Quinto Grado Artes de lenguaje y lectura Unidad 02 Semana 3 2021-2022 (November 1-5, 2021) (Suggested Duration: 39 days)

Unit Title: Investigations

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

Big Ideas:

- 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.
- Understanding text structure and features help us better navigate and comprehend a selection and the purpose behind writing the selection.
- 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.
- Knowledge and use of English language conventions 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.
- 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.
- Analyzing literary elements and the author's craft can help readers comprehend the text and make connections to other texts and their own life experiences.

Essential Questions:

- Why is making inferences an important part of understanding and analyzing a text?
- Why are central ideas and summarizing important for communicating with others about a text?
- How can understanding literary elements and author's craft help you become a better writer?
- How can you use literary elements and the author's craft to help you have a deeper understanding of a text?
- How does understanding the text structure help you summarize a text?
- How does the writing process help you develop a well written composition?
- Why is it important to use standard English language conventions to communicate ideas in your writing?
- Why is it important to have a variety of strategies to help you determine the meaning of unfamiliar and multiple meaning words?
- How is fluency and comprehension related?
- Why is it important to understand the author's purpose for writing a selection?

Core Competencies:

Formative

- HMH module 4 week 3 assessment
- HMH selection quiz

Summative

- Students will be able to analyze and annotate a text with a focus on inferences, central idea, text structure, author's purpose and summary.

- Students are able to use quotation marks correctly in their own writing.
- Students can engage in the writing process to produce a well written composition by grade-level standards

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 2-3:** Students will select one specific equity issue and a country to research information from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff).

Spanish Language Arts
UNIT 2 WEEK 3

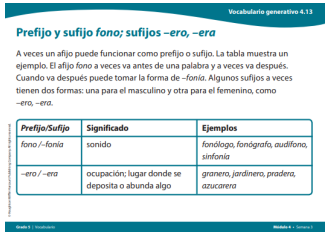
20-21 SLAR Unpacked TEKS

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 **5.1(D)** work collaboratively with others by following agreed-upon rules, norms, and protocols	**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 **5.2B (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 for a sustained period of time - level text	**5.3(A)**use digital resources to determine meaning, syllabication and pronunciation of words. **5.3(B)** use context to find word meanings **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(D)** create mental images **5.6 (E)** make connections **5.6 (F)** make inferences **5.6 (G)** evaluate details to determine importance **5.6 (H)** synthesize information **5.7(A)** describe personal connections **5.7(B)** write responses	**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 with subject-verb agreement **5.11D(iii)** collective nouns **5.11D(vii)** pronouns **5.11D(vi)** prepositions and prepositional phrases **5.11D (viii)** subordinating conjunctions to form complex sentences **5.11D (ix)** capitalization of initials, acronyms, and organizations **5.11D (x)** italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences,

		5.7(C) use text evidence to support an appropriate response **5.7(E)** interact with sources in meaningful ways **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 **5.8(B)** analyze the relationships of and conflicts among the characters **5.8(C)** analyze plot elements **5.8(D)** analyze the influence of the setting, including historical and cultural settings, on the plot **5.9(B)** explain the use of sound devices and figurative language **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(C)** discuss the author's use of print and graphic features **5.10 (D)** describe how the author's use of imagery, literal and figurative language **5.10(E)** identify and understand the use of first- or third-person point of view **5.10(F)** discuss how the author's use of language contributes to voice **5.10(G)** explain the purpose of hyperbole, stereotyping, and anecdote	dash for dialogue, and quotation marks for titles **5.11D (xi)** correct spelling of words with grade-appropriate orthographic patterns and rules **5.11(E)** publish written work for appropriate audiences **5.12(B)** compose informational texts, **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

