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Unit Title: Traditional Tales

- Spring Curriculum Based Assessment #1 1/24-1/28 • Writing Portfolio Inventory #3 1/24-2/4 • Spring Boot Camp Round 1 1/26-1/28 • Spring District Assessment 2/1-2/17 • TELPAS Writing 2/7-3/4 • TELPAS Listening, Speaking, & Reading 2/21-3/11 • *TELPAS ALTERNATIVE 2/21-3/25

Unit Summary: In this module, students will listen to, read, and view a variety of texts and media that give them information about the features of tall tales and fables. Students will also encounter fables and videos to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of tall tales and the key differences between stories, plays and poems. Students will learn more about the way that tall tales are connected to traditions. They will find the differences between informational texts and tales, text structures and author's purpose.

Writing Summary: Students will develop a complete composition using: complex sentences; subject, noun and verb concordance. They will show a high knowledge of the language developing complete compositions with main ideas and details.

Big Ideas

- Readers analyze characters to comprehend, connect and learn from text.
- Knowledge and use of Spanish language conventions like Preposiciones help us communicate with and understand each other.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Understanding the text elements will help to understand tales and legends.
- Reading fluency strategies can be used to help increase overall reading comprehension and understand the author's point of view.
- Making predictions is a great strategy for preparing readers to find the main idea of a text.
- Tales and fabulous help readers to understand cultural components.
- Informational texts help us to understand the world.

Essential Questions:

Weeks 1-3

- What is a traditional tale?
- How can a tale or legend be summarized?
- What characteristics have a tale, legend or fable?
- What elements do you need for a compound sentence?

Weeks 4-6

- How can text features help you make predictions?
- Compare and contrast help you to differentiate a variety of texts?
- How can a preposition help you develop a better sentence?

Weeks 7-9

- How can a prediction help you to understand the text?
- What is the difference between diphthongs and hiatus?
- How can you find evidence in the text?

- Why is the author's use of language so important ?

Core Competencies:

Formative:

- Students will differentiate ficcion and non-fiction texts.
- Students will learn how to differentiate the strategy problem-solution.
- Students will learn a text written in first or third person point of view.
- Students will understand how text features can help making predictions.
- Students will know how to summarize a tale.
- Students will improve their writing using Spanish grammar conventions.

Summative:

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

[Constructed Responses Rubric](#)

Pauta de calificación para respuesta construida

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

Culminating Project: During the next few weeks they will work as a group to research fables and cunning tales and make a presentation about their conclusions

Week 1-3: Read aloud fables, such as those written by Aesop. After reading the fable, ask students about the characters, the problem they face, and how they solve it.

Week 4-6: Guide students to discuss the fables they have read and what opinion they have about each fable. Relate each one of them to situations in life and the real world.

Week 7-9:: Practice the presentation, have students rehearse the presentations in small groups.

Unit 03 TEKS YAGS Bilingual TEKS Scope 20-21 SLAR Unpacked TEKS			
Priority Standards			
Concept and Language Development	Vocabulary and Comprehension	Foundational Skills Phonics/Word Study	Writer's Workshop Writing Instruction
4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments;	4.3A use print or digital resources to determine meaning, syllabication, and pronunciation; 4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; 4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele; 4.6E make connections to personal experiences, ideas in other texts, and society; 4.6F make inferences and use evidence to support understanding; 4.6G evaluate details read to determine the main and key ideas;	4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected: to use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text.	4.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 4.11B(ii) developing an engaging idea with relevant details; 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft; 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

	<p>4.6H synthesize information to create new understanding;</p> <p>4.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.8B explain the interactions of the characters and the changes they undergo;</p> <p>4.8C analyze plot elements, including the rising action, climax, falling action, and resolution;</p> <p>4.9D(i) the central idea with supporting evidence</p> <p>4.9D(iii) organizational patterns such as compare and contrast.</p> <p>4.9E(ii) explaining how the author has used facts for an argument;</p> <p>4.10A explain the author's purpose and message within a text;</p> <p>4.10B explain how the use of text structure contributes to the author's purpose;</p> <p>4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance</p>		
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	<p>achieves specific purposes;</p> <p>4.10E identify and understand the use of literary devices, including first- or third-person point of view;</p>		
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New to Grade Level

