otras palabras o grupos de palabras en una oración. Las conjunctions copulativas y, pero, o unen partes similares de la oración.

Algunos animales de la selva tropical están en peligro de extinción y necesitan que los protejamos.

Grammar 5.1.1a

And, But, and Or

Conjunctions are words that connect other words or groups of words in a sentence. The **coordinating conjunctions** and, but, and or join sentence parts that are alike.

Some rainforest animals are endangered and need our protection.