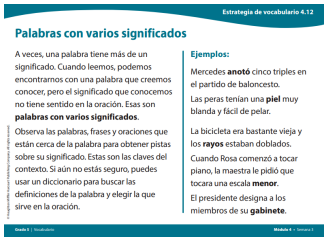
	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de combinación de sílabas *1. Muestre las tarjetas de letras.* *2. Deslice la primera letra para identificar la primera sílaba y lea.* *3. Repita el proceso para próxima sílaba.* *4. Deslice sílabas juntas y lea la palabra.*	**Phonics/Fluency/Spelling**				
	Explain/Model: M4 T342-343 Syllables with /y/sound: *y, ll* **GP:** Using a word list of vocabulary with /y/sound, ask students to compare the pronunciation of the words. **Palabras con *ll*** / **Palabras con *y*** tallo ella / yeso yogur llanto chillar / yoga suyos **Structured Conversations:** *¿En qué se parecen todas estas palabras? ¿En qué se diferencian? ¿Qué letra se usa para representar el sonido /y/ en cada palabra?* Decodificar 4.11 **Combinar y leer** **Palabras con sonido /y/** El sonido /y/ se puede escribir con *ll* o con *y*. • La letra *y* siempre suena /y/, excepto cuando está sola o cuando va al final de una palabra. 1 llanta ayer yerno calle yegua 2 rollo llover tallo oyes bello 3 yodo sello grillo llave joya 4 playa brillo llegar bueyes llevar 5 ¿No oyes cantar a los gallos por las mañanas en el campo? 6 Durante el temporal, la fuerte lluvia y los rayos no me dejaron dormir. Grado 5 | Destrezas fundamentales Módulo 4 • Semana 3 **IP:** Students will practice completing Aprende y demuestra and find examples in their independent reading books. Guiding questions: *¿En qué se parecen*		**Explain/Model:** M4 T362-363 Syllables with /y/sound: *y, ll* **GP:** Discuss words with each model of the /y/sound: *y, ll.* Ask students which letter is making the /y/ sound in each word. Practice with students reading unfamiliar words to identify which syllables make the /y/ sound . **IP:** Students will practice identifying and sorting words with the target syllables from a word list. Decodificar 4.13 **Combinar y leer** **Palabras con sonido /y/** 1 llamada yacaré ayuda rayuela desarrollo 2 papaya tobillo lluvioso cayeron coyote 3 arrullo piyama paraguayo caballo inyección 4 llovizna espinilla payaso arroyos apoyarse 5 María se alisó el cabello con el cepillo y después se fue a desayunar. 6 En el joyero se podían ver las brillantes joyas de la herencia familiar. Grado 5 | Destrezas fundamentales Módulo 4 • Semana 3 **Ask-** *¿Qué letras hacen el sonido /y/ cuando leen las palabras?*		**Spelling test:** Students will be assessed on **word/ sentence dictation** with the words from the week.

	todas estas palabras? ¿En qué se diferencian? ¿Qué letra se usa para representar el sonido /y/ en cada palabra? **Spelling/Handwriting:** M4 T344 -Students will work with words with /y/ *y, ll* identifying their spelling. -Students will practice sorting words in pairs. -Allow students to practice handwriting/ typing sample words. -Do spelling pre-test. ---------- **Fluency /Expression:** M4 T345 **Explain:** Remind students that good readers change the tone, volume and rate to reflect the text. They also pay attention to punctuation to read with expression. **GP:** Model reading with expression explaining how punctuation helps you know when to pause. Always model rereading for self-correction as a way to increase comprehension. **IP:** Engage students in practice with their				

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*	independent reading book. Students will practice in pairs.				
	Word Study/Academic Language/Oral Language				
	Explain/Model: Introduce vocabulary using picture cards: M4 T334-335 • *regocijo* • *rastrojo* • *indispensable* • *primoroso* • *ardua* • *ajenos* • *proporciones* • *deleitó* • *trillar* **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:** Introduce vocabulary using picture cards: M4 T346 • *regocijo* • *rastrojo* • *indispensable* • *primoroso* • *ardua* • *ajenos* • *proporciones* • *deleitó* • *trillar* **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.* **Vocabulary Strategy:** T347 **Multiple Meaning Words** **GP:** Tell students that when they use a ***dictionary*** to find words with multiple meanings, they will also use the ***context*** to figure out which definition is correct.	**Explain/Model:** M4 T354-355 • **Prefix/Suffix** *fono*; **Suffixes** *-ero, -era*  Vocabulario generativo 4.13 **Prefijo y sufijo *fono*; sufijos *–ero, –era*** A veces un afijo puede funcionar como prefijo o sufijo. La tabla muestra un ejemplo. El afijo *fono* a veces va antes de una palabra y a veces va después. Cuando va después puede tomar la forma de *–fonía*. Algunos sufijos a veces tienen dos formas: una para el masculino y otra para el femenino, como *–ero, –era*. Prefijo/Sufijo: *fono /–fonía*; Significado: sonido; Ejemplos: *fonólogo, fonógrafo, audífono, sinfonía* Prefijo/Sufijo: *–ero / –era*; Significado: ocupación; lugar donde se deposita o abunda algo; Ejemplos: *granero, jardinero, pradera, azucarera* **GP:** Explain that sometimes, a prefix can also be a suffix like 'fono'. Model with different words to show students how to divide the word to analyze affixes and to apply meaning. **IP:** Students will create sentences with the target suffixes and explain their meaning to the class**.** *Always do spiral review about using context clues to*	**Explain/Model:** M4 T364-365 Vocabulary Review: **GP:** In groups, students will give each other clues about the word and find the meaning. Circulate to monitor understanding and clarify misconceptions. *Always do spiral review about using context clues to find meaning of unfamiliar words.* **IP:** Students will complete the Aprende y Demuestra and use a graphic organizer during independent reading to find the meaning of unfamiliar words.	**Cumulative Review:** M4 T374-375 Students will find word meaning using the strategies learned and reviewed these past weeks: • Context Clues • Multiple-Meaning Words • Affixes and Roots **Suggestion:** Model the use of a basic graphic organizer with the words: homófono, afonía, carnicero, playera. **Example:** **Oraciones** Antes de comenzar el concierto, los encargados usaron el megáfono para hablarle al grupo. **¿Prefijo/Sufijo?**: megáfono **¿Cognados?**: megaphone **¿Significados Múltiples?**: No **Contexto**: concierto, hablarle al grupo

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.