	<p>4.9E(iii) identifying the intended audience or reader;</p>	<p>4.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p> <p>4.2B(iii)-spelling words with diphthongs and hiatus;</p>	<p>4.11D(vi) prepositions and prepositional phrases;</p>
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Spiraled Standards

<p>4.1B follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1D work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>4.3A use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;</p>	<p>4.2A(iv) decoding words with prefixes and suffixes.</p> <p>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected: to use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text.</p>	<p>4.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>4.11B(ii) developing an engaging idea with relevant details;</p> <p>4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>
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	<p>4.6A establish purpose for reading assigned and self-selected texts;</p> <p>4.6B generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6C make, [and] correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6E make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6F make inferences and use evidence to support understanding;</p> <p>4.6G evaluate details read to determine the main and key ideas;</p> <p>4.6H synthesize information to create new understanding;</p> <p>4.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7B write responses that demonstrate understanding of texts, including comparing</p>		<p>4.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D(ii) irregular verbs</p> <p>4.11D(iv) adjectives, including their comparative and superlative forms;</p> <p>4.11D(v) adverbs that convey frequency and adverbs that convey degree;</p> <p>4.11D(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;</p> <p>4.11D(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>4.11D(ix) capitalization of historical events and documents, titles of books, stories, and essays;</p> <p>4.11D(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and</p> <p>4.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and</p> <p>4.11E publish written work for appropriate audiences.</p>
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	<p>and contrasting ideas across a variety of sources;</p> <p>4.7C use text evidence to support an appropriate response;</p> <p>4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7F respond using newly acquired vocabulary as appropriate;</p> <p>4.7G discuss specific ideas in the text that are important to the meaning.</p> <p>4.8A infer basic themes supported by text evidence;</p> <p>4.8B explain the interactions of the characters and the changes they undergo;</p> <p>4.8C analyze plot elements, including the rising action, climax, falling action, and resolution;</p> <p>4.8D explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales,</p>		<p>4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft;</p> <p>4.13A generate and clarify questions on a topic for formal and informal inquiry;</p> <p>4.13B develop and follow a research plan with adult assistance;</p> <p>4.13C identify and gather relevant information from a variety of sources;</p> <p>4.13D identify primary and secondary sources;</p> <p>4.13E demonstrate understanding of information gathered;</p> <p>4.13F recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>4.13G develop a bibliography</p>
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	<p>fables, legends, myths, and tall tales;</p> <p>4.9D(i) the central idea with supporting evidence</p> <p>4.9D(ii) features such as pronunciation guides and diagrams to support understanding;</p> <p>4.9D(iii) organizational patterns such as compare and contrast.</p> <p>4.9E(i) identifying the claim;</p> <p>4.9E(ii) explaining how the author has used facts for an argument;</p> <p>4.10A explain the author's purpose and message within a text;</p> <p>4.10B explain how the use of text structure contributes to the author's purpose;</p> <p>4.10C analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p>4.10E identify and understand the use of literary devices, including first- or third-person point of view;</p>		
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	<p>4.10F discuss how the author's use of language contributes to voice;</p> <p>4.10G identify and explain the use of anecdote</p>		
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Reading Academic Vocabulary

Genre	Literary Elements	Comprehension	Vocabulary
<p>Texto informativo Informational Text</p> <p>Cuentos y fábulas Tales and Fables</p>	<p>Recursos graficos Graphic Features</p> <p>Ilustracion Illustrations</p> <p>Titulo Title</p> <p>Subtitulo Subtitle</p> <p>Mapa Map</p> <p>Diagrama Diagram</p> <p>Grafica Graph</p>	<p>Evidencia Evidence</p> <p>Proposito del autor Author's Purpose</p> <p>Trama Plot</p> <p>Problema -solución Problem-Solution</p>	<p>Estructura del texto Text Structure</p> <p>Detalles Details</p> <p>Sinonimo Synonym</p> <p>Antonimo Antonym</p>

Writing Academic Vocabulary

Writing Process	Grammar	Spelling
<p>Organización de la composición</p> <p>Composition Organization</p> <p>Oraciones compuestas Compound Sentences</p>	<p>Adverbios Adverbs</p>	<p>Concordancia de género y número</p>