These questions stems can help guide students to answer these questions:
¿Cuál es el significado de la palabra ____ en esta oración? ¿Qué palabras te ayudan a saber el significado de la palabra ___ en esta oración?


Estrategia de vocabulario 4.12

Palabras con varios significados

A veces, una palabra tiene más de un significado. Cuando leemos, podemos encontrarnos con una palabra que creemos conocer, pero el significado que conocemos no tiene sentido en la oración. Esas son **palabras con varios significados**.

Observa las palabras, frases y oraciones que están cerca de la palabra para obtener pistas sobre su significado. Estas son las claves del contexto. Si aún no estás seguro, puedes usar un diccionario para buscar las definiciones de la palabra y elegir la que sirve en la oración.

Ejemplos:

Mercedes **anotó** cinco triples en el partido de baloncesto.

Las peras tenían una **piel** muy blanda y fácil de pelar.

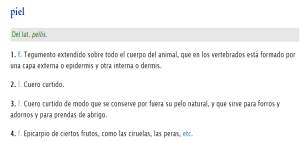
La bicicleta era bastante vieja y los **rayos** estaban doblados.

Cuando Rosa comenzó a tocar piano, la maestra le pidió que tocara una escala **menor**.

El presidente designa a los miembros de su **gabinete**.

Grade 5 | Vocabulario — Module 4 • Semana 3

Model with the word piel:


piel

Del lat. *pelis*.

1. f. Tegumento extendido sobre todo el cuerpo del animal, que en los vertebrados está formado por una capa externa o epidermis y otra interna o dermis.

2. f. Cuero curtido.

3. f. Cuero curtido de modo que se conserve por fuera su pelo natural, y que sirve para forros y adornos y para prendas de abrigo.

4. f. Epicarpio de ciertos frutos, como las ciruelas, las peras, etc.

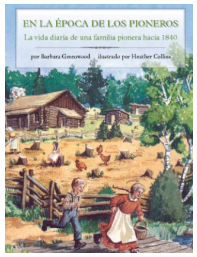
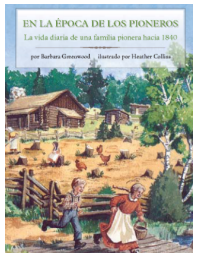
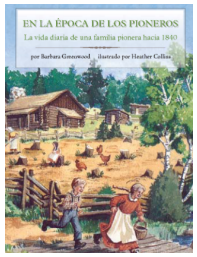
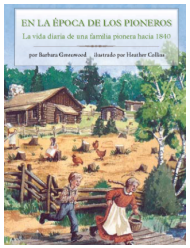
Oración
Las peras tienen una piel muy blanda y fácil de pelar.

¿Prefijo/Sufijo?	**¿Cognados?**
No	No
¿Significados Múltiples? **Piel-** *lo que cubre un animal*	**Contexto** -Las peras

find meaning of unfamiliar words.

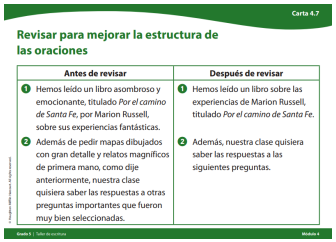
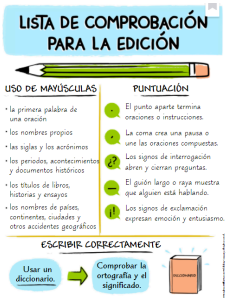
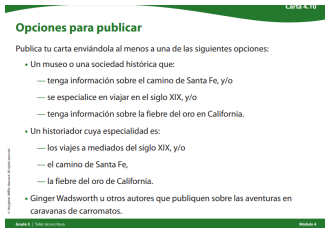
¿Homógrafos u Homófonos?	**Sinónimos/ Antónimos**
No	*Palabra parecida- micrófono*
Significado *El megáfono podría ser algo que aumenta el volumen de la voz para que mucha gente pueda escuchar.*	

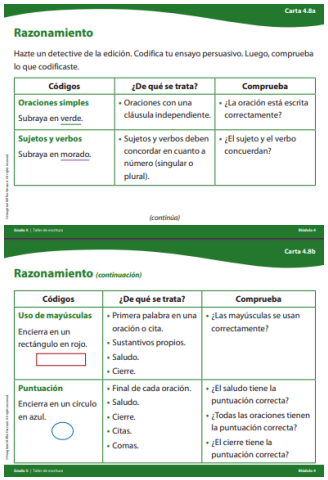
Assessment: Students will be assessed on application of using context clues, multiple meanings, and prefixes/suffixes to find word meaning.

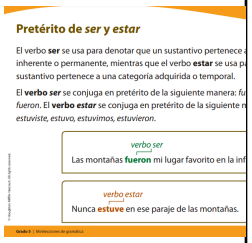
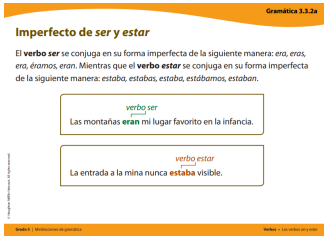
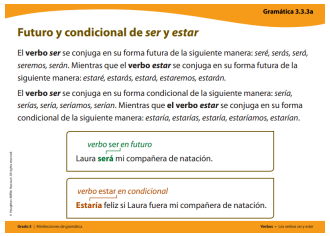
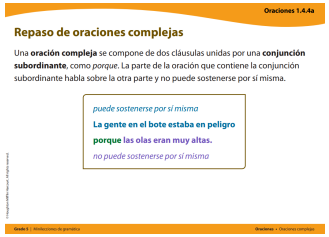
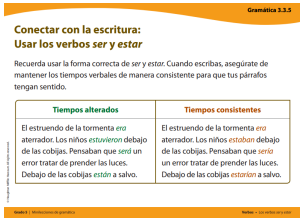
		o humano, cuero curtido, cáscara de una fruta. / -Blanda y fácil de pelar. **¿Homógrafos u Homófonos?** No / **Sinónimos/ Antónimos** No **Significado** *La piel de la pera es su cáscara.* **IP:** Assign students to find meaning of words in groups, create sentences, and share with the class.			
Rutina 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* 3.Signal/Señala- *Presenta el tallo de oración que*	**Interactive Read Aloud/ Mini-Lesson**				
	Text- M4 T336–337 En la época de los pioneros: La vida diaria de una familia pionera hacia 1840  **Making connections:** *¿Qué imaginas si te digo: casa grande rodeada de árboles y flores? ¿A qué sentido se refiere esa descripción?*	**Text-** M4 T348-349 En la época de los pioneros: La vida diaria de una familia pionera hacia 1840  **Making connections:** *¿Cuáles son los elementos literarios en esta narración?*	**Text-** M4 T356-357 En la época de los pioneros: La vida diaria de una familia pionera hacia 1840  **Making connections:** *¿A través de qué 'lente' escuchamos esta historia?*	**Text-** M4 T366-67 En la época de los pioneros: La vida diaria de una familia pionera hacia 1840  **Making connections:** *¿Cómo me saludarías si me ves fuera de la escuela: ¿Qué onda maestra/a? o Buenos días maestro/a? ¿Por qué?*	**Wrap up the Topic** M4 T376- 377 **Making connections:** *¿Qué información nueva aprendieron sobre las lecturas y video? ¿Cómo cambió esa información su idea sobre las razones por las que las personas emigran? ¿Qué otra cosa les gustaría descubrir sobre el tema?* **Review:** Whole class review of all skills taught this week through an

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.*	**Read aloud: Teaching Pal/Compañero de enseñanza** -Introduce genre and text- Historical Fiction -Students will make predictions. -Set a purpose for reading aligned to the skill: Visualize. **Structured Conversations:** *¿Por qué visualizar esta escena les sirve para entender a las personas? ¿Qué te ayuda a visualizar el lenguaje descriptivo de la página ___?* **Response:** Students will choose a scene from the text and discuss this question in groups and in writing: *¿Cómo los ayudan las imágenes sensoriales a visualizar la escena?* **CFU:** Students will talk, write, and find details from the text and visuals as evidence to explain their responses.	**Reread aloud: Teaching Pal/Compañero de enseñanza** -Set a purpose for reading aligned to the skill: Identify literary elements. **Structured Conversations:** *Basándose en la lectura, ¿Qué aprenden sobre George y Willy? ¿Cómo afecta el ambiente al desarrollo del personaje de Willy?* **¿Qué incidente de la historia hace que _____? *¿Cuál es la razón para que _____? *¿Qué oración de la historia predice mejor _____?* **Response:** Students will discuss these questions in small groups: *¿Cuál es la razón para que George y Willy sean competitivos?* **CFU:** Students will complete the selection quiz. **You can tailor these STAAR stems to any story*	**Reread aloud: Teaching Pal/Compañero de enseñanza** -Set a purpose for reading aligned to the skill: Identify point of view. **Structured Conversations:** Stop at strategic places in the story and ask: *¿Cuál es el punto de vista narrativo en estas páginas? ¿Quién es el narrador? ¿Cómo lo saben?* **Response/CFU:** Students will discuss this question and answer orally and in writing: *¿Cómo los ayuda este punto de vista a entender a los personajes?*	**Reread aloud: *Use Teaching Pal/Compañero de Enseñanza:*** Guide students to identify the use of dialects or proverbs in the story. **Structured Conversations:** *¿Qué les dice el uso de modismos sobre el tío Jacob? ¿Qué significa el refrán "El trabajo compartido es más llevadero"? ¿Qué significa el refrán "Al que madruga, Dios lo ayuda"?* **Response:** Students will work in groups to discuss the question orally and in writing: *¿Cómo usar este lenguaje en el texto te ayuda a comprender a los personajes?* **CFU:** Students will complete Aprende y Demuestra and explain their interpretation of several proverbs.	interactive activity/ game/ competition. **Skills:** *-Text Structure* *-Central Idea* *-Author's Craft* *-Monitor and Clarify* *-Visualizing* *-Literary Elements* *-Point of View* **Response/ CFU:** Students will complete the module assessment of the skills with a new piece of text/ fresh read.
	Mini-Lesson				

	Visualizing	Literary Elements	Point of View	Formal and informal language	Synthesizing
	Mini-Lesson: Tell students that as they read historical fiction texts, good readers try to visualize, or create **pictures in their minds**, to help them understand details about what life was like at that time in history. Point out that if you visualize as you read a historical fiction text, you will end up with a better understanding of what life was like back then. *Use the anchor chart to ask students to give you a hand signal each time they can visualize something read because it is related to their senses.*	**Mini-Lesson:** Remind students that literary elements are all the pieces that make up a story. *Use a graphic organizer to complete while rereading the story filling in all the literary elements with the class.*	**Mini-Lesson:** Remind students that the point of view refers to who is telling the story. Pronouns like *yo, mi* indicate **first person**. Pronouns like *el, ella* indicate **third person**. Explain that the narrator's point of view determines what readers find out in a story. *Provide short paragraphs as practice to identify point of view in small groups.*	**Mini-Lesson:** Discuss with students the use of formal and informal language in our daily lives with examples based on familiar situations. Explain that we use informal language when we are speaking to our friends and family. We use formal language, we are usually speaking to someone important or writing something important (like they are doing during writing workshop). *Present students with different expressions as well as proverbs (refranes) to show different*	**Mini-Lesson:** Remind students that when we synthesize, we think about what we used to know and what we learned and combine them to create new ideas. Guide students to discuss their new ideas in groups/pairs and create a graphic organizer to record their thinking. *Antes pensaba que ___. Aprendí que ____. Ahora pienso que _____.*

				interpretations to the same concept.	
	Writing Workshop				
	Writing Prompt: **Read** this sentence: *The people who moved west in the 1850s had much to learn.* **Think** about what a person moving wet 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: E62 **Incorporating Feedback** **Explain:** Students that they will incorporate feedback and revise to improve sentence structures. **Model:** Think aloud about your own writing and decide how to incorporate the feedback used using the sample anchor chart as a guide to improve word choice and eliminate ideas as needed.  Carta 4.7 Revisar para mejorar la estructura de las oraciones Antes de revisar / Después de revisar 1 Hemos leído un libro asombroso y emocionante, titulado *Por el camino de Santa Fe*, por Marion Russell, sobre sus experiencias fantásticas. / 1 Hemos leído un libro sobre las experiencias de Marion Russell, titulado *Por el camino de Santa Fe*. 2 Además de pedir mapas dibujados con gran detalle y relatos magníficos de primera mano, como dije anteriormente, nuestra clase quisiera saber las respuestas a otras preguntas importantes que fueron muy bien seleccionadas. / 2 Además, nuestra clase quisiera saber las respuestas a las siguientes preguntas. **Structured Conversations:**	**Writing Process:** E63 **Proofreading** **Explain:** Work with students proofreading sentences for: -correctly written and correctly -punctuated complete sentences -proper subject-verb agreement -proper capitalization 	**Writing Process:** E64 **Peer editing** **Explain:** Revisit the editing checklist to clarify misconceptions and provide assistance.  LISTA DE COMPROBACIÓN PARA LA EDICIÓN USO DE MAYÚSCULAS • la primera palabra de una oración • los nombres propios • las siglas y los acrónimos • los periodos, acontecimientos y documentos históricos • los títulos de libros, historias y ensayos • los nombres de países, continentes, ciudades y otros accidentes geográficos PUNTUACIÓN El punto aparte termina oraciones o instrucciones. La coma crea una pausa o une las oraciones compuestas. Los signos de interrogación abren y cierran preguntas. El guión largo o raya muestra que alguien está hablando. Los signos de exclamación expresan emoción y entusiasmo. ESCRIBIR CORRECTAMENTE Usar un diccionario. Comprobar la ortografía y el significado. **Model:** Using your own writing, model how to provide feedback to a partner using the checklist. ****Make sure you revisit any grammar questions students might struggle with to ensure they are successful.*	**Writing Process:** E65 **Publish** **Explain:** Give students choices to publish their letters. Have students talk to a partner about additional ideas for publishing their work.  Carta 4.10 Opciones para publicar Publica tu carta enviándola al menos a una de las siguientes opciones: • Un museo o una sociedad histórica que: — tenga información sobre el camino de Santa Fe, y/o — se especialice en viajar en el siglo XIX, y/o — tenga información sobre la fiebre del oro en California. • Un historiador cuya especialidad es: — los viajes a mediados del siglo XIX, y/o — el camino de Santa Fe, — la fiebre del oro de California. • Ginger Wadsworth u otros autores que publiquen sobre las aventuras en caravanas de carromatos. **Model:** Do a class search to find places that could provide you with the information requested in the letter. Allow students to do the same and decide where to mail/send it.	**Writing Process:** E66 **Share Writing** **Explain:** Review classroom expectations for sharing the writing for presenters and listeners. Consejos sobre cómo presentar Expresa la idea principal Asegúrate de que el propósito de la presentación esté claro. Mira al público El contacto visual hace que la audiencia preste atención a la presentación. Habla de forma clara y fuerte Asegúrate de que las personas puedan escucharte y entenderte bien. Usa lenguaje corporal natural Sonríe y usa tus manos mientras hablas. Evita el lenguaje informal y coloquial Habla de manera más formal que cuando hablas con un amigo. lenguaje coloquial **Model:** Share your writing and allow students to ask questions.

	¿Necesito esta oración/ palabra/ frase aquí? ¿Qué otra palabra más formal podría usar para sustituir ____?	 Carta 4.8a **Razonamiento** Hazte un detective de la edición. Codifica tu ensayo persuasivo. Luego, comprueba lo que codificaste. **Códigos** / **¿De qué se trata?** / **Comprueba** **Oraciones simples** Subraya en verde. • Oraciones con una cláusula independiente. • ¿La oración está escrita correctamente? **Sujetos y verbos** Subraya en morado. • Sujetos y verbos deben concordar en cuanto a número (singular o plural). • ¿El sujeto y el verbo concuerdan? (continúa) Carta 4.8b **Razonamiento** *(continuación)* **Códigos** / **¿De qué se trata?** / **Comprueba** **Uso de mayúsculas** Encierra en un rectángulo en rojo. • Primera palabra en una oración o cita. • Sustantivos propios. • Saludo. • Cierre. • ¿Las mayúsculas se usan correctamente? **Puntuación** Encierra en un círculo en azul. • Final de cada oración. • Saludo. • Cierre. • Citas. • Comas. • ¿El saludo tiene la puntuación correcta? • ¿Todas las oraciones tienen la puntuación correcta? • ¿El cierre tiene la puntuación correcta? **Model:** Show students how to proofread their work with your own writing.			• ¿Enviaste la carta? ¿A quién? ¿Por qué elegiste ese destinatario? • ¿Qué aprendiste sobre escribir una carta formal? ¿Cómo lo aprendiste? • ¿Cuál fue la parte del proceso de escribir la carta que te gustó más? • ¿Cuál fue la parte más difícil? Group students to share their work with their peers.
	Independent Writing				
	Students will work on their writing incorporating the feedback received during peer revisions. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Students will proofread their work and edit as needed. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will work in pairs to peer edit their work and incorporate the feedback. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will find a destination for their letters and decide how to mail/send it. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Students will share their written letter to their peers. Circulate, monitor, and prompt students while they write. Students will share their writing.
	Grammar				
	Patterns of Power: Chapter 4.2 El verbo ser				

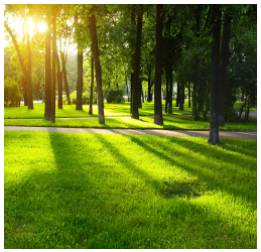
	Grammar				
	• **Explain:** E253 Past Tense of "Ser/Estar"  Pretérito de *ser y estar* El verbo **ser** se usa para denotar que un sustantivo pertenece a inherente o permanente, mientras que el verbo **estar** se usa pa sustantivo pertenece a una categoría adquirida o temporal. El **verbo *ser*** se conjuga en pretérito de la siguiente manera: fu *fueron*. El **verbo *estar*** se conjuga en pretérito de la siguiente m *estuviste, estuvo, estuvimos, estuvieron*. *verbo ser* Las montañas **fueron** mi lugar favorito en la inf *verbo estar* Nunca **estuve** en ese paraje de las montañas. • • • **Model:** Use anchor chart to explain the verb conjugations for the verbs 'ser y estar' in the past tense. ***Ser** is used when we describe **permanent characteristics**. It is conjugated in **simple past tense** as follows: *fui, fue, fuimos, fuiste, fueron.* ***Estar** is used when we describe **temporary characteristics**. It is conjugated in **simple past tense** as follows: *estuve, estuvo, estuvimos, estuviste, estuvieron.* • **GP:** Model how to identify the right to use depending on the context: *¿Qué*	**Explain:** E254 Imperfect Tense of "Ser/Estar"  Gramática 3.3.2a Imperfecto de *ser y estar* El **verbo *ser*** se conjuga en su forma imperfecta de la siguiente manera: *era, eras, era, éramos, eran*. Mientras que el **verbo *estar*** se conjuga en su forma imperfecta de la siguiente manera: *estaba, estabas, estaba, estábamos, estaban*. *verbo ser* Las montañas **eran** mi lugar favorito en la infancia. *verbo estar* La entrada a la mina nunca **estaba** visible. **Model:** Use anchor chart to explain the verb conjugation for 'ser y estar' in imperfect tense. ***Ser** is conjugated in the **imperfect tense** as follows: *era, eras, era, éramos, eran.* ***Estar** is conjugated in the **imperfect tense** as follows: *estaba, estabas, estaba, estábamos, estaban.* **GP:** Model how to identify the right to use depending on the context: *¿Qué característica del sujeto se describe? ¿Es permanente o temporal?* Examples:	**Explain:** E255 Future and Conditional Tense of "Ser/ Estar"  Gramática 3.3.3a Futuro y condicional de *ser y estar* El **verbo *ser*** se conjuga en su forma futura de la siguiente manera: *seré, serás, será, seremos, serán*. Mientras que el **verbo *estar*** se conjuga en su forma futura de la siguiente manera: *estaré, estarás, estará, estaremos, estarán*. El **verbo *ser*** se conjuga en su forma condicional de la siguiente manera: *sería, serías, sería, seríamos, serían*. Mientras que **el verbo *estar*** se conjuga en su forma condicional de la siguiente manera: *estaría, estarías, estaría, estaríamos, estarían*. *verbo ser en futuro* Laura **será** mi compañera de natación. *verbo estar en condicional* **Estaría** feliz si Laura fuera mi compañera de natación. **Model:** Use anchor chart to explain the verb conjugation for 'ser y estar' in future tense. ***Ser** is conjugated in the **Future tense** as follows: *seré, serás, será, seremos, serán.* ***Estar** is conjugated in the **conditional form** as follows: *estaré, estarás, estará, estaremos, estarán.* **GP:** Model how to identify the right to use depending on the context: *¿Qué característica del sujeto se describe? ¿Es permanente o temporal?* Joy será la mejor mamá.	**Explain:** E216 Review Complex Sentences  Oraciones 1.4.4a Repaso de oraciones complejas Una **oración compleja** se compone de dos cláusulas unidas por una **conjunción subordinante**, como *porque*. La parte de la oración que contiene la conjunción subordinante habla sobre la otra parte y no puede sostenerse por sí misma. *puede sostenerse por sí misma* **La gente en el bote estaba en peligro porque las olas eran muy altas.** *no puede sostenerse por sí misma* **Model:** Review that a complex sentence includes an independent clause and one or more dependent clauses. The clauses often are joined by a subordinating conjunction such as *because, although, when,* or *as.* **GP:** Guide students to write sentences and identify different types of pronouns. **IP:** Students will identify pronouns in sentences in small groups and share them with the class.	**Make connections to writing** E257: "Ser/ Estar"  Gramática 3.3.5 Conectar con la escritura: Usar los verbos *ser y estar* Recuerda usar la forma correcta de *ser y estar*. Cuando escribas, asegúrate de mantener los tiempos verbales de manera consistente para que tus párrafos tengan sentido. Tiempos alterados: El estruendo de la tormenta *era* aterrador. Los niños *estuvieron* debajo de las cobijas. Pensaban que *será* un error tratar de prender las luces. Debajo de las cobijas *están* a salvo. Tiempos consistentes: El estruendo de la tormenta *era* aterrador. Los niños *estaban* debajo de las cobijas. Pensaban que *sería* un error tratar de prender las luces. Debajo de las cobijas *estarían* a salvo. **Explain:** Explain that maintaining consistency and using the verbs *ser y estar* correctly is an important part of fluid writing. **Model/GP:** Create sentences from classroom situations to analyze the use of *ser y estar*. **IP:** Students will create sentences and identify the correct form of *ser y estar*. Students will also apply the skill to their own writing.

	característica del sujeto se describe? ¿Es permanente o temporal? ● ● Examples: ● *Mili es muy trabajadora. (permanent characteristic)* ● ● *Mili está en su casa. (temporary characteristic- she will stop working at some point).* ● ● **IP:** Students will revise sentences individually to identify the right form of ● 'ser y estar".	*Mili era una maestra de la Primaria Gallegos.* *Mili estaba en la casa ayer.* **IP:** Students will revise sentences individually to identify the right form of 'ser y estar".	Si no llueve, estaré allí. **IP:** Students will revise sentences individually to identify the right form of 'ser y estar".		
Literacy Stations	**Phonemic Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading**	**Vocabulary**
Find Literacy Station Suggestions in Module 4 Pages T330-331					

FIFTH GRADE ELLD Block UNIT 2 WEEK 3	
Science Content TEKS: **5.6 (C)** demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted	**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 **5.6(F)** make inferences and use evidence to support understanding **5.7(C)** use text evidence to support an appropriate response **5.9D(i)** [recognize] the central idea with supporting evidence **5.9D(ii)** [recognize] features such as insets, timelines, and sidebars to support understanding **5.9D(iii)**organizational patterns such as logical order and order of importance **5.11D(viii)** subordinating conjunctions to form complex sentences **5.12(B)** compose informational texts

Resource STEMscopes
- Conductors and Insulators (Reading Science L500)

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 picture? What do you predict will be the text will be about?  **Prior knowledge**- Activate students' prior knowledge and	**Shared Reading:** Reread text with students and make connections to the text: What key terms did we discuss related to electricity? **Comprehension Skill:** Focus on comprehension skills with modeling and prompting. Explain to students that an inference is an educated guess based on a reader's own knowledge and experience, plus, clues from the text. Point out that making inferences	**Choral reading**: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. **Foundational Skill:** Review ll /l/ sound with sentences from the text or aligned to the topic from the text. *There is light all around us. We cannot see things as well in the dark as we could in the light.*	**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. Look at the image, describe and explain what is happening to the light using complex sentences.	**Assessment:** Students will complete the comprehension questions in p. 3-4. **Cross-linguistics:** Lead discussion about the sound of the 'll' in English and Spanish. **ll /l/ sound** — There is light all around us. **ll Sonido /y/** — *Abrí con la llave y prendí la luz.*

schema through guiding questions. Monitor, redirect or clarify as needed:
Where does natural light come from? How does the light move?

Guiding questions:
What do you know about how light travels? What do you think shadows are?

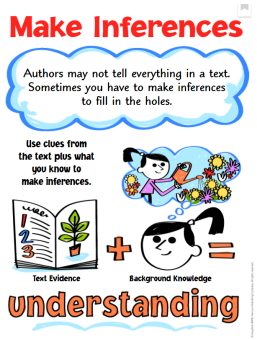
Read aloud and stop to engage students with the text through guided questions:

Where does our natural light come from? Our natural light comes from _____.
What happens when there are no clouds? When there are no clouds _____.

What happens to sunlight when there are clouds? When there are clouds, sunlight _____.

What does light do to the colors around us? Light makes colors around us _____.

allows readers to fill in the blanks in a story.



What inferences can you make about how light travels by looking at the picture in the text? How can you support your inference with evidence from the text?

Vocabulary Picture Walk: Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text.

Lens	*Lente*
Reflection	*Reflejo*
Refraction	*Refracción*
Luz	*Light*

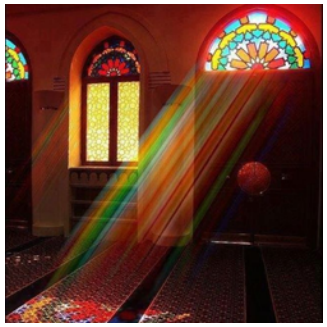
Some light will shine through the cave opening.

Grammar: Review complex sentences with examples form the text or aligned to the topic of the text. **A complex sentence includes an independent clause and one or more dependent clauses. The clauses often are joined by a subordinating conjunction such as because, although, when, or as.*

A flamingo would not be as colorful in the shade because color is more vibrant in the sunlight.

Shadows are created when the light can't go through the trees.

The ocean is dark deep below although the sun is shining on it.



This picture shows how light travels _____ until _____. The carpet is ____ on one side because _____. The other side of looks _____ although _____. _____ and _____ spaces happen _____ light _____.

We cannot see things as well because it is dark.	*Allá no se ve bien porque está oscuro.*

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.		**Possible Sentences** 1. Provide students with key terms and phrases from the topic they will learn about. 2. Allow students to work with partners to decide which words/ phrases may work together and then put them into predictive sentences. 3. Post predictive sentences on your content wall and revisit through the topic. 4. As students work with the topic, they will identify which sentences are confirmed and place a + next to them. 5. Complete as a Review activity- Students will rewrite sentences that are not confirmed into summary statements that are consistent with the topic.
Suggested Review Activities	**Tabletop Tweet Lead4Ward Student-led** 1.Provide students with the Tabletop Tweet template and model expectations. 2. Ask students to share in groups or partners things they have learned from the science topic. 3. Students will complete the graphic organizer individually adding a "Tweet" with their idea, a visual, and a hashtag. 4. Students will share their idea with a partner and copy their partner's idea as a "Retweet".	**Family Feud** – 1.Divide students into two teams. 2.One person from each team must go against one another to answer a review question. To engage the other students while they are playing, have the rest of the team write the answers to the questions in their journals. 3.If they get it right their team gets a point. 4. Team with more points wins.	**Technology-Based Review** *Create an activity in Kahoot, Quizlet, or Flipgrid to engage students in a review of vocabulary and concepts learned from the topic.* **Kahoot-** Create questions based on assessment items, content vocabulary, and ideas discussed through the unit. Engage students in a competition using the platform individually or in groups. **Quizlet-** Create vocabulary cards aligned with the topic and assign students to review the content words. Ask them to

			use the vocabulary in sentences and/or a paragraph providing sentence stems as needed. **Flipgrid-** Students will use this tool to record an oral summary of what they learned through the unit using the content vocabulary and sentence stems as needed. Kahoot! Quizlet Flipgrid