REQUIRED RESOURCES (READING INSTRUCTION)	SUGGESTED PAIRED TEXTS
<p><i>Measuring Up Model Lessons are used to introduce a skill or standard.</i></p>	<p><i>Paired Texts are used to complement and enrich instruction following the Measuring Up Model Lesson.</i></p>
<p>Measuring Up</p> <ul style="list-style-type: none"> Lesson 12: Understand point of view. Comprender el punto de vista 	<p>Unit texts in the textbook (HMH)</p> <ul style="list-style-type: none"> La historia de los cuentos tradicionales. (Informativo) Rosana Tormenta. (Cuento fantástico)

<ul style="list-style-type: none"> Lesson 16: Analyze plot elements. Analizar los elementos de la trama. Lesson 18: Explain how characters interact and change. Explicar cómo los personajes interactúan y cambian. Lesson 19: Explain the author's purpose. Explicar el propósito del autor. Lesson 24: Analyze the purpose of print and graphic features. Analizar el propósito de los recursos gráficos e impresos. Lesson 25: Use text features and make predictions. Usar recursos textuales para hacer predicciones. 	<ul style="list-style-type: none"> En los días del Rey Adobe. (Cuento popular) Un par de timadores. (Fábula/Cuento de astucia) Diez soles: Una leyenda china. (Leyenda) A tu salud! (Informativo) Comida ecológica. (Informativo/ Argumentativo) Mi plato. (Video informativo) Bocadito de insectos. (Informativo) La sartén por el mango. (Ficción realista) Los Eco Guardianes. (Carta) Luz se ilumina. (Novela gráfica) Patrullaje de tortugas marinas. (Ficción realista) 12 árboles amigos. (Informativo/Argumentativo) Las semillas del camino. (Biografía)
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REQUIRED RESOURCES (GRAMMAR AND WRITING INSTRUCTION)

Patterns of Power en español:

Chapter 6.3
Chapter 9.4
Chapter 11.1
Chapter 8.1
Chapter 5.2, 5.3
Chapter 14.1
Chapter 2.2

Multi-Tiered Supports to Tier 1 Instruction

	Vocabulary and Comprehension (Guided Reading)	Foundational Skills Phonics/Word Study/Fluency	Writer's Workshop Writing Instruction
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	Daily 6 Critical Reading, Writing, Structured Conversations, Frequent Feedback		
	Before Reading Strategies	During Reading Strategies	Response Strategies
Tier 1 <i>All students receive guided (or modeled) support during whole-class instruction with use of responsive teaching strategies</i>	<ul style="list-style-type: none"> • Vocabulary Routine <ul style="list-style-type: none"> ◦ Vocabulary in Context • Activate Reading <ul style="list-style-type: none"> ◦ Activate Prior Knowledge ◦ Preview & Purpose • Genre Characteristics 	<ul style="list-style-type: none"> • Foundational Reading Strategies Success Criteria • Chunking and annotating (Reading for the gist) • Clarifying Meaning Strategies • Model Reading with Fluency and Prosody • Guided Reading with Think Aloud • Active Reading with Reciprocal Teaching • Active Reading with Say Something 	<p>Discussion:</p>  <ul style="list-style-type: none"> • Turn and Talk Routines • QSSSA Document with links to video • QSSSA Seidlitz Article • Talk-Read-Talk-Write Strategy • Philosophical Chairs • Gallery Walk <hr/> <p>Writing:</p> <ul style="list-style-type: none"> • Summary (10-20 words) • Sentence Frames • Structured Writing tasks • Paragraph Hamburger Article • Lead4ward Sentence Stems • Writing Rubrics
Tier 2	<ul style="list-style-type: none"> • Rigby Leveled Library • Learning A-Z • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • Read Naturally • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • Graphic Organizers • Student Checklist 3-5 • Hamburger Method • Paragraph Frames • FCRR-Florida Center for Reading Research
Tier 3	<ul style="list-style-type: none"> • Rigby Leveled Library • Learning A-Z • FCRR-Florida Center for Reading Research 	<ul style="list-style-type: none"> • FCRR-Florida Center for Reading Research • 	<ul style="list-style-type: none"> • Graphic Organizers • Student Checklist 3-5 • Hamburger Method • Paragraph Frames

			<ul style="list-style-type: none"> • FCRR-Florida Center for Reading Research
Enrichment	<ul style="list-style-type: none"> • Rigby Leveled Library • Learning A-Z 	<ul style="list-style-type: none"> • 	

UNIT RESOURCES

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

Resources and References for Student Progress

[DVISD Reading Level Correlation Chart](#)

DVISD Fluency and Instructional Level Goals for Reading

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